

California Montessori Project Governing Board Meeting

December 11, 2023



Roll Call

Roll Call – CMP Board of Directors

	Julia Sweeney Business Representative (1)		Renée Dall Parent Representative – San Juan
	Bob Lewis Business Representative (2)		Jenna Westbrook-Kline Parent Representative – Capitol
	Mickey Slamkowski Montessori Representative		Aaron Walker Parent Representative – Elk Grove
	Laura Kerr Charter Representative		Ann Curtis Parent Representative – Shingle Springs
	Scott Richards Community Representative		

Communication from the Public

Public Comment: This portion of the meeting is set aside for members of the audience to address the Governing Board regarding matters not on the Agenda but within the Governing Board's subject matter jurisdiction. These presentations are limited to three (3) minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Governing Board is not allowed to take action on any item which is not on the agenda, except as authorized by Government Code Section 54954.2.



Consent Items:

- **Minutes from the Governing Board Retreat Meeting of November 13, 2023** (Attachment C1)
- **CMP-Elk Grove Lease Agreement with CSDC** (Attachment C2)
- **Approval of Destruction of Class 3 Documents** (Attachment C3)
- **Pay Scale: AA/TA/Club M** (Attachment C4)
- **Pay Scale: Site Administrator Designee** (Attachment C5)
- **Pay Scale: School Psychologist Intern** (Attachment C6)
- **Pay Scale: Substitute Rate Sheet** (Attachment C7)
- **Pay Scale: Student Services Coordinator and ELOP Lead** (Attachment C8)
- **Pay Scale: Accounts Payable Coordinator** (Attachment C9)
- **Pay Scale: General Ed CTC, SPED CTC, Counselor** (Attachment C10)
- **Approval of CMP-Elk Grove Shade Structure Contract** (Attachment C11)
- **Cell Phone Policy** (Attachment C12)

Informational Item #1

Student Montessori Material Presentation: Bernie Evangelista



Informational Item #2

Get to know a Board Member: Scott Richards

- Why did you join the Board
- What are you most excited about at CMP?



Informational Item #3

Strategic Plan Student Goal 1: CMP will see an annual increase in student climate and culture satisfaction: Joanna Pastor

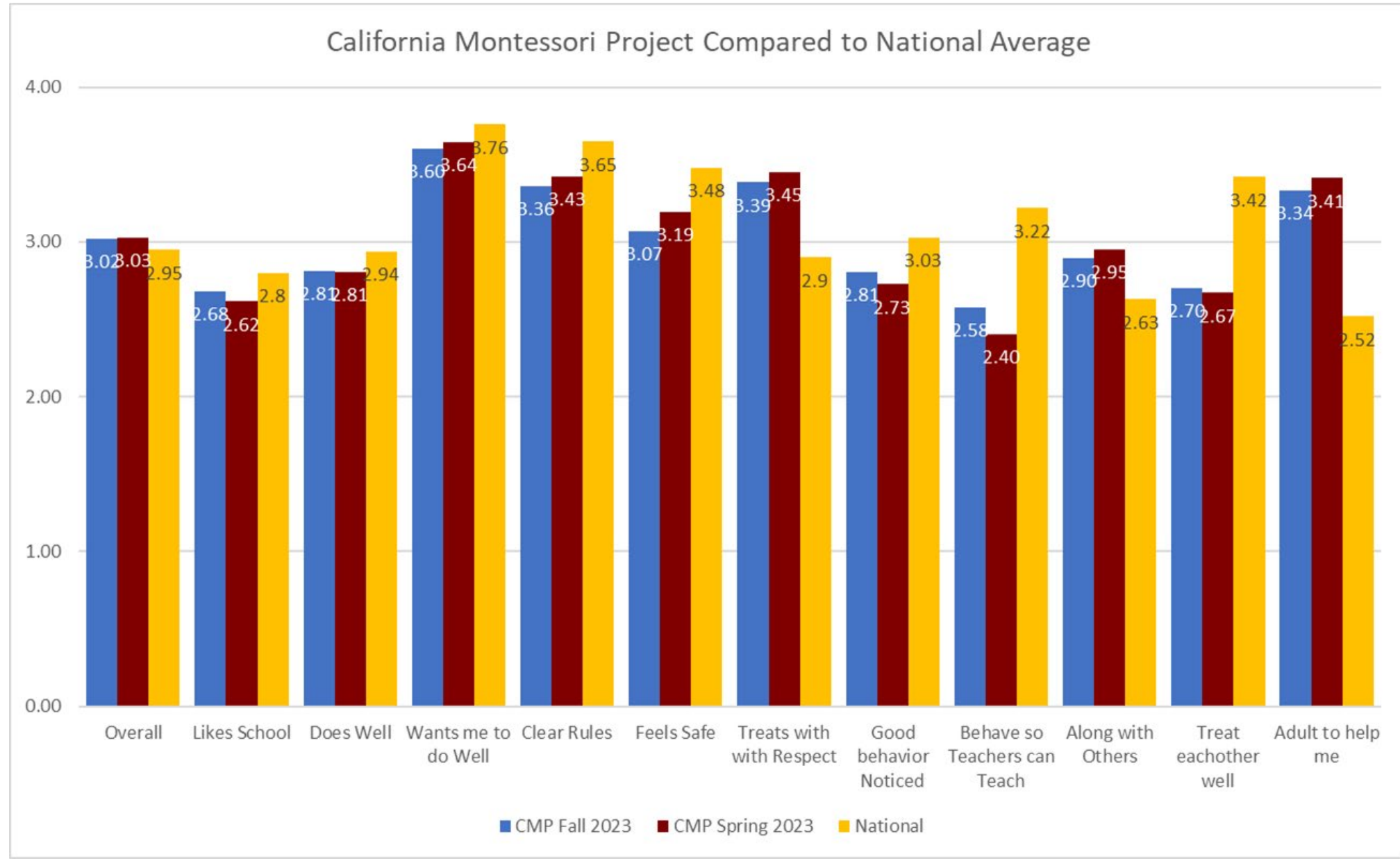


2023-2024 Fall School Climate Survey

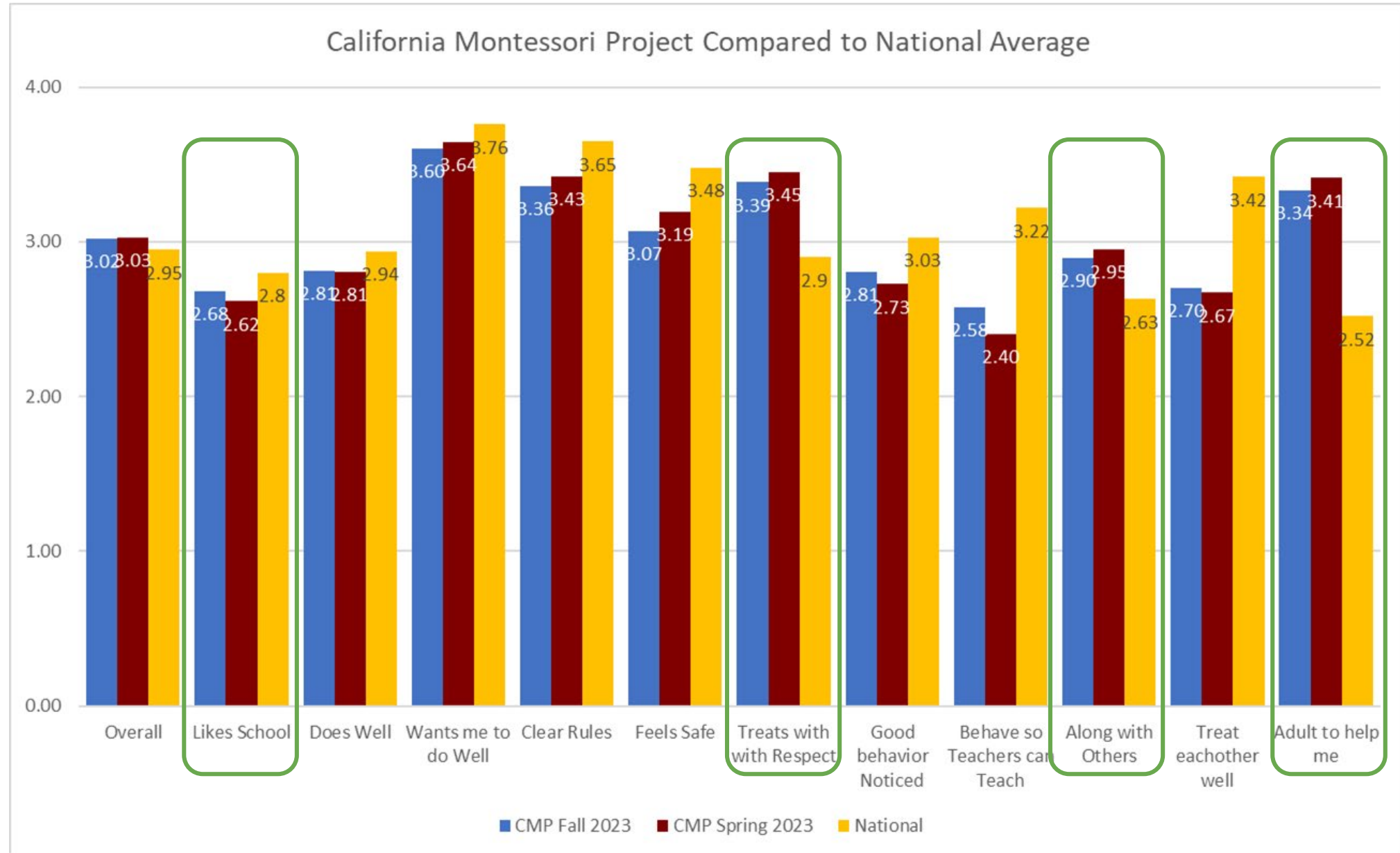
Joanna Pastor, Director of Special Education



