



Cooperative Accreditation On-Site Visiting Team Report

Report on Verification of School's Self-Study and Compliance with AMS Standards and Criteria

SCHOOL INFORMATION		
Name of School	Head of School	
California Montessori Project - Capitol Campus	Bernie Evangelista	
School's Street Address	City, State, Zip, Country (if outside Continental US)	
2635 Chestnut Hill Dr.	Sacramento, CA, 95862	
Accreditation Cycle (check one)	Date of On-site Visit (mm/dd/yyyy)	
<input type="checkbox"/> Initial Accreditation <input checked="" type="checkbox"/> Reaccreditation	02/26/2017-03/01/2017	
Protocol (check one)		
<input checked="" type="checkbox"/> Cooperative Accreditation with : WASC		
Levels Served by the School	Levels Applying for Accreditation	Enrollment
CH (K only), ELI, ELII, MS	All	321

ON-SITE VISITING TEAM APPOINTED BY THE AMS OFFICE OF SCHOOL ACCREDITATION	
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Name of Team Co-Chair (if applicable)	Organization and Affiliation
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INTRODUCTION

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 education 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.

The Local Community

The California Montessori Project Capitol Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy.

The Capitol Campus is located in the College Greens neighborhood of the city of Sacramento on the eastern border of Sacramento and just west of Rancho Cordova. The school is located in a former Sacramento City Unified School district facility, the Thomas Jefferson campus. CMP relocated to this facility in November 2009.

Many families live and work in the Sacramento area. This supports steady enrollment at the school. Many children will stay in the school from Kindergarten through 8th grade. The little attrition is usually due to families moving out of town or families choosing to attend a school closer to their home or a school that provides bus transportation. Families living in the neighborhood often walk their children to school. This connection to the neighborhood has created a strong sense of community in and around the school.



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The School Community

The California Montessori Project (CMP) is a network of Charter Montessori public schools, operating within the greater Sacramento area. After one year of planning, the California Montessori Project Charter Public School opened in August of 2001. CMP schools currently maintain accreditation through AMS (American Montessori Society). Today, CMP serves 2,500 students at six campuses, located in Sacramento and El Dorado Counties. The Capitol campus serves 321 students at present.

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SECTION I: The Educational Nature of the school

Montessori Learning Environment

Children's House

The Capitol Campus has two Children's House classrooms which are comprised of five- and six-year-olds, one lead teacher and a teaching assistant. Each classroom has large windows. Efforts have been made to create cozy and calm environments using textiles, lamps, and shelving configurations that provide a variety of work and lesson spaces. These are Kindergarten learning environments which are fully prepared with child-sized furniture and academic Montessori materials that are appropriate for this age range.

A full complement of language arts and math materials were sequenced in an orderly way on the shelves and in use by children in the environment. Cultural materials including geography and science, as well as practical life and sensorial materials are also present in the classrooms.

Children work in a variety of different configurations; solo floor tables are in use, two- and three-person tables with chairs, and work rugs enable the children to spread out throughout the classroom. Each of the two classrooms has a sink and a refrigerator. Children eat snack from their own lunch boxes in a designated classroom area. Classrooms have library spaces and are well-stocked with books. Each classroom has a small, separate peace area with soft seating and resources for conflict resolution and self-regulation.

Children moved through the space with care and politeness, providing evidence of an emphasis on psycho-social well-being of the classroom. The teachers maintain quiet voices, and in general children seem happy and relaxed. The classrooms are orderly, clean and inviting.

Elementary

The Elementary classrooms are rich with curricular resources. In each classroom, a wide variety of shelving units hold a full array of materials in math, language, cultural and science. Classrooms have large collections of books, both fiction and nonfiction.

There are six Lower Elementary classrooms with six-to-nine year olds and four Upper Elementary with nine-to-twelve year olds. Two of the Upper Elementary have 32 students and two lead teachers. Two of them have 22 students and one lead teacher with a teaching assistant.



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As multi-age environments, the classrooms contain a variety of seating and learning spaces - from couches, cushions and benches in the Upper Elementary classrooms to small group tables designed for socially-supportive learning in the Lower Elementary. Each classroom has a unique personality and community; however, there is also consistency throughout including full complements of Montessori and supplementary materials, peace areas, digital smart boards or TVs, laptop storage, and student work storage. The classrooms are all spacious and well-lit. They open directly onto the outdoor hallway space that is central to the classrooms.

Children move in and out of the classrooms regularly, either with learning intervention specialists, by themselves or with volunteers or teachers. While the adults are careful to keep their classroom incursions quiet and subtle, the amount of movement in and out provides a steady stream of distraction. It is clear that the children and teachers are used to this level of individual transitioning; however, it is not necessarily conducive to concentration. In general, the classrooms are happy and relaxed.

Throughout the school day, small numbers of children were seen to be using the benches in the outdoor space to read, to meet in small groups and to engage in large-motor activities. At times, these children were also seen to be off-track and appeared to feel unsupervised.

Middle School

There is one Middle School community with 45 seventh and eighth grade students, two lead teachers and two teaching assistants. This community meets together in the morning and then separates into two different portable classrooms that share an outdoor space. Each of the learning environments is set-up with similar furniture and include step risers built into one corner of each classroom. The tables and desks in the classrooms are easy to move and arrange as necessary for the learning activity or lesson.

As is appropriate for this age, students have freedom to use the school campus in a wider way. They move between two classroom spaces, and throughout the campus.

They start each day with physical education in order to increase their heart rates, get their blood flowing, and give them social connection time. This enables them to transition to the morning community meeting in a state of alertness and readiness. This is an important aspect of their routine.



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Students' Learning Activity in a Montessori Environment

Children's House

The Kindergarten classrooms have diverse student populations despite being made up of only five- and six-year-olds. There is evident support of children working at many different levels, with different types of support and different lesson formats. Teachers and teaching assistants seem adept at adjusting their guidance, lessons and instructions to the needs of each child.

Children were involved in independent work of their own choosing and daily mandated work (such as a daily requirement to practice in Handwriting without Tears workbooks). It was evident that most children were engaged in activities that they were guided by teachers, rather than spontaneous work choices. There is an emphasis on balancing California Common Core State Standards with Montessori curriculum and methodology.

In the Kindergarten classes, students have access to a full complement of Montessori math and language arts materials. Those materials are in full use throughout the uninterrupted class time. Teachers and students are involved together in individual and small group lessons using the didactic materials. Children also use them with independence and ease.

In terms of independence, children work together with the full group, with partners, near their friends, and alone. Teachers offer guidance about where to work and what work to choose.

The Kindergartners at CMP Capitol Campus were relaxed and joyful in their classrooms, and clearly felt both productive and fulfilled. The classrooms are filled with proud, happy children.

Elementary

Lower and Upper Elementary classrooms are fully stocked with Montessori materials and an array of supplemental materials. Children work independently with materials, and also receive lessons using materials. Hands-on learning is valued and emphasized in all of the Elementary classrooms.

Children collaborate in both structured and spontaneous ways. Teachers and teaching assistants are available to support communication, planning and productivity in these collaborative settings. The classrooms have diverse student populations in terms of learning needs and styles; students have their individual learning needs supported through a variety of intervention techniques and support staff. School-wide there is an emphasis on small group lessons.

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Elementary students are provided with work plans that enable them to fulfill their responsibilities. They use these plans independently but are expected to complete the required work that is included on the plans and/or provided by the teachers.

Children complete periodic projects at home and subsequently present them at school. Annually, these include Continent Projects, Book Reports, and Wax Museum History Projects. Often the entire school is invited to tour completed projects and share in the celebration.

Middle School

The Middle School community embraces the Montessori model of independent learning, deep investigation, peer-based collaboration and reflective thinking. Central to the learning in the classroom is the concept of interdisciplinary themes. For example, using a theme, students engage in science, language arts, history and much more.

Montessori Learning Relationships

Children's House

Teachers are respectful, using quiet voices in the classroom. Kindness is prevalent and guidance is gentle. Grace and Courtesy is evident, as well, in the interactions among children. They are friendly, kind and supportive of one another. Outside of the classroom, during arrival and dismissal, adults greet the school's youngest children cheerfully by name and promote a sense of community and inclusion.

Kindergartners work with each other and in close proximity to each other. They are eager to help one another, but also show respect for the independence and autonomy of others. They are encouraged to stay focused on meaningful, learning-focused conversations.

In the spring, Kindergartners are introduced to the first grade work plan. This adds more structure to their classroom experiences and supports their ability to manage their time and keep track of their responsibilities. There is a sense of pride and maturity among many of the students regarding this tool.

The classroom is a vibrant, exciting place for the Kindergartners; they find it rich with opportunity and discovery. Teachers and teaching assistants help by guiding, clarifying, coaching and leading. In the Kindergarten classrooms and around the school, adults speak at eye level with students and at appropriate personal-conversation volumes.



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Elementary

The Elementary students' primary learning relationships are with their teachers and their environments, including their peers and their work.

The children use a variety of work plans to keep themselves organized, to manage their time and to fulfill their responsibilities. In Elementary classrooms, these are determined by the lead teacher in accordance with daily and weekly expectations, the needs of the students and the ways in which the teacher is choosing to support the productivity of the students. The Elementary teachers have high levels of input in the work that students choose, how students spend their time accomplishing particular assigned activities and what tasks need to be accomplished. The children receive structured lists of reminders about work that must be finished during the work time, the day, or the week. This imposes limits on the children's spontaneous opportunities to pursue non-core learning while accomplishing the goal of ensuring progress and assisting in the preparation for California Common Core State Standards testing.

The Elementary children, from third grade to sixth grade, have a strong learning relationship with a technological basis. Each student has a Chromebook and a variety of required activities, including Learning.com digital literacy lessons, Rosetta Stone language instruction, Accelerated Math and Accelerated Reading programs. These programs are considered "supplemental" to the Montessori core curriculum but are also quite time-consuming for students, teachers and administrators.

Peer mentoring and collaboration are very much in evidence in the Elementary classrooms. On a recent day, children in Lower Elementary worked together writing stories, shared math lessons, helped one another in a variety of ways. In the Upper Elementary, children are invited to collaborate and create social groupings with minimal adult interference. The Elementary community nurtures kind, respectful interaction among students that is evident in formal lessons, informal gatherings, full group times, transitions and more. Teachers reinforce and model this high level of respect by guiding students using logical questions, kind tones, and firm expectations.

Middle School

The teachers in the Middle School nurture a high level of collegiality and mutual respect among members of the community. This includes teachers, teaching assistants, support staff and students. There are high standards for civility that also allow room for humor and meaningful connections. When teachers need to redirect or offer behavioral guidance to reinforce the expectation of respect, it is done quietly and with careful attention to the dignity of the student.

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Middle School students work together in collaborative settings. They learn how to be productive members of groups and they are evaluated based on their conduct in groups as well as on the work produced by the group.

Montessori Spirituality

The school culture at CMP-Capitol promotes the spiritual well-being of children and adults. Many of the teachers are trained in mindfulness and incorporate different aspects of it into the classroom life and the school day. At the Early Childhood and Elementary levels, each classroom has a peace area that has soft, quiet seating and peace-based resources. This a space for children to calm themselves, resolves conflicts with others, and spend time reflecting quietly. The visiting team observed that teachers of children aged five to nine use a formal Peace Education curriculum created by Jonathan Wolff. At the Upper Elementary and Middle School levels, however, the team did not observe teachers implementing a formal sequential curriculum that supports the spiritual life of the student. The school reports that on a monthly basis, the whole school attends an assembly where the Peace Education/Character Education Curriculum created by Jonathan Wolff is presented. This is further discussed at community meetings in class and incorporated into writing assignments.

Teachers use positive discipline techniques that empower children to understand their own needs and make decisions that demonstrate awareness of, and care for, others. In class meetings, children's voices and opinions are heard and valued. Children and adults show respect for one another in every interaction.

Classrooms have peace education displays that reflect an on-going commitment to global citizenship, care for the planet, self-awareness, and virtues such as compassion and empathy. Classrooms also have a variety of tools available to help children regulate and center themselves - everything from fidgets to weighted blankets to jump ropes that can be taken outside when the need to move is paramount. Stress relief and the development of healthy personal habits are nurtured through individual coaching and structured activities like Physical Education classes. There is clear respect for the individual needs of children, and a school culture that nourishes and honors each individual.

Teachers engage in on-going self-reflection through their work with mentor teachers and with annual professional development plans. The school promotes an atmosphere of honest, open communication and mutual support among adults.



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What the Montessori Teacher Is

The Montessori teacher is a vital element in the child's learning, and is warm, nurturing, supportive and aware of the child's needs.

At CMP-Capitol, teachers hold teaching credentials from MACTE accredited programs and a California State Teaching Certificate. The teachers express dedication to ongoing professional development, and are actively supported by the administration in setting and achieving professional development goals. The community of teachers is part of a collaborative network that includes mentor teachers who are Curriculum Level Leads for Early Childhood, Lower Elementary, Upper Elementary and Middle School. This open, collaborative relationship enables the Montessori teachers to feel connected to one another, supported by mentors and inspired to deepen their understanding of Montessori and other essential elements of education. At an administrative level, the Dean of Students, Principal, Executive Director and Director of Program are all credentialed Montessori teachers themselves; they understand the teachers' perspectives and daily life in the classroom. This helps the teachers to feel listened to, understood, and nurtured.