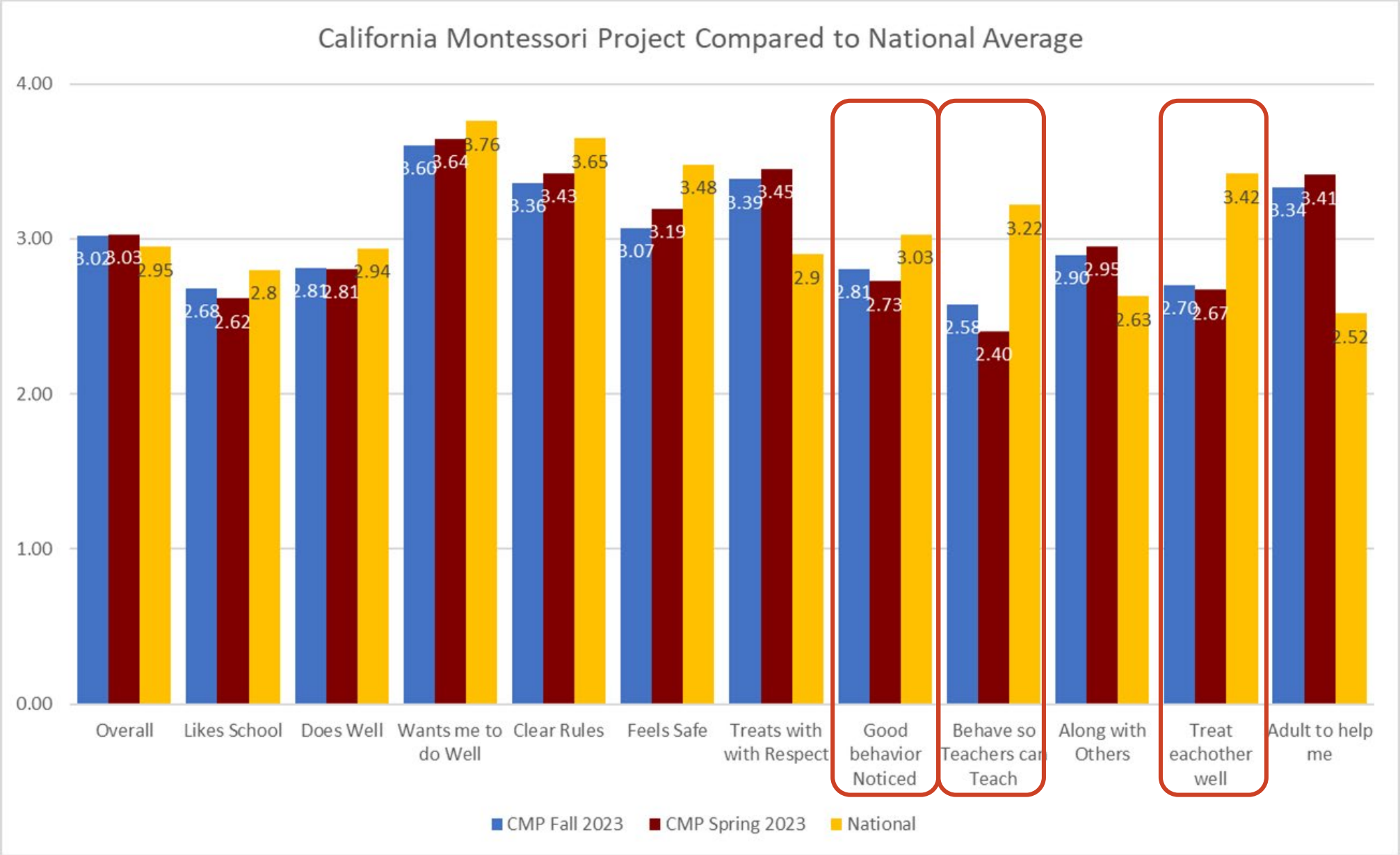
CMP Elementary vs. the National Average



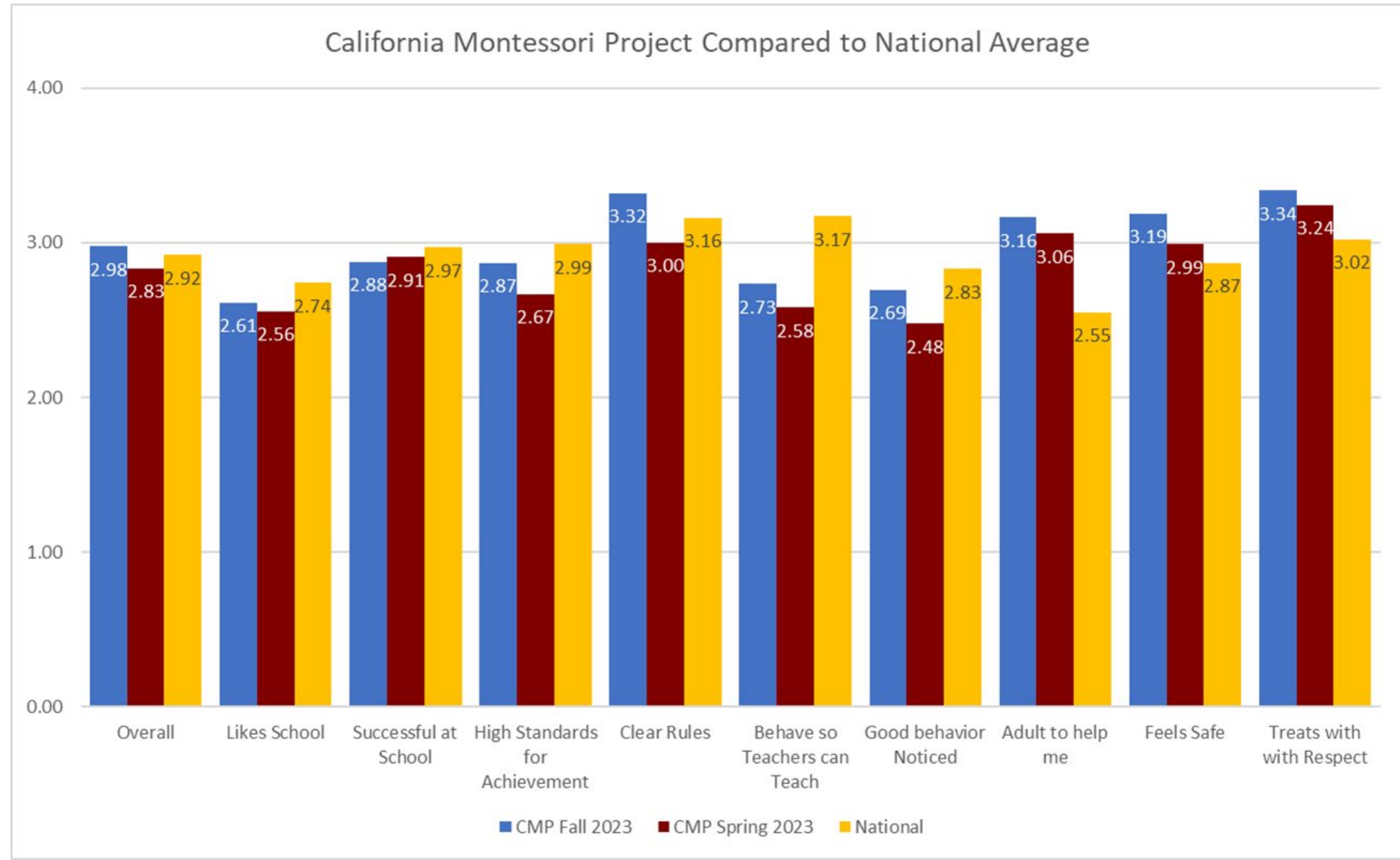
Celebrations!