The Montessori teachers at CMP-Capitol are lifelong learners. The school has dedicated time and resources to professional development and collaboration. Teachers are invited to share their expertise, to deepen their understanding, to engage in long-term projects, and to learn from one another as well as from experts in the field. The teachers are proud of this aspect of their work, and place a high value on it.

In order to nurture the growth and professional development of teaching assistants, the network of CMP schools introduced "Super Duper Saturdays". Every month, the teaching assistants are invited to a four-hour training session that covers an array of topics presented by colleagues and school leaders. Topics have included Montessori philosophy, classroom management, parent communication, and more. The fact that these events are attended by the majority of teaching assistants is evidence that there is a well-developed culture of professional development.

What the Montessori Teacher Does

The teachers at CMP-Capitol prepare the learning environment. This involves in-depth planning and record-keeping. The teachers rely heavily on regular assignments and expectations to propel student learning. For example, students are reminded on a daily basis that they have specific math lessons,

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grammar assignments, technology-reliant lessons, SRA, and more. The students are generally kept busy with this regular work. Based on planned lessons and regular sequential expectations, teachers give lessons to small groups of students, track the work they're doing online and help with guidance and clarification.

Teachers prepare the physical environment of the classroom. Shelves are orderly and materials are arranged sequentially. The classrooms are maintained to be warm, welcoming, orderly and enticing. Teachers express their own aesthetic sensibilities in the arrangement of the furniture, the lighting and auditory characteristics of the classroom. The school occupies an older traditional school facility that is owned by the school district; despite the constraints that this imposes, the teachers have been successful in making the classrooms beautiful.

The Kindergarten teachers cultivate learning communities that enhance the children's sense of order, concentration, coordination and independence. With a wide variety of student needs and diverse learning styles, they are able to promote these essential aspects of the Kindergarten-aged child's development while also ensuring academic readiness.

Montessori Elementary teachers function as guides. The Elementary teachers are interested and engaged in student learning. They ask questions to redirect and clarify. However, there is less evidence that they ask critical thinking questions designed to lead students to deeper understanding. Similarly, there was inconsistency in whether the teachers shared learning goals with students at the beginning of formal lessons, guided students to reflect on their learning processes, and helped students integrate their new learning experiences to previous knowledge. CMP-Capitol Campus has self-identified inquiry-based instruction as an area of necessary growth. Likewise, meeting the needs of advanced learners is a school-identified area of growth.

The Middle School teachers work hard to support their students' social, emotional and academic needs. From the basis of strong understanding of the developmental needs of the adolescent, they plan, support and execute a comprehensive and thorough Montessori Middle School Program based on the Houston Montessori model.

As a whole community, teachers are passionate about Montessori education and dedicated to providing the best possible Montessori educational experience to the children at the school. It is noted by teachers and their teaching assistants that it would be beneficial to have more time together for team meetings in order to plan, strategize and communicate without the presence of children. This would enable teaching



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assistants to have deeper understandings of what the Montessori teacher does and how to support the children in the classroom.

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SECTION II: The Learner Outcomes

Independence

The classroom environments at CMP-Capitol are designed to support independence with age appropriate materials and furniture, in addition to well-organized routines and procedures. Throughout the school, at all age levels, the students were observed to be enjoying freedom of choice, within responsible limits.

The children in the Early Childhood classes have been learning to transition from activity to activity independently. They have been introduced to the appropriate use of materials in all curriculum area, including many practical life activities, and are encouraged to take care of their personal needs with limited teacher direction. One of the teachers explained that the students would be introduced to individual work plans later this spring in preparation for their transition to lower elementary.

The Lower and Upper Elementary students use personal work plans to direct their learning activities. After introductions to a concept the students record their follow up work in specific notebooks for each curriculum area and then request review by a teacher. Students are expected to complete assignments by specific dates and achieve 80%, with repeated presentations provided to support students reaching mastery before moving on to the next concept.

Middle School students also demonstrate independence through the use of work plans with after-school programs offered to support completion of work.

Confidence and Competence

CMP-Capitol has successfully created a school-wide climate and culture of safety, respect and responsibility. They see this as the basis for the students' sense of self as a competent and confident learner.

The Early Childhood students experience an environment and activities which are carefully designed to lead the child to an academic goal, and also to foster a sense of competence and the confidence to continue on to more challenging tasks.

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In the Elementary and Middle School environments, many students were observed independently completing their work plans. They confidently help others, and have many opportunities to express their questions and ideas regarding class activities and to give presentations to the entire class, giving them a high comfort level and confidence in their ability to address large groups.

Some students struggle with work completion and therefore with academic confidence. CMP has developed a valuable support for these students through the Response to Intervention program that provides in school and after school tutorial assistance. Teachers actively support parents to encourage students to participate in these programs to improve their academic confidence and competence.

Autonomy

Individual classrooms in CMP-Capitol have established rules and procedures which define appropriate behavior. This helps the students know what the expectations are to support self-regulation with minimal adult intervention. Children regulate their work time, their social interactions, and personal behavior with little prompting from adults thanks to lessons in collaboration, cooperation and negotiation skills.

Early Childhood classes teach grace and courtesy as well as conflict resolution through the use of “peace talks” with peers and practicing the art of compromise. This gives the child the skills necessary to resolve issues autonomously.

At the Elementary level, autonomy is encouraged through the use of individualized work plans and clear expectations. With support from the teacher, the student is empowered to accept responsibility for staying on task and engaging in the learning process.

The Middle School curriculum includes personal reflection and personal growth that supports autonomy. Autonomy is also evidenced during the community meeting in which students provide the leadership, each individual having a turn to direct the meeting.

Through observation, teachers recognize that some students need additional support and structure. This is provided through individual seating, tools such as earphones to minimize distractions and regular check-ins with teachers.



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Intrinsic Motivation

The Montessori environment and materials intrinsically draw children to engage in learning activities. Each CMP-Capitol learning environment is filled with age appropriate materials and are delightfully unique, with touches related to its namesake which is chosen to represent events in California history or state emblems. Many children were observed to be focused and excited about their learning activities. Intrinsic motivation is strengthened by the satisfaction a child receives from completing a work cycle. The students were observed independently making choices and completing activities from their work plans. Students were also observed helping others and showing pride and a sense of accomplishment which is also evidence of intrinsic motivation.

In some cases, students are still developing a sense of intrinsic motivation, CMP-Capitol teachers carefully observe and guide these children to make a match with activities in which they will be successful without feeling frustration. This creates a safe environment for the children to further develop their level of intrinsic motivation.

Capitol reported that to support teachers and students in creating greater intrinsic motivation, they have dedicated many staff professional development days to address this issue.

Social Responsibility

The sense of community is very strong throughout the Capitol campus. It starts with the respect, grace and courtesy modeled by the adults. The students are very considerate and respectful of each other. During an interview, one special education teacher eloquently expressed how students never shame another student. There is a sincere effort by students to help one another. The school practice, “Be Safe, Be Respectful, and Be Responsible” is frequently referenced and demonstrated. The expected school-wide learning results also include being strong Montessori learners, ambassadors of grace and courtesy, and agents of change.

In Early Childhood classes the students were observed to be happily participating in circle time, in caring for the environment, assisting others, and following the rules and expectations set by the classroom community.

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In the Elementary classrooms the students continue to enjoy being active participants in the community. They demonstrated genuine care and consideration for each other, many occasions of mentoring and respectful behavior were observed throughout the accreditation visit.

Through daily community meetings, lead by individual students, working in small groups to prepare presentations, community projects, planning for trips, running a business, and caring for their learning environment the Middle School students demonstrated an understanding of each individual's responsibility for the success of the community as a whole.

Academic Preparation

The teachers of CMP-Capitol are all well qualified, having both Montessori credentials as well as holding credentials from the State of California. They are dedicated to creating beautiful, well-equipped, well-organized and inviting Montessori learning environments. Individual work plans are created for each student in the Early Childhood and Elementary classes. The Middle School students are given study guides for each cycle of the curriculum. In the Early Childhood and Elementary classes, lessons were observed being given individually and in small groups. Whole group presentations were observed in the Middle School. CMP has aligned the California Common Core Standards with the Montessori Curriculum.

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

Assessments throughout the year ensure students are progressing through the curriculum. Based on student progress, assignments are adjusted to meet individual needs. Students' record daily lessons into personal notebooks and teachers keep close records of work accomplished. Portfolios are created which follow students through their years at CMP-Capitol.

Some students struggle with learning differences and/or medical issues that may interfere with their academic success. CMP supports these students through their Response to Intervention Team, the Special Education Team, and the Network Specialists. The level of support given to these students and the collaboration between these teams and the classroom teachers is extensive.



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Spiritual Awareness

CMP-Capitol strongly believes that the spiritual preparation of the teachers is a key component of the success of the school and therefore the success of each student. Respect is evident in the demeanor of the personnel in the classrooms as well as in the office and the CMP network administration. The students also demonstrated respect, grace and courtesy. Even the parents who were interviewed seemed to understand the special spirit and appreciate the atmosphere at the school.

Early Childhood classes practice Spiritual Awareness through the silence game and the study of nature. There are peace areas in all classrooms and lessons are given to inspire respect and teach conflict resolution skills. Elementary students also have peace areas and study Cosmic Education, reflecting on their place in the universe as well as continuing studies of Nature, Education for Peace and Conflict Resolution. Several classes have been introduced to mindfulness practices. Students were observed skillfully being lead through problem solving during a community meetings with great trust, honesty and respect.

Middle School students have a time for Personal Reflection scheduled into every day. Throughout the school the emphasis is on the motto for the school which is SOAR. This is very appropriate as they are the eagles. S: Safe, O: Offer Peace, A: Always Respectful and R: Responsibility.

Global Citizenship

Through the study of the Great Lessons, The Fundamental Needs of Humans, World Geography, Cultural Geography, Education for Peace, and the study of Current Events, the students of CMP-Capitol are introduced to Global Citizenship. 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, and local food banks. There are also opportunities for community service learning and to get involved in science ecology programs such as Nature Bowl, Oceans Plastics Pollution and the California State University of Sacramento Science Olympiad. Through these studies and opportunities to care for others and the environment, Capitol encourages students to see themselves as Global Citizens.



COOPERATIVE ACCREDITATION ON-SITE VISITING TEAM REPORT SECTION III: 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 CMP assembled a committee to review their mission statement with the intention of creating a new statement that provides a more succinct description of the program, as well as more accurately reflect the primary outcomes in a measureable way.

The adoption of the new mission statement led CMP to review and update the Strategic Plan. This plan is held high in value to the leadership team, as it provides guidance and encourages focus on the goals, which have been chosen as critical elements of the continued success of the organization.

The process to complete the new strategic plan included reflection on AMS and WASC goals as well as inclusion of stakeholder groups (parents, teachers, staff, students and board members) who provided input in the goals which then resulted in CMP's strategic plan. A committee consisting of a subset of the administrative team was then convened to begin the process of drafting the new strategic plan.

Throughout the 2013-2014 year the leadership team with board input continued to review and revise the strategic plan. In November of 2014 the Board adopted the 2014-2017 strategic plan. CMP is currently in the process of reviewing their updated goals and drafting a new three-year strategic plan.

There are currently 6 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 is 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



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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 over time, 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
- 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



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- 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 is 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

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

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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 Chrome books 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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SECTION IV: AMS Standards & Criteria Verification Checklist

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan		STANDARD COMPLIANCE:	
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.		<input checked="" type="checkbox"/> Fully Met <input type="checkbox"/> Substantially Met	<input type="checkbox"/> Not Met
CRITERIA:			
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.	X YES	<input type="checkbox"/> NO
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.	X YES	<input type="checkbox"/> NO
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).	X YES	<input type="checkbox"/> NO
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.	X YES	<input type="checkbox"/> NO
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).	X YES*	<input type="checkbox"/> NO *Kept at the central office, charter is online

Leadership

CRITERIA:			
2.6	Fosters a learning community through collaboration with all stakeholders.	X	YES <input type="checkbox"/> NO
2.7	Employs a system that provides for analysis and review of student performance and school effectiveness.	X	YES <input type="checkbox"/> NO
2.8	Provides teachers and students opportunities to lead.	X	YES <input type="checkbox"/> NO
2.9	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.	X	YES <input type="checkbox"/> NO
2.10	Manages curricular and extracurricular activities that are sponsored by the school.	X	YES <input type="checkbox"/> NO
2.11	Seeks and responds to community concerns in order to establish appropriate community expectations and to maintain stakeholder satisfaction.	X	YES <input type="checkbox"/> NO



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CONTINUOUS IMPROVEMENT – Strategic Plan

CRITERIA:	
2.12	Engages all constituents in a continuous process of improvement that: <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>
	X YES <input type="checkbox"/> NO
2.13	Engages and supports stakeholders in the process of continuous improvement.
	X YES <input type="checkbox"/> NO
2.14	Ensures that plans for continuous improvement are aligned with the mission and vision of the school and the expectations for student learning.
	X YES <input type="checkbox"/> NO
2.15	Annually monitors, updates, and communicates the progress and results of improvement efforts to stakeholders.
	X YES <input type="checkbox"/> NO
2.16	Annually evaluates and documents the effectiveness and impact of its continuous improvement process as outlined in the Strategic Plan.
	X YES <input type="checkbox"/> NO

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.