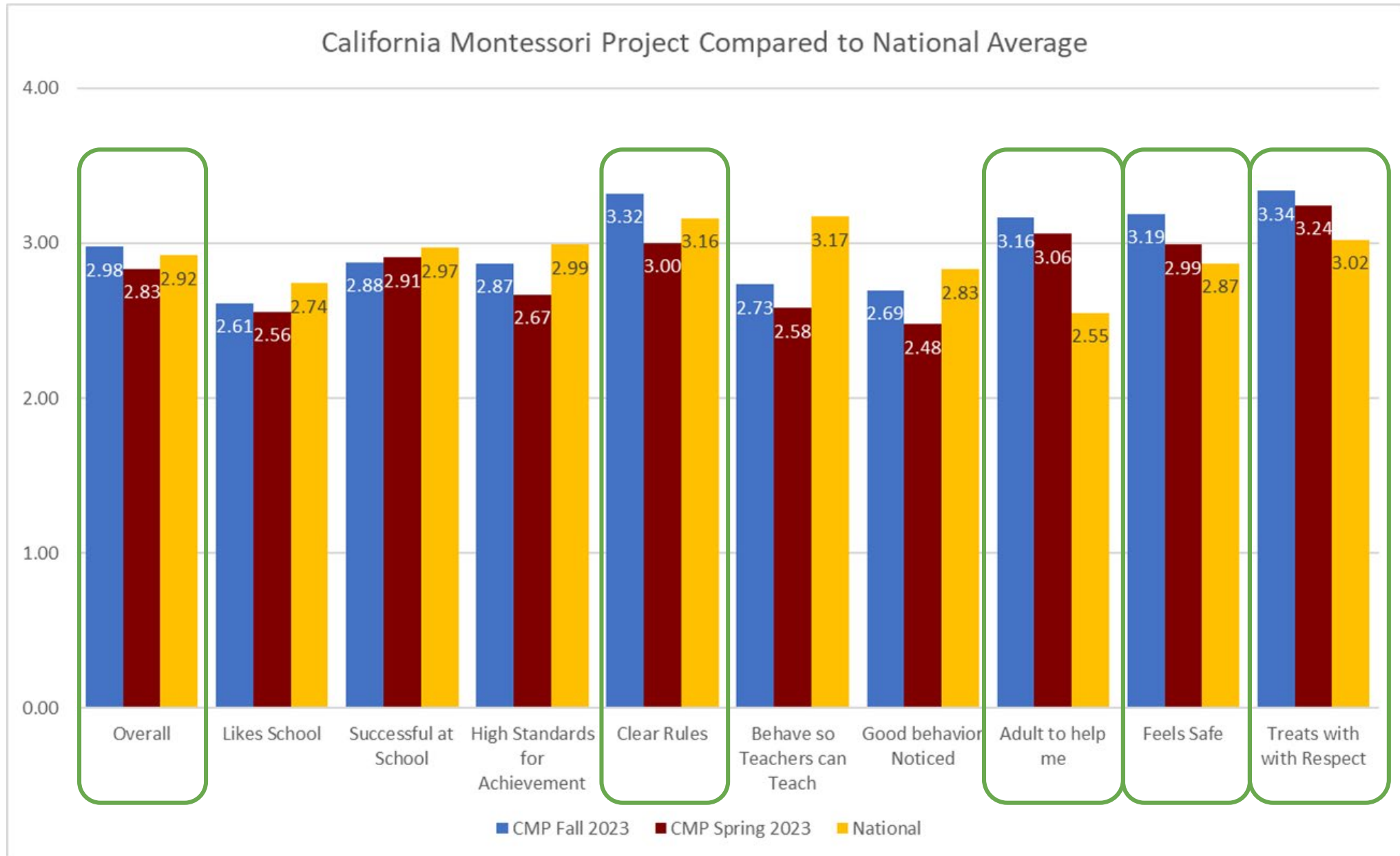
Opportunities for Growth



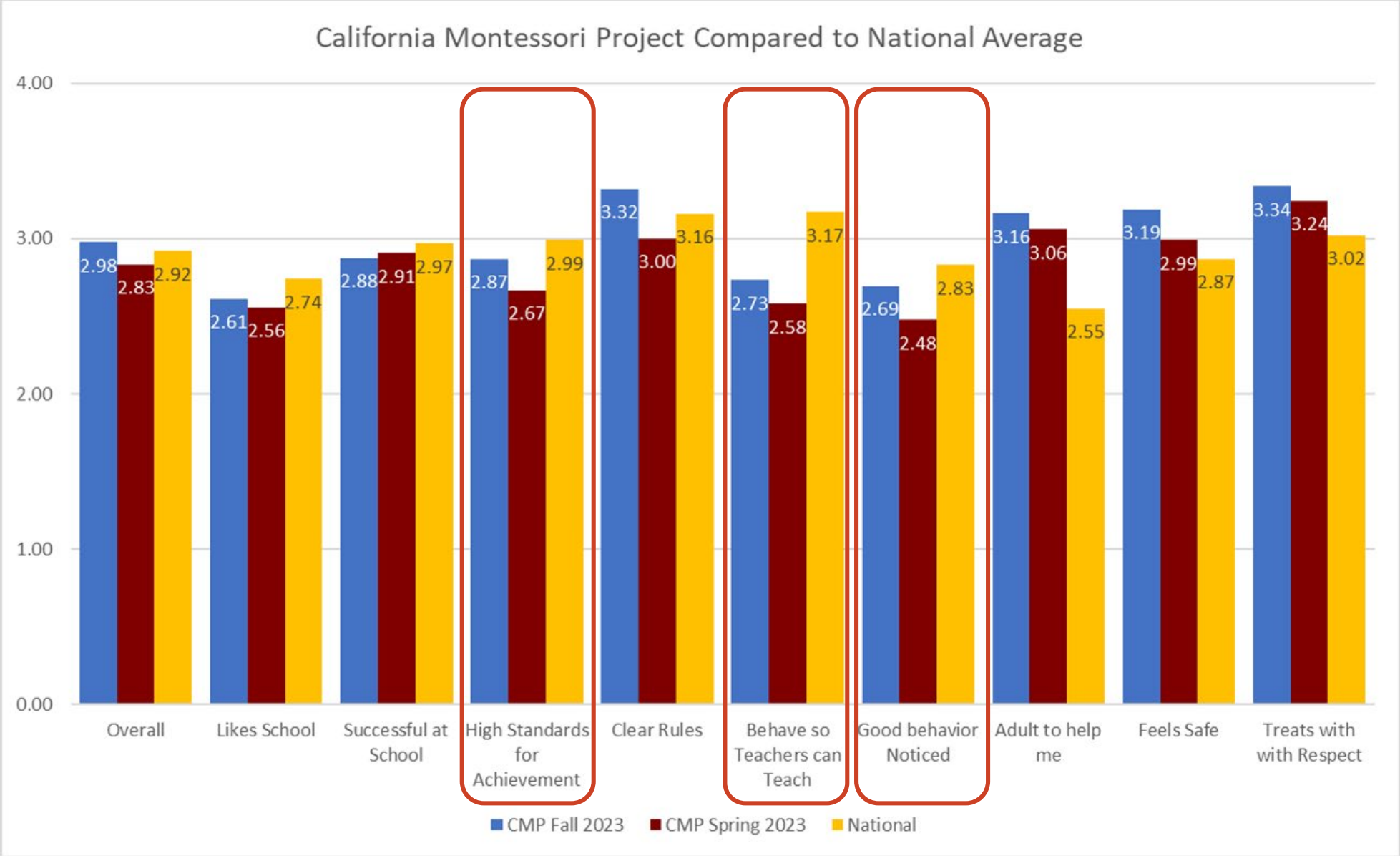
CMP Middle School vs. the National Average



Celebrations!