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.

Comments:

Governance: The CMP Governing Board consists of a cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. The CMP Governing Board currently consists of the one Montessori community member, two business community members, one charter community member, parents, and one teacher representative.

The CMP Board of Directors will be 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 the charter school laws;



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- Solicitation and receipt of grants and donations consistent with the mission of the School;
- 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.

The CMP Governing Board evaluates and monitors student academic performance through an annual review of statewide test (CAASPP) scores. CMP's Leadership Team is made up of the Executive Director, the Principals from all of the network schools and the Director of Program. This team, referred to as the Round Table (RT), prepares and reviews CAASPP scores by campus and by grade level. Round Table also prepares and presents intervention plans for students scoring outside the standards met band.

The CMP Governing Board also receives regular presentations on the school's budget. The Executive Director and the Business Services Office present the campus level and school level budgets to the board for review and approval. Based on recommendations made by the Round Table, key indicators set by the board and stakeholder input the Executive Director develops the annual Local Control Accountability Plan (LCAP). CMP's LCAP is approved by the board and communicated to all stakeholders through a variety of avenues including, but not limited to, posting on the network website. In addition, all financials are audited and the audits are thoroughly reviewed by the Governing Board.

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

Each spring, since 2014, the Executive Director and campus administrators meet separately with parent, staff and student groups to gather their ideas on ways to improve the programs and facilities at each campus site. This stakeholder feedback is then used to determine how best to utilize funds from the state. Goals, an action plan, and progress on goals are written into a plan for the school, which is updated annually.

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Over the last three years, the focus has been on increasing science instruction and materials, visual and performing arts programs, physical education, and library improvements.

These meetings are well attended and provide a venue to receive ideas from the school community. They are held in an open format which includes conversation and immediate feedback, unlike paper or online surveys.

Continuous Improvement: 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 their 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.

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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 updated goals and drafting their new three-year strategic plan.

Commendations:

- The visiting team would like to commend the CMP/Capitol Community on the School Mission, Vision and Schoolwide Learner Outcomes in alignment with Montessori philosophy
- The visiting team would like to commend the CMP/Capitol Community for strong leadership, network, community and parent involvement connecting stakeholders
- The visiting team would like to commend the CMP/Capitol Community for its financial solvency and sustainability plan in place aimed at the long-term success of the school
- The visiting team would like to commend the CMP/Capitol Community for its dedication to professional development and the value placed on collaborative time

Recommendations:

- The AMS Visiting Team recommends the CMP/Capitol Community continue to explore quantifiable methods of documentation of Schoolwide Learner Outcomes
- The AMS Visiting Team recommends the CMP/Capitol Community further examine the centralization of assessment documentation and ease of analysis
- The AMS Visiting Team recommends the CMP/Capitol Community reviews the current campus facility to re-vision storage and outdoor education options as well as a private space for staff to attend to their personal needs



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STANDARD 3: TEACHING AND LEARNING – Educational Nature		STANDARD COMPLIANCE:	
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.		<input checked="" type="checkbox"/> Fully Met	<input type="checkbox"/> Not Met
		<input type="checkbox"/> Substantially Met	
CRITERIA:			
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
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
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
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 <i>Infant/Toddler (Birth-3)</i></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>	<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> <input type="checkbox"/> N/A	



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CRITERIA:	
<p>3.4.2 <i>Early Childhood (2.5 – 6)</i></p> <p>Curriculum planning at the 2.5 – 6 year 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>	<p>X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A</p>
<p>3.4.3 <i>Elementary I (6-9) and Elementary II (9-12)</i></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>	<p>X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A</p>



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CRITERIA:		
<p>3.4.4 <i>Secondary I (12-15) and Secondary II (15 – 18)</i></p> <p>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>	<p>X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A</p>	
<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 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.</p>	<p>X YES* <input type="checkbox"/> NO</p> <p>*Grandfathered Multi-Age Grouping Variances 2014 for Early Childhood</p>	



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CRITERIA:																					
3.6	<p>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 style="margin-left: 40px;"> <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 style="margin-left: 40px;"> <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
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Elementary (ages 6-12 years):	30																				
Secondary (ages 12-18 years):	30																				
3.7	<p>Offers a curriculum that challenges each student to excel, reflects a dedication to equity, and demonstrates a commitment to diversity.</p>																				
3.8	<p>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>																				
3.9	<p>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.</p>																				
3.10	<p>Provides accommodations and interventions to help students meet expectations for student learning.</p>																				
3.11	<p>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.</p>																				
3.12	<p>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.</p>																				
3.13	<p>Maintains an environment that incorporates materials, structure, and leadership to best meet the needs of all students.</p>																				



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CRITERIA:	
<p>3.13.1 <i>Facilities, Instructional Materials</i> 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.</p> <p>Classroom environments in quality Montessori schools are equipped with furnishings (tables, chairs, etc.) of sizes and quantity to meet the needs of students.</p>	<p>X YES <input type="checkbox"/> NO</p>
<p>3.13.2 <i>Physical Environment</i> The environment:</p> <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 	<p>X YES <input type="checkbox"/> NO</p>
<p>3.13.3 Provides for display of students' work</p>	<p>X YES <input type="checkbox"/> NO</p>
<p>3.13.4 <i>Structure and Curriculum</i> Classroom schedule:</p> <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 	<p>X YES <input type="checkbox"/> NO</p>



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CRITERIA:	
<p>3.13.5 <i>Classroom leadership</i></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 	<p>X YES <input type="checkbox"/> NO</p>
<p>3.13.6 <i>Professionalism</i></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 	<p>X YES <input type="checkbox"/> NO</p>

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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Comments:

The leadership and staff at CMP-Capitol have moved towards aligning the California Common Core State Standards with Montessori curricula, and are working together to approach all curricula from a Montessori philosophical basis. The school has a framework in place for its CMP network of charter schools that aligns the California Common Core with the Montessori standards. It is a work in progress and the evidence provided needed much polishing. Teachers document each student's progress and share these with the parents through progress reports and report cards on a quarterly basis. Lesson plans and student planners are created by teachers to align with this curriculum guide. Students work at their own academic level, especially in Math and Language Arts. The students move through the curriculum at a pace that suits them, and are given the opportunity to internalize and fully understand the concepts before moving ahead. Typically, students work on their independent academic subjects during the uninterrupted class time in the morning. During this time, the teacher will give targeted and specific, individual and or small group lessons. The focus of afternoon instruction is in the cultural subjects including: science, geography, history, and visual and performing arts. During whole group instruction teachers accommodate different learning styles and ability levels of students within grade level groups.