Opportunities for Growth

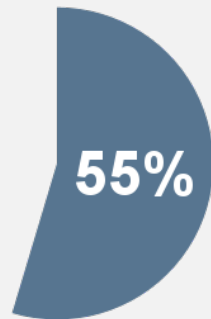


**How did our students,
families, and personnel
rate our schools this year?**

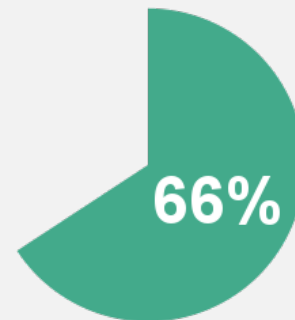
Likes School



Elementary



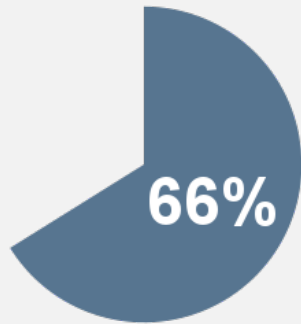
Middle School



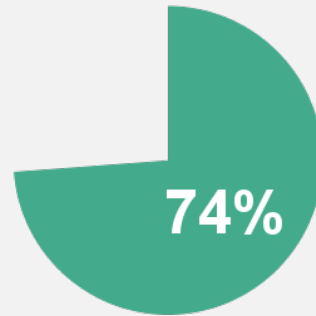
Feels Successful at School



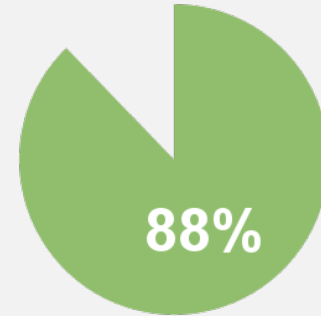
Elementary



Middle School



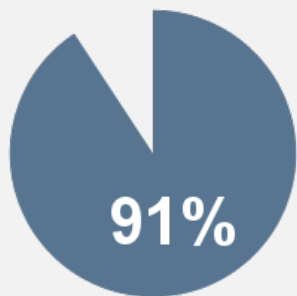
Families



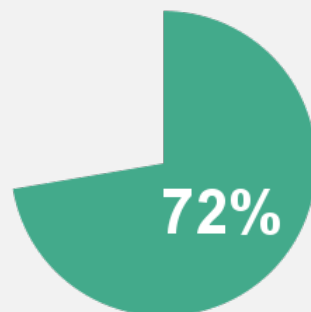
Has High Standards of Achievement



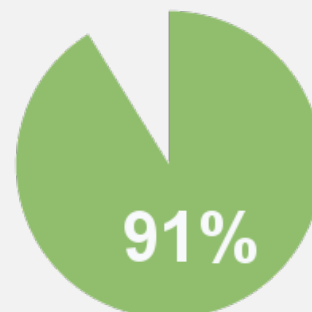
Elementary



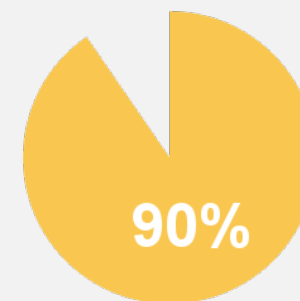
Middle School



Families



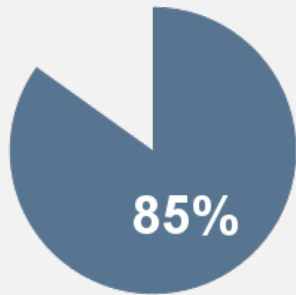
School Personnel



Sets Clear Rules For Behavior



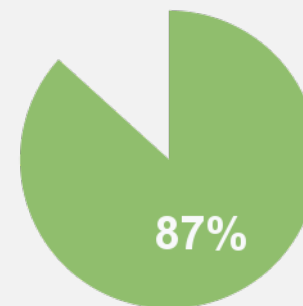
Elementary



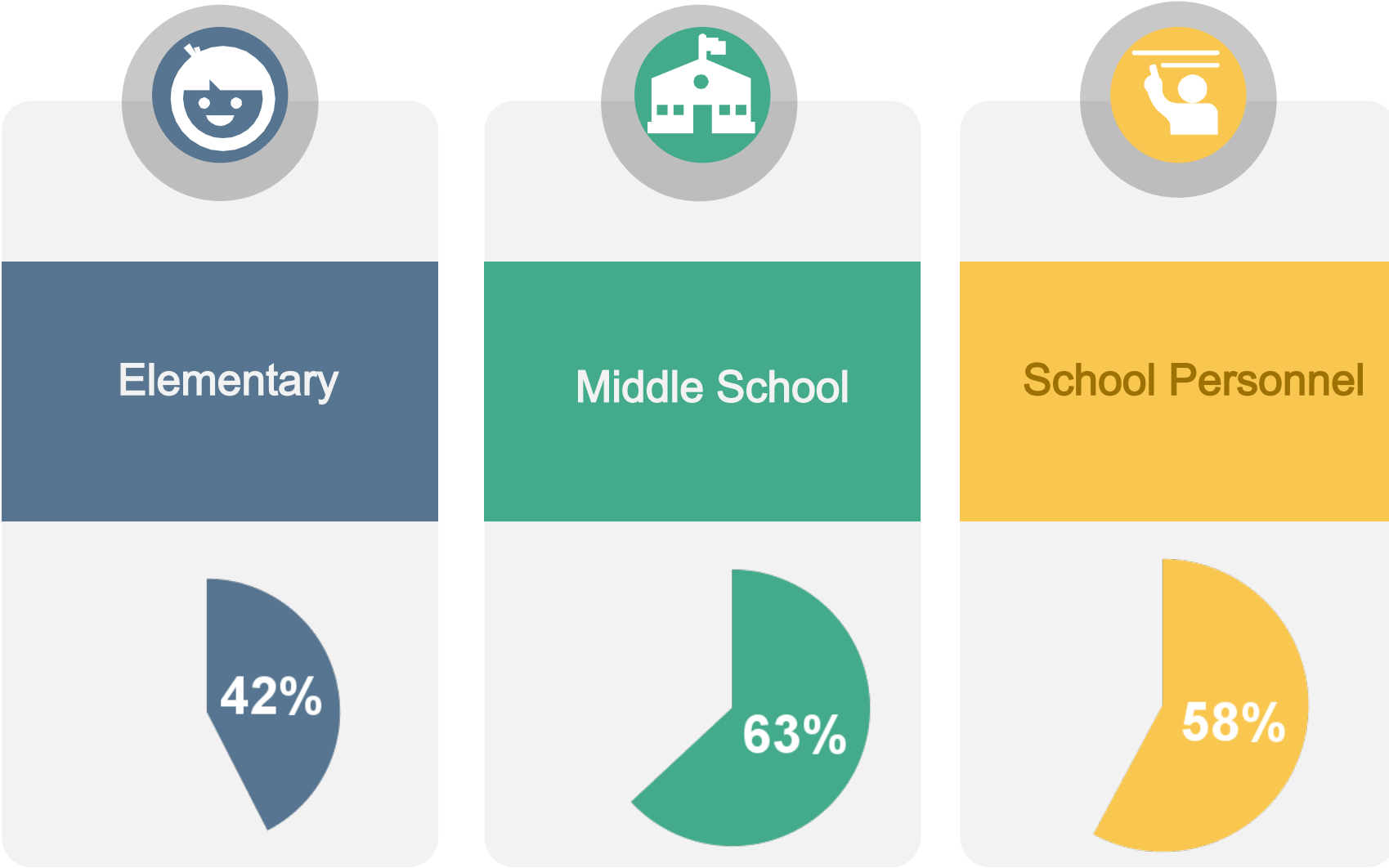
Middle School



Families



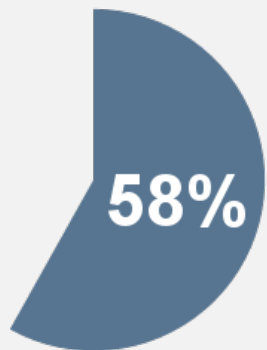
Behaviors in the Class Allow the Teacher to Teach



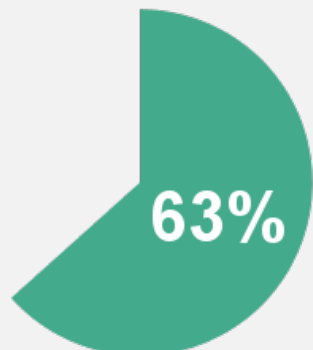
Recognized for Good Behavior



Elementary



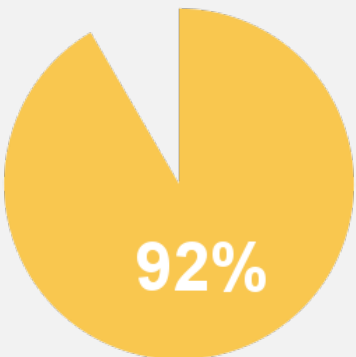
Middle School



Families



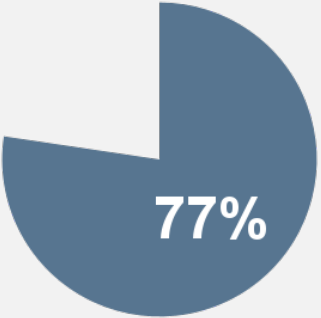
School Personnel



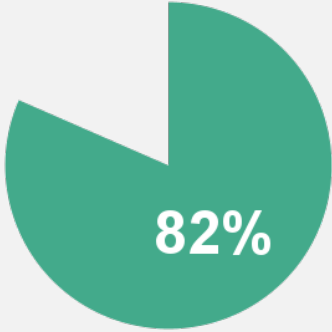
Feels Safe At School



Elementary



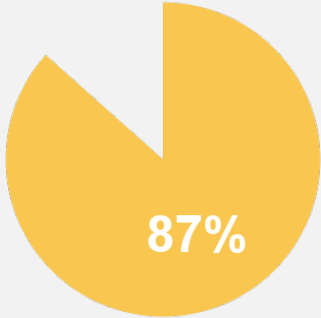
Middle School



Families



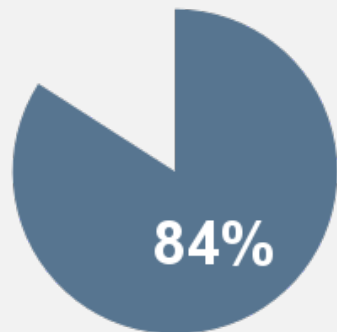
School Personnel



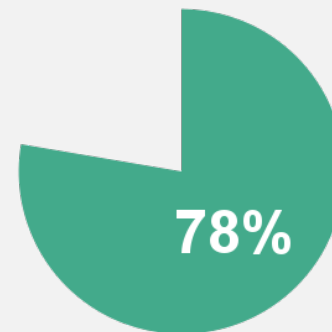
Knows an Adult They Can Talk To



Elementary



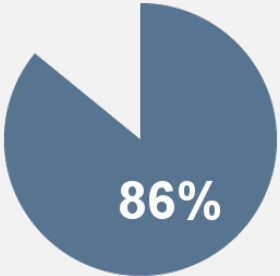
Middle School



Teachers Treat Me With Respect



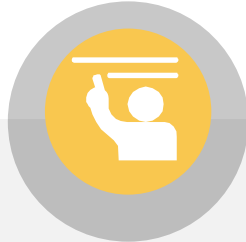
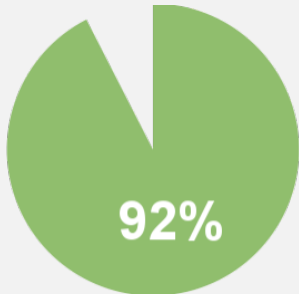
Elementary



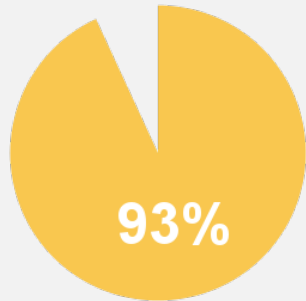
Middle School



Families



School Personnel

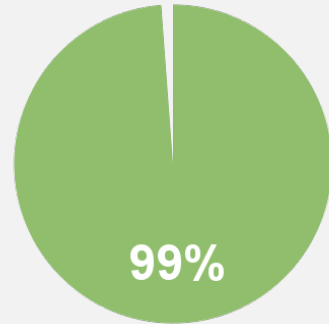


Parent Involvement

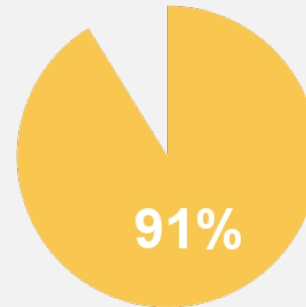
Attend Meetings or Parent/Teacher Conferences