When considered supplementary curricula, all stakeholders are involved in the process of Curriculum design. The network-wide California Montessori Project Director of Program and the Deans of Students (DOS) are assigned to review and evaluate CMP's curriculum. The network of Principals, Program Director, and the Executive Director assign various curricular goals for the Deans of Students to meet. Over the last two years, CMP has undergone a middle school math adoption. In the first year of this process, teachers piloted three math programs: California Math, GO Math and Pearson's Digits. As the programs were tested, teachers provided input regarding the positive and negative attributes of each program. Parent feedback was solicited through a program showcase. Upon completion of the trial period, the CMP Network Middle School Team and Administrative Round Table made a selection to implement Pearson's Digits program at the Capitol Campus.

CMP embraces the pedagogies of the Montessori Philosophy, which employ several strategies to ensure every student is supported and challenged in the learning process. Teachers are trained to be tactical observers and it is through this level of observation that every student's ability level is determined so the teacher can match instruction to the student. The goal is to guide the child to learn within his or her "zone of proximal development" (the level of learning where the child can be successful, yet still challenged). The environment is setup so students can work independently in the classroom on their various exercises using didactic materials. This allows the teacher to give lessons to small groups of students while the others are busy learning independently. Teachers may give similar lessons to groups of students, but the

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delivery will match the needs of that particular group of learners. Lessons and follow-up activities are modified for content, process, and product allowing differentiation for each student.

The teacher designs student work plans/planners or study guides providing listed goals and expectations. Students are expected to work independently on the listed goals they can complete without teacher intervention. The student has the ability to choose the order of assignments to complete. When the time comes, a teacher will invite the student to attend a group lesson, thus supporting the student to complete items on his or her list that require more teacher support. In the elementary classroom, these work plans are individualized for each student after they are assessed for their placement in the math and language curriculum. Once placed, the student works at his or her own pace until concepts are mastered. When a student does not appear to be moving through the curriculum at a pace relative to their grade level and the academic standards, they will move into the Response to Intervention (RtI) process. At that point, the RtI team meets to discuss possible interventions to help the child find success.

Commendations:

- The visiting team would like to commend the CMP/Capitol Community on its adherence to the Montessori Philosophy of teacher observation individualized learning, differentiation of instruction, fostering independence, providing freedom of choice and hands-on materials, individualized work plans, multi-age class structure that incorporates small group lessons and peer teaching
- The visiting team would like to commend the CMP/Capitol Community on the initiation of a Curriculum Guide that aligns California academic standards and Montessori curriculum
- The visiting team would like to commend the CMP/Capitol Community on their prepared environment that provides Montessori materials to support multi-modality learners and academic motivation
- The visiting team would like to commend the CMP/Capitol Community on its collaborative development and implementation of RtI and Special Education supports are in place and connected network-wide
- The AMS Visiting Team commends the CMP/Capitol Community for their ongoing work toward the alignment of Montessori Science lessons to meet the Next Generation Science Standards

Recommendations:

- The AMS Visiting Team recommends the CMP/Capitol Community continue to explore the writing program development and adoption in order to more fully meet students' needs



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- The AMS Visiting Team recommends the CMP/Capitol Community consider modifying the school's approach to the supplemental math programs to more fully support the Montessori math curriculum
- The AMS Visiting Team recommends the CMP/Capitol Community identify ways to target instruction toward student articulation of their thought processes within the learning process in order to more fully understand their thinking



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STANDARD 4: DOCUMENTING AND USING RESULTS – Learner Outcomes 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.		STANDARD COMPLIANCE:	
		<input checked="" type="checkbox"/> Fully Met <input type="checkbox"/> Substantially Met	<input type="checkbox"/> Not Met
CRITERIA:			
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
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
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
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

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

CRITERIA:			
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
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
4.7	Demonstrates verifiable growth in learner outcomes.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> N/A

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.

Comments:

California Montessori Project collects, disaggregates, analyzes and reports student performance data in accordance with California Charter School Law through a variety of state mandated assessments, including CAASPP, CELDT, the state physical fitness test given in grades 5 and 7, and the state science test (CAST) in grades 5 and 8.

Teachers also use a variety of other formative and summative assessments throughout the year to monitor student progress.



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At CMP data is disaggregated by teachers and administrators identifying areas of improvement for teaching and learning. Currently, disaggregated data is kept in its own spreadsheet; however, administration plans to include this information on future assessment planners. Students who are identified as, 'Standard Not Met' or, 'Standard Nearly Met' may be tracked into the first tier of the RTI process. CAASPP scores are also tracked longitudinally to follow students as they matriculate through the grades.

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

Findings from assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers accommodate students' work plans and performance expectations for the classroom. Teachers regularly use these results to communicate with parents during parent-teacher conferences conducted in October and March. Progress reports are given at this time to document student progress. Formalized reporting of student progress via report cards is provided to parents in January and June. These formal reports use rubrics based on California Common Core State Standards and Montessori benchmarks. In Kindergarten through grade sixth, students receive rubric marks on their report cards. Beginning in seventh grade, students receive letter grades instead of rubric marks, given in relation to their overall percentages. This allows a natural transition to the traditional high school marking system, as most of the students' transition to local public high schools.

Students have an assessment portfolio collected over each year of attendance at CMP. These portfolios matriculate with the child. Assessment portfolios are used to familiarize teachers about their new students. The portfolio can also demonstrate student abilities.

Assessments include:

- DIBELS Dynamic Indicators of Basic Early Literacy Skills. (1-6) DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from first through sixth grade.
- BPST-1 Basic Phonics Skills Test (K). Assesses students' knowledge of a broad range of phonics skills. Given two times a year.



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- Handwriting without Tears Proficiency Screener (K). Assesses kindergarten handwriting proficiency. Given three times a year. Also used as an optional screening tool for intervention in higher grades. (1-6)
- CMP Kindergarten Mid and End of Year Reading and Math Assessment
- Instructional Level Spelling Assessment (K-6) is given to determine placement in the spelling curriculum. Weekly spelling tests are given throughout the school year.
- Math and Language GAT-Grade Achievement Test. (1-6). These tests are given at the beginning of the year to determine student's skills and goals. The GAT is given again at the end of the year to determine skills that have been mastered.
- Math/Geometry and Language MAT- Montessori Achievement Test used as a placement tool for Montessori curriculum.
- ART-Advanced Review Test/JRT-Junior Review Test. (1-6). These tests are given to determine what students have mastered and what curriculum level (Albanesi) students should be placed in. Next level JRTs are given when students show mastery of the previous level.
- Renaissance Place STAR Reading Test (1-8) is given four times a year as a reading assessment tool.
- Renaissance Place STAR Math Test (1-8) is given four times a year as a math assessment tool.
- California Assessment of Student Performance and Progress (3-8) are given in the spring of each year to provide achievement scores for Math and Language Arts.
- CST Science Exam (5th and 8th grades) is given in the spring of each year to provide achievement scores for Science.
- CELDT – California English Language Development Test is given in the beginning of the school year to determine English Language proficiency of students who speak another language other than English at home.
- Classroom work (K-8) produced by students is monitored to show understanding of concepts taught.
- California State Physical Fitness Testing (5th and 7th grades)
- At the conclusion of assessments, student data is recorded and collected in the following ways: teacher records, assessment tracker, the Aeries Student Information System and other online assessment data bases.
- The CMP Curriculum Level Assessment Tracker houses the data for campus-based assessments such as, DIBELS. Teachers utilize the document to help identify students in need of further interventions. Additionally, data from the assessments is reported to parents through bi-annual progress and report cards. As part of the assessment process, the documents are collected in the



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assessment tracker and submitted to the Deans of Students in order to identify areas of schoolwide need. Currently, campus administration is aware that there is a need to improve the collection and analysis of data.

- Aeries Student Information System
- Presently, CMP- Capitol uses Aeries as the student information system to collect and house student enrollment records, attendance data, CAASPP scores, Physical Fitness scores, CELDT scores and reporting of discipline. CAASPP scores can be disaggregated by school, by grade level, by subgroup and by individual student. Aeries also houses the grade reporting system for Middle School. Grade reports generated from the program are used to communicate progress with parents.
- Online Assessment Databases
- In addition to utilizing the Assessment Trackers and Aeries, other online assessment databases are used. Below is the list of databases:
- UO DIBELS Data System, Renaissance Place Suite, Handwriting Without Tears, and CAASPP Disaggregation
- Student reports are generated by the State of California and are sent to families by campus administration. Results of the CAASPP tests are available to the community at large, and can be accessed by visiting the California Department of Education website.

Commendations:

- The visiting team would like to commend the CMP/Capitol Community on the collaborative nature and contributions by all stakeholders to informal and formal assessments
- The visiting team would like to commend the CMP/Capitol Community on the regularly scheduled collaboration time that is honored by all staff
- The visiting team would like to commend the CMP/Capitol Community on the use of the Albanesi system of ongoing assessment of student achievement in support of Montessori curriculum

Recommendations:

- The AMS Visiting Team recommends the CMP/Capitol Community examines on-going professional development to support correlation of CCSS and Montessori curriculum
- The AMS Visiting Team recommends the CMP/Capitol Community to continue use assessment data to direct instruction
- The AMS Visiting Team recommends the CMP/Capitol Community considers streamlining universal assessments and data collection for each grade level
- The AMS Visiting Team recommends the CMP/Capitol Community reviews the alignment of report cards and progress reports



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STANDARD 5: PERSONNEL The quality Montessori school provides for ethical, fair, and non-discriminatory practices for all employees, teaching and non-teaching.		STANDARD COMPLIANCE:	
		<input checked="" type="checkbox"/> Fully Met <input type="checkbox"/> Substantially Met	<input type="checkbox"/> Not Met
CRITERIA:			
5.1	Provides written employment agreements for all school personnel annually, including written job descriptions, compensation, benefits, and terms of employment.	X	YES <input type="checkbox"/> NO
5.2	Provides an employee handbook that includes a written non-discrimination policy.	X	YES <input type="checkbox"/> NO
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.	X	YES <input type="checkbox"/> NO
5.4	Provides opportunities for faculty and staff to provide input in decision-making.	X	YES <input type="checkbox"/> NO
5.5	Ensures that the Head of School and at least 50% of credentialed lead teachers maintain active membership in the American Montessori Society.	X	YES <input type="checkbox"/> NO
5.6	Maintains copies of lead teachers' Montessori credentials, licenses, teaching certificates, and transcripts and updates this information with AMS as changes occur.	X	YES <input type="checkbox"/> NO
5.7	Implements an annual evaluation system that provides for the professional growth of all personnel and maintains records of all evaluations.	X	YES <input type="checkbox"/> NO
5.8	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience).	X	YES <input type="checkbox"/> NO
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.	X	YES <input type="checkbox"/> NO
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.	X	YES <input type="checkbox"/> NO
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.	X	YES <input type="checkbox"/> NO
5.8.4	Elementary and secondary lead teachers must hold a Bachelor's degree from a regionally-accredited institution or equivalent.	X	YES <input type="checkbox"/> NO
5.9	Provides and assigns staff that are sufficient in number to meet criterion 3.6 and the mission and vision of the school.	X	YES <input type="checkbox"/> NO

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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.

Comments:

CMP teachers are required to hold a valid California State Teaching Credential in addition to a Montessori Teaching Certificate from an accredited Montessori teacher program. Teacher-to-student ratios are low and classrooms have a qualified teaching assistant.

Beginning teachers are active participants in the Sacramento County Office of Education Teacher Induction (BTSA) program.

The California Montessori Project is committed to ensuring the staff are not only highly qualified with regard to California teacher credentialing and Montessori teacher education but also with on-going opportunities for professional development. Below is a list of some of the ways CMP supports the professional development of all of its staff members:

- Early Release Days on the first and third Wednesday of the month
- Network-wide staff development day in August before school begins
- New staff orientation day on campus in August before school begins
- New staff orientation day for the network in August before school begins
- American Montessori Society Annual Conference participation-each year some staff attend this annual conference which is held in major cities in the US. Every so often the AMS conference is held in California. When the conference is in CA, CMP sends most of the staff.
- Montessori Teacher Center is located on the CMP – Shingle Springs campus. CMP provides stipends and tuition assistance for Montessori training.
- Network-wide grade level teams meet to collaborate and develop important grade level specific documents such as curriculum guides, progress reports and report card templates, grading rubrics, etc.
- Network-wide “Super Duper Saturdays” –specifically designed professional development opportunities for staff with a stipend incentive
- Additional Montessori training provided by experienced Montessori teachers
- Professional development monies set aside for teachers to choose their own workshops and classes. Teachers must complete a proposal and receive approval before monies are released.