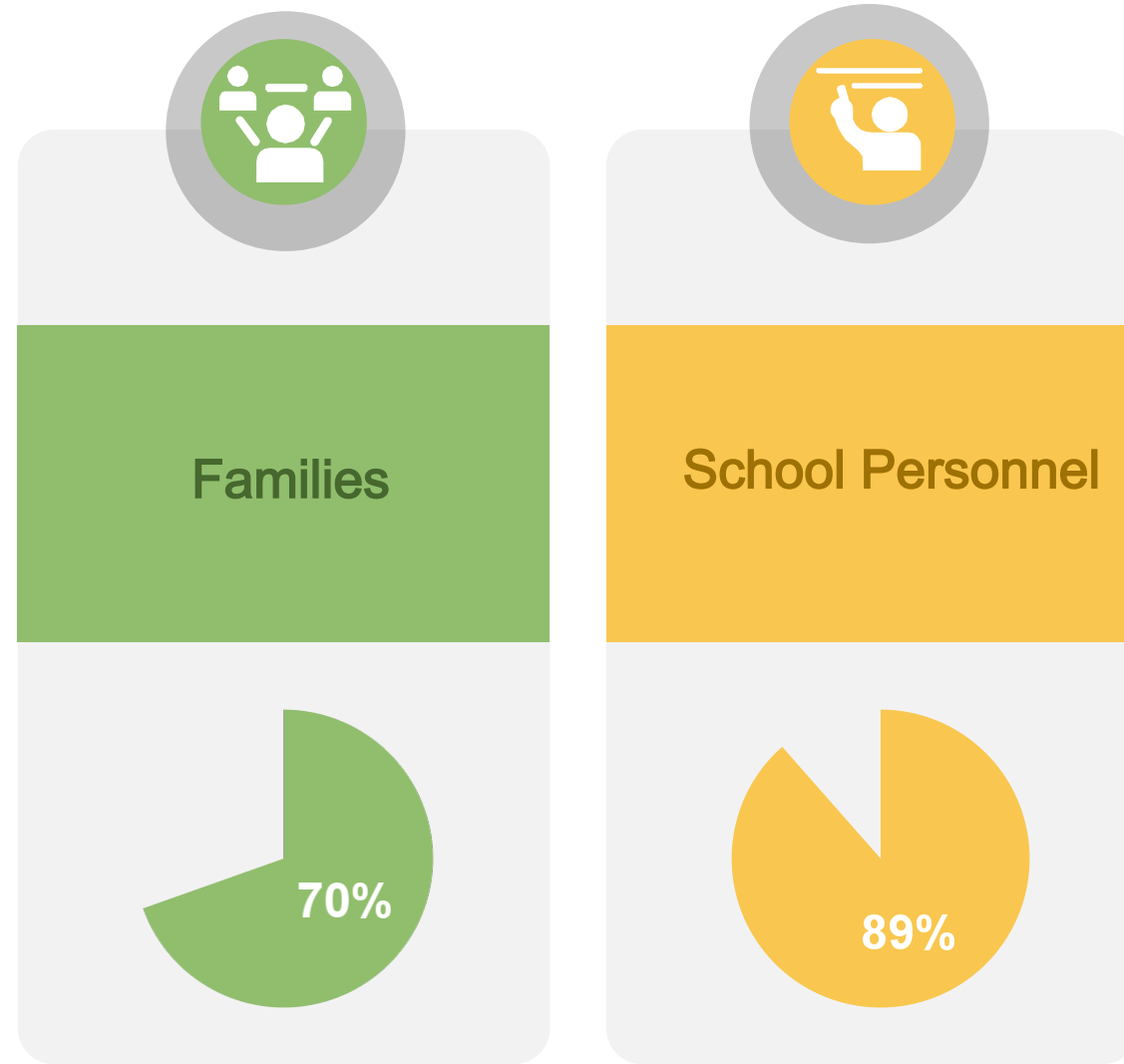
Families



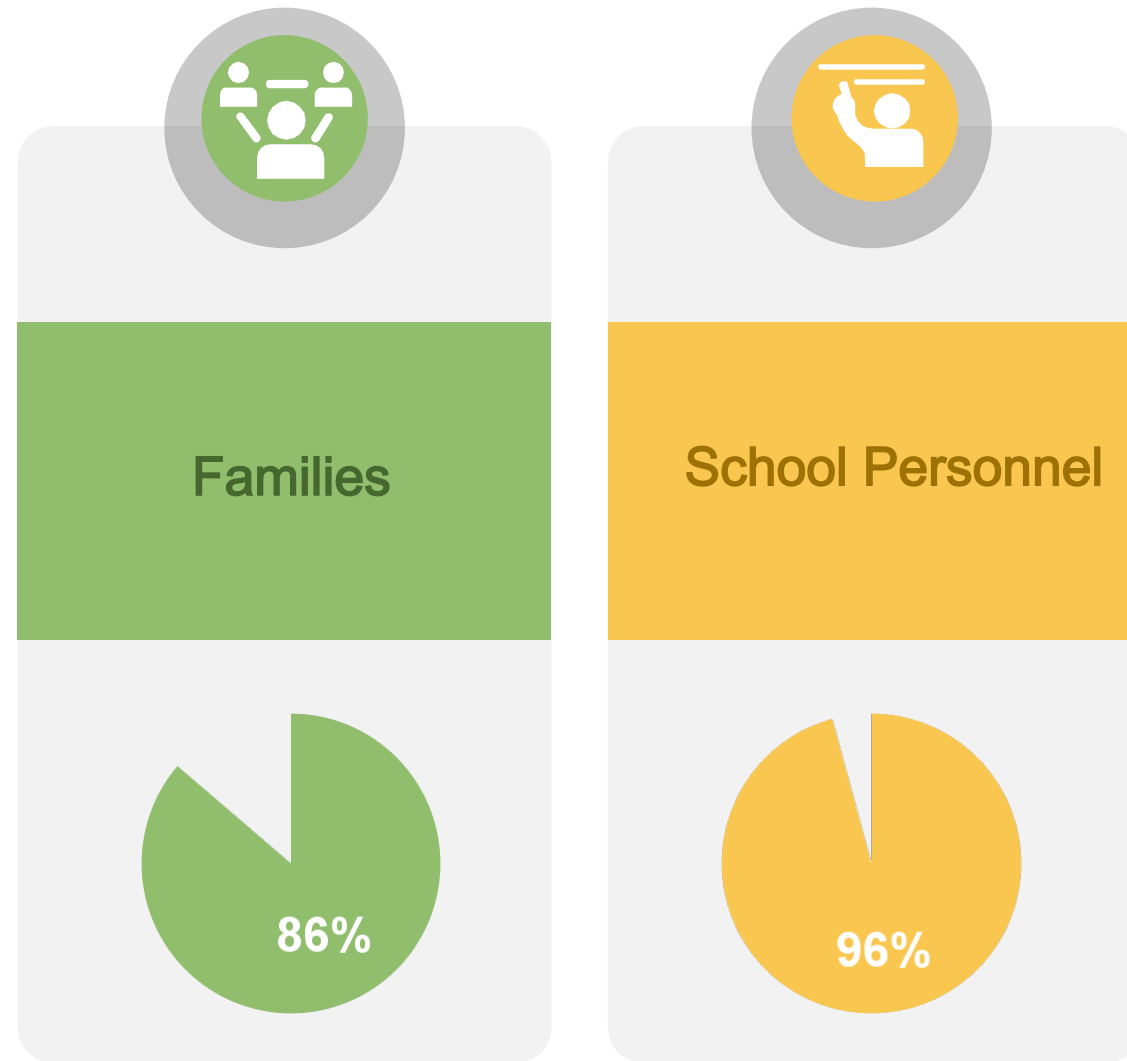
School Personnel



Parents Frequently Volunteer to Help on Special Projects



Parents Frequently Attend School Activities



Informational Item #4

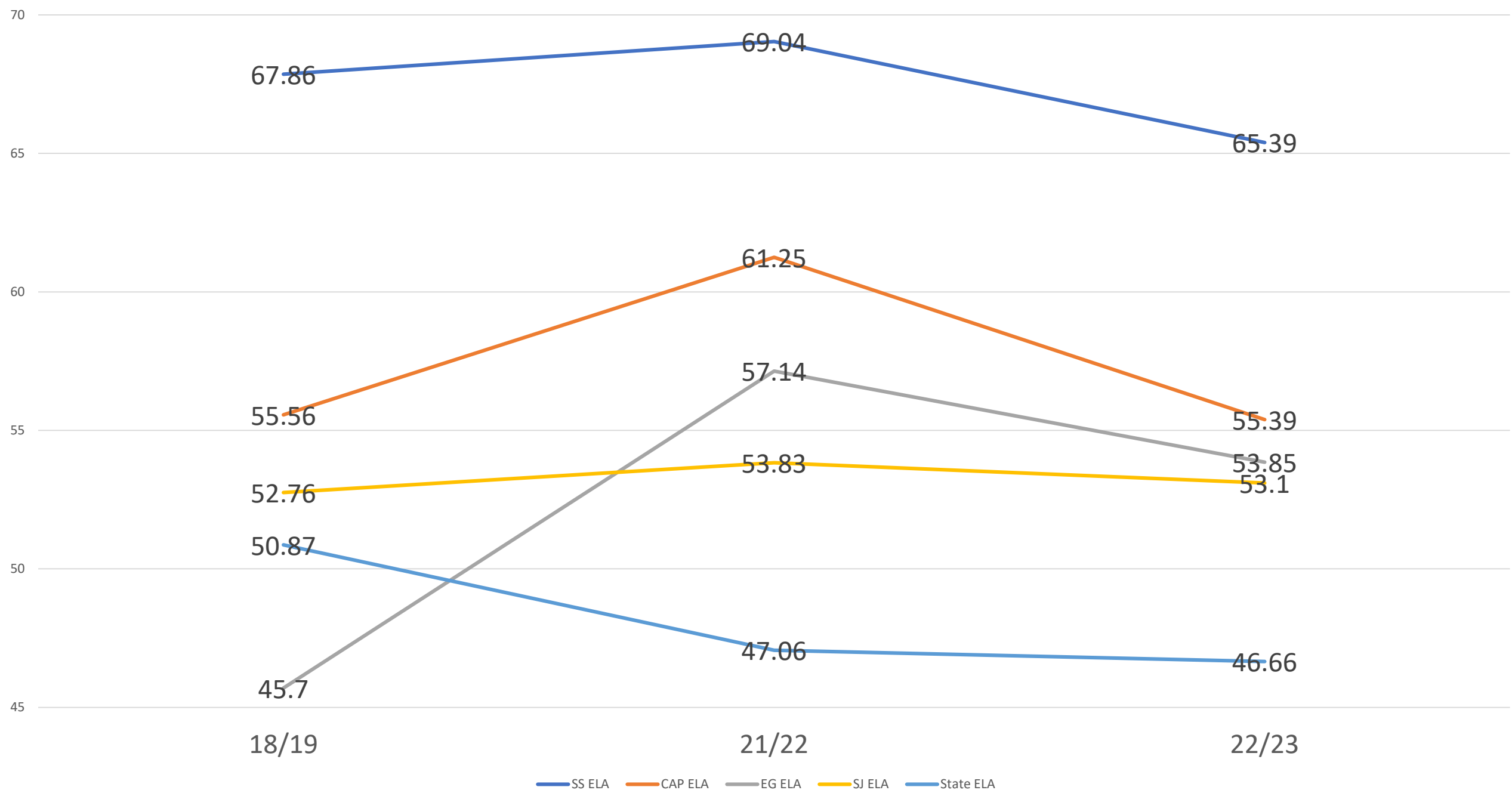
Strategic Plan Student Goal 3: CMP will see an annual improvement in English Language Arts performance on CMP and state assessments: Brett Barley and Jeremy Akiyama