Examples:

1. Elementary Physical Education Workshop



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2. UC Davis Mathematics Project: Summer Institute
3. Area 3 Writing Project
4. Love and Logic Teacher Education
5. Mindfulness

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves five non-instructional service days for focused staff training and professional development to include topical areas such as Montessori curriculum development, special education, academic planning and other areas of educational specialty. New staff spend an additional full day with central administration personnel in completing a comprehensive orientation. Subsequent site orientations are conducted within the first few weeks after employment begins.

The certificated and classified staff report they feel opportunities for professional development are abundant, and requests are rarely declined by administration.

CMP also offers occasional afternoon and weekend professional development activities in partnership with local area training programs and presenters as well as curriculum workgroups and staff networking/planning sessions. For the past few years, CMP has instituted school closure days for staff observations. This is a time for certain CMP campuses to close down so their teachers can visit other CMP schools in the network. This is an opportunity for staff members to observe their colleagues in action to get ideas and incorporate into their own classrooms.

In addition, staff members are encouraged to seek out other professional development opportunities that will directly enhance their teaching practices in line with the school's mission and vision. Staff are offered tuition incentives to assist with attendance at approved outside professional development events and activities. CMP has also set aside monies for professional development for teachers to learn more about the California Common Core Standards. Teachers are encouraged to attend workshops provided by the Sacramento Office of Education and other local agencies. Over the past few years, teachers have been encouraged to attend workshops on the transition to the California Common Core Standards offered by the Sacramento Office of Education. The administration pays for these workshops.

CMP provides grade level mentors and a Dean of Students to support staff for success at all levels. Additionally, CMP partners with the Sacramento County Office of Education BTSA Consortium to offer quality professional development opportunities for all staff and state-approved induction pathways for newly credentialed teachers. Through the school's BTSA program, all newly credentialed teachers are matched to a veteran teacher for two years of one-on-one mentoring and assistance.

CMP offers both tuition assistance and financial incentives to those teachers who pursue cross

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certification in Montessori education through accredited training centers. This additional level of teacher preparation consists of a rigorous course of research-based pedagogical study combined with practical classroom experience.

Commendations:

- The visiting team would like to commend the CMP/Capitol community for ensuring that classrooms are staffed with fully credentialed and qualified teachers
- The visiting team would like to commend the CMP/Capitol community for the ongoing commitment to supporting the professional development of classified staff, including teaching assistants.
- The visiting team would like to commend the CMP/Capitol community for creating and sustaining a strong mentorship program.
- The visiting team would like to commend the CMP/Capitol community for making time in the school calendar for collaboration and for the specific, well-planned use of the Early Release Days.
- The visiting team would like to commend the CMP/Capitol community and CMP network of schools for building and sustaining connectivity among network schools.

Recommendations:

- The AMS visiting team recommends that the school provide more collaboration and meeting time for the teachers and their teaching assistants.
- The AMS visiting team pursue continued professional development for all instructional staff around understanding the California Common Core State Standards.
- The AMS visiting team recommends that the CMP/Capitol community re-envision the use of non-classroom spaces in order to better accommodate the personal needs of staff members.

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SECTION V: Commendations and Recommendations

Commendations:

- The visiting team would like to commend the CMP/Capitol community on the alignment of the School Mission, Vision and Student Learner Outcomes with Montessori philosophy and curriculum
- The visiting team would like to commend the CMP/Capitol community for their work towards creating a CMP Curriculum Guide that aligns California academic standards and Montessori curriculum
- The visiting team would like to commend the CMP/Capitol community on the beautiful prepared environments that include Montessori materials to support multi-modality learners and academic motivation and multi-age class structure incorporates small group lessons and peer teaching.
- The visiting team would like to commend the CMP/Capitol Community on the collaborative nature and contributions by all members of the community
- The visiting team would like to commend the CMP/Capitol community on supporting fully credentialed and qualified teachers (Teachers hold both a California and Montessori credential)

Recommendations:

- The AMS Visiting Team recommends the CMP/Capitol Community continue to explore quantifiable methods of documentation of Schoolwide Learner Outcomes
- The AMS Visiting Team recommends the CMP/Capitol Community consider modifying the school's approach to the supplemental programs to more fully support the Montessori curriculum
- The AMS Visiting Team recommends the CMP/Capitol Community identify ways to target instruction toward student articulation of their thought processes
- The AMS Visiting Team recommends the CMP/Capitol Community continue to provide on-going professional development opportunities to support correlation of CCSS and Montessori curriculum
- The AMS Visiting Team recommends the CMP/Capitol Community reviews the current campus facility to re-vision storage and outdoor education options as well as a private space for staff to attend to their personal needs



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SECTION VI: Self-Study Verification Checklist

(Please mark each item as *Yes, No, or N/A* (not applicable). Any items marked as “No” must be addressed by the on-site team with a recommendation.)

- Yes The school meets all Standards for American Montessori Society schools.
- N/A The following criteria for American Montessori Society schools are not currently in compliance (for example, criterion 3.1):
- N/A A recommendation has been made for any unmet standard. (Required)
- Yes The self-study was comprehensive, organized and clearly a collaborative process.
- Yes Profile of the School is in congruence with the self-study.
- Yes The school’s Guiding Principles and Mission are in congruence with the self-study
- Yes The Educational Nature of the school is in congruence with the self-study and includes all of the six essential characteristics of an American Montessori school. These are:
 1. Montessori Learning Environment - *Child-centered, responsive, adaptive with individually construed competence;*
 2. Montessori’s Learning Activities - *Materials, spontaneous activity, active learning, self-directed, freedom within limits, intrinsic motivation;*
 3. Montessori Learning Relationships - *Mixed-age grouping, social community setting, cooperation, collaboration not competition;*
 4. Montessori Spirituality - *The child as a spiritual and moral being;*
 5. What the Montessori Teacher Is - *Authoritative, observer, resource, consultant, role model;*
 6. What the Montessori Teacher Does - *Respectfully engages with learner, able to match learner with knowledge and materials, environment designer, organizer, and preparer*
- Yes In the self-study report, The Educational Nature of the School discusses the school’s strengths as well as areas that need to be improved.
- Yes The Learner Outcomes of the School is in congruence with the self-study and includes all of the nine essential characteristics of an American Montessori school. These are:
 1. Independence
 2. Confidence and Competence
 3. Autonomy
 4. Intrinsic Motivation
 5. Social Responsibility
 6. Academic Preparation
 7. Spiritual Awareness
 8. Global Citizenship
- Yes The school has updated or written a strategic plan.
- Yes The strategic plan contains goals, objectives, timelines, resources, and monitoring