Jeremy



CMP ELA CAASPP Comparison

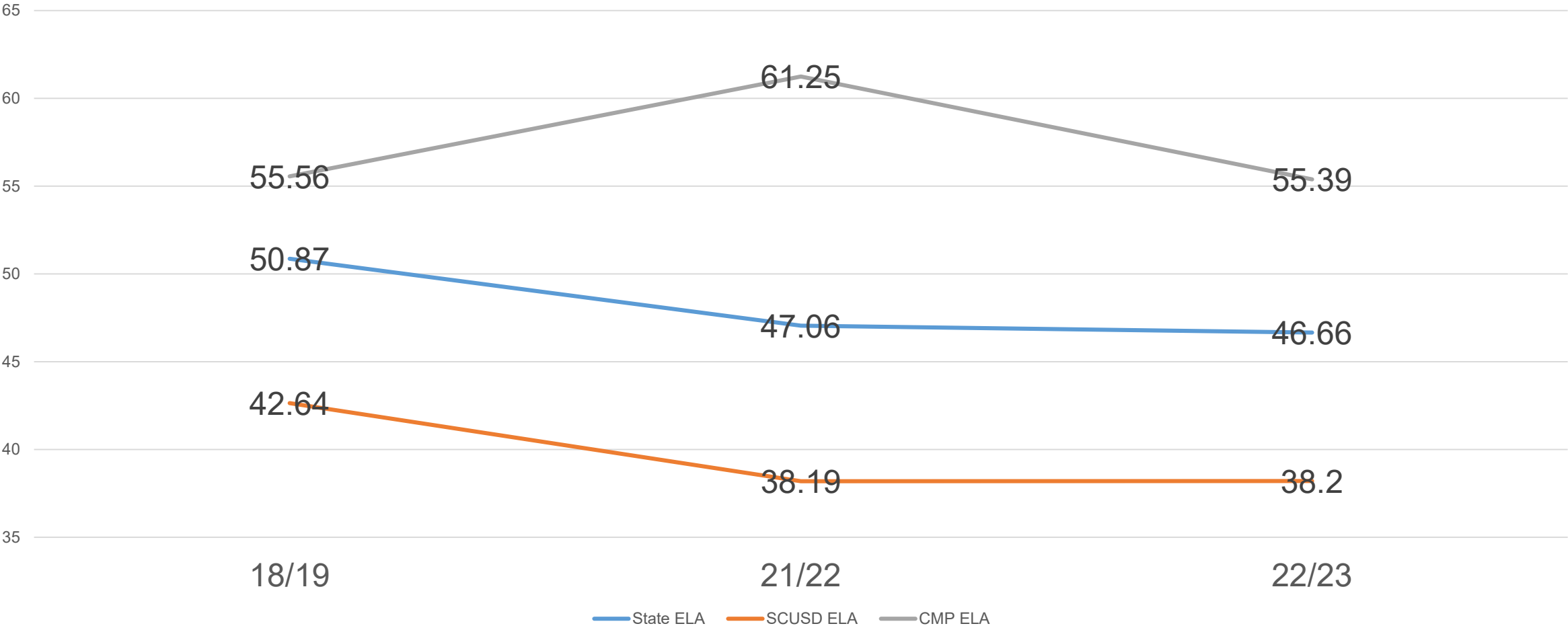


Capitol



Capitol ELA CAASPP

State/SCUSD/CMP-CAP Comparison

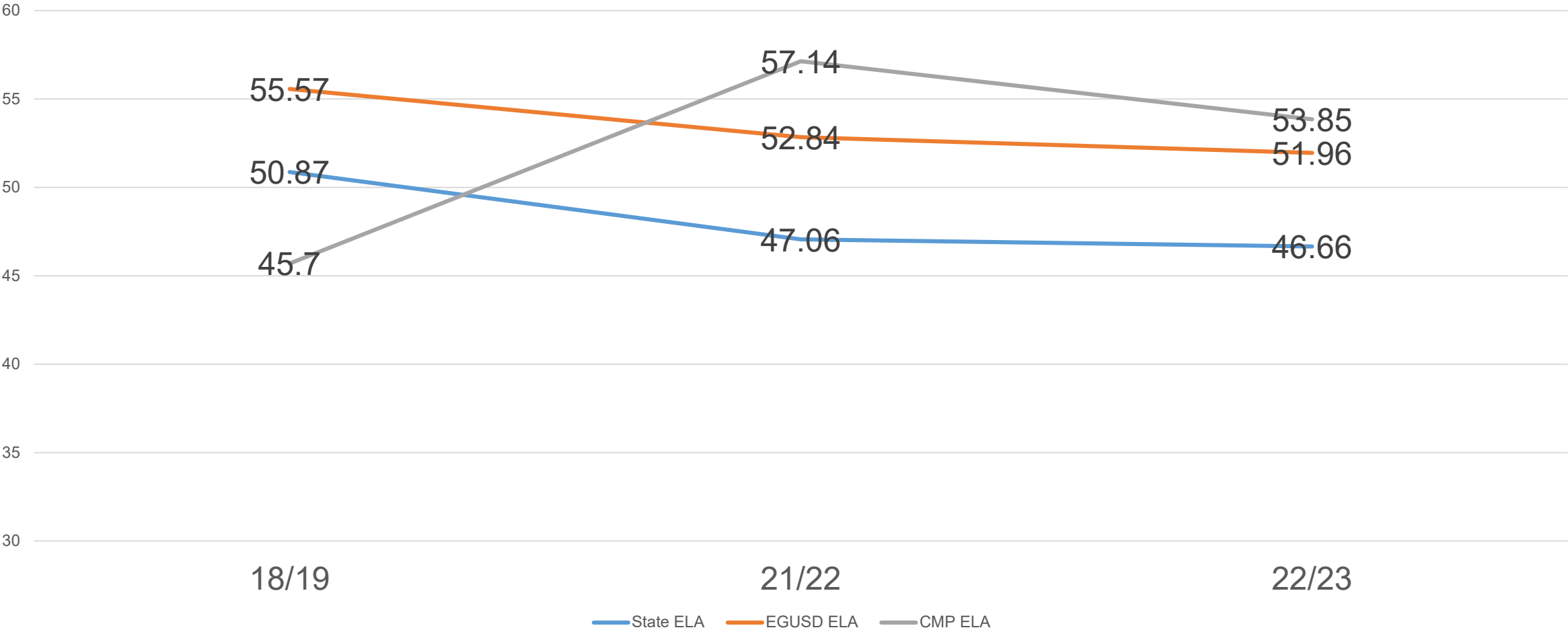


Elk Grove



Elk Grove CAASPP ELA

State/EGUSD/CMP-EG Comparison

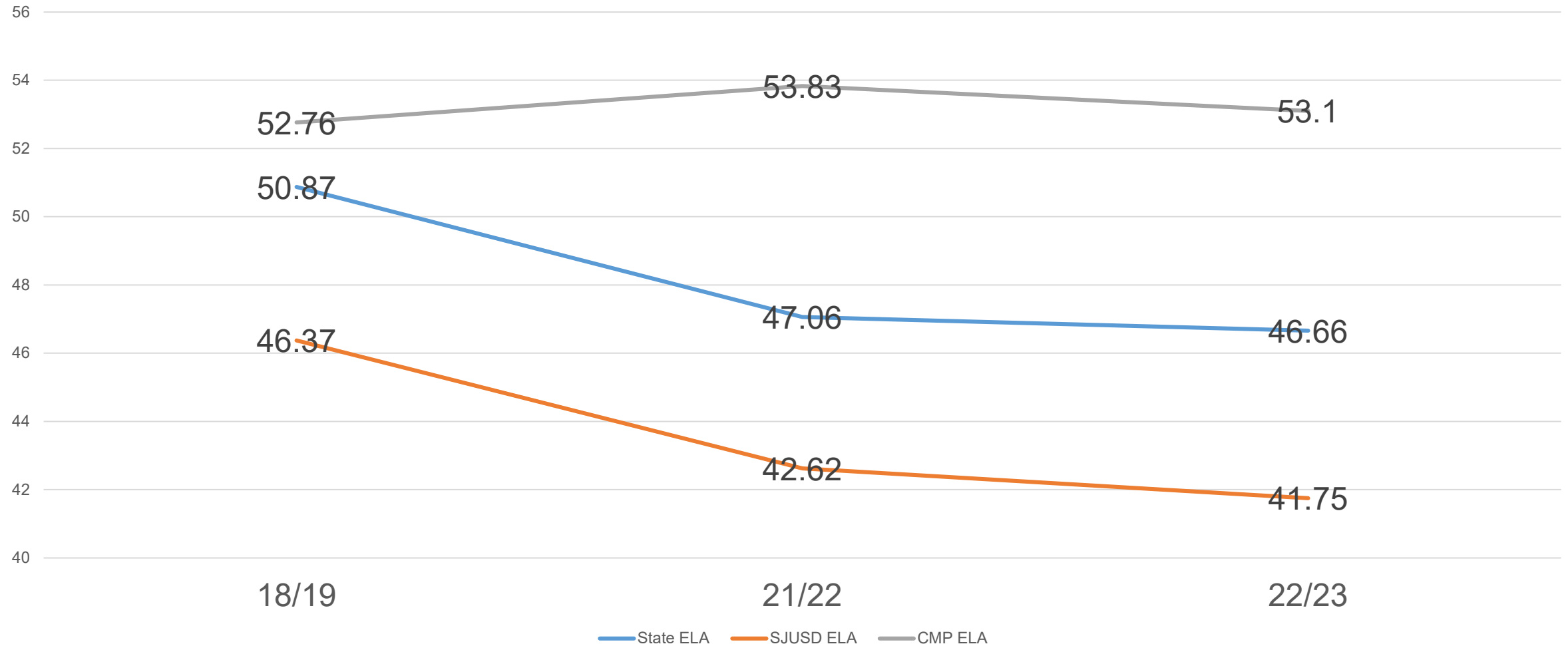


San Juan



San Juan ELA CAASPP

State/SJUSD/CMP ELA Comparison

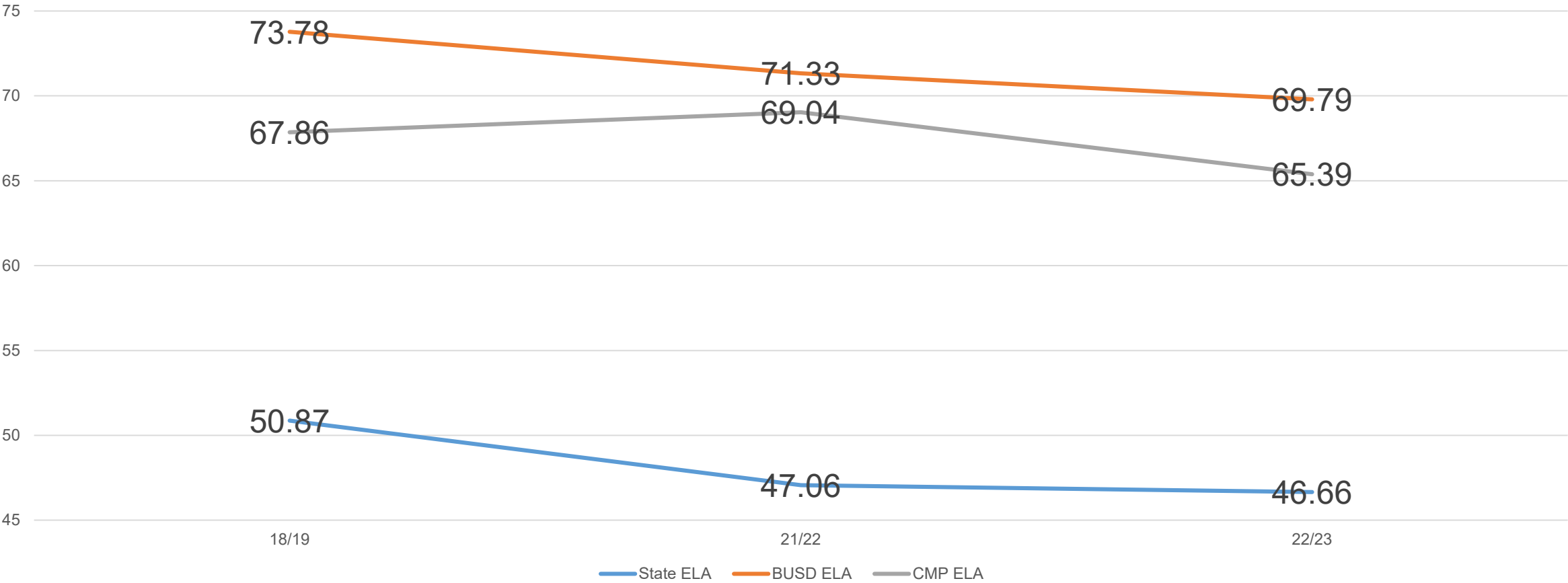


Shingle Springs

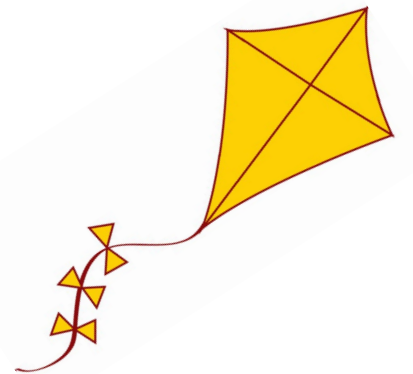


Shingle Springs ELA CAASPP

State/BUSD/CMP-SS Comparison



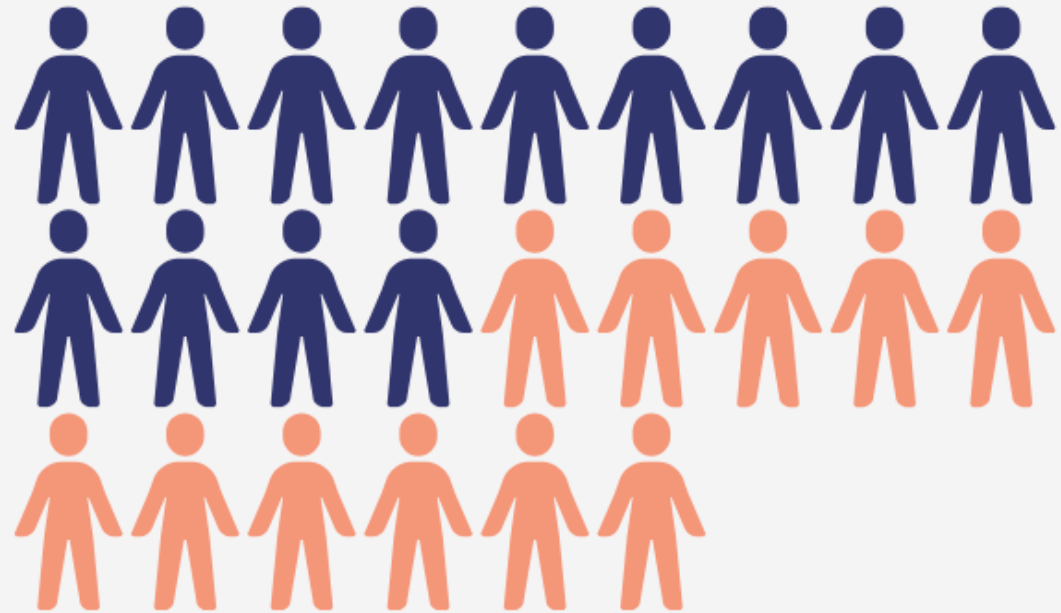
Zooming In On the Impact on Students Capitol Case Study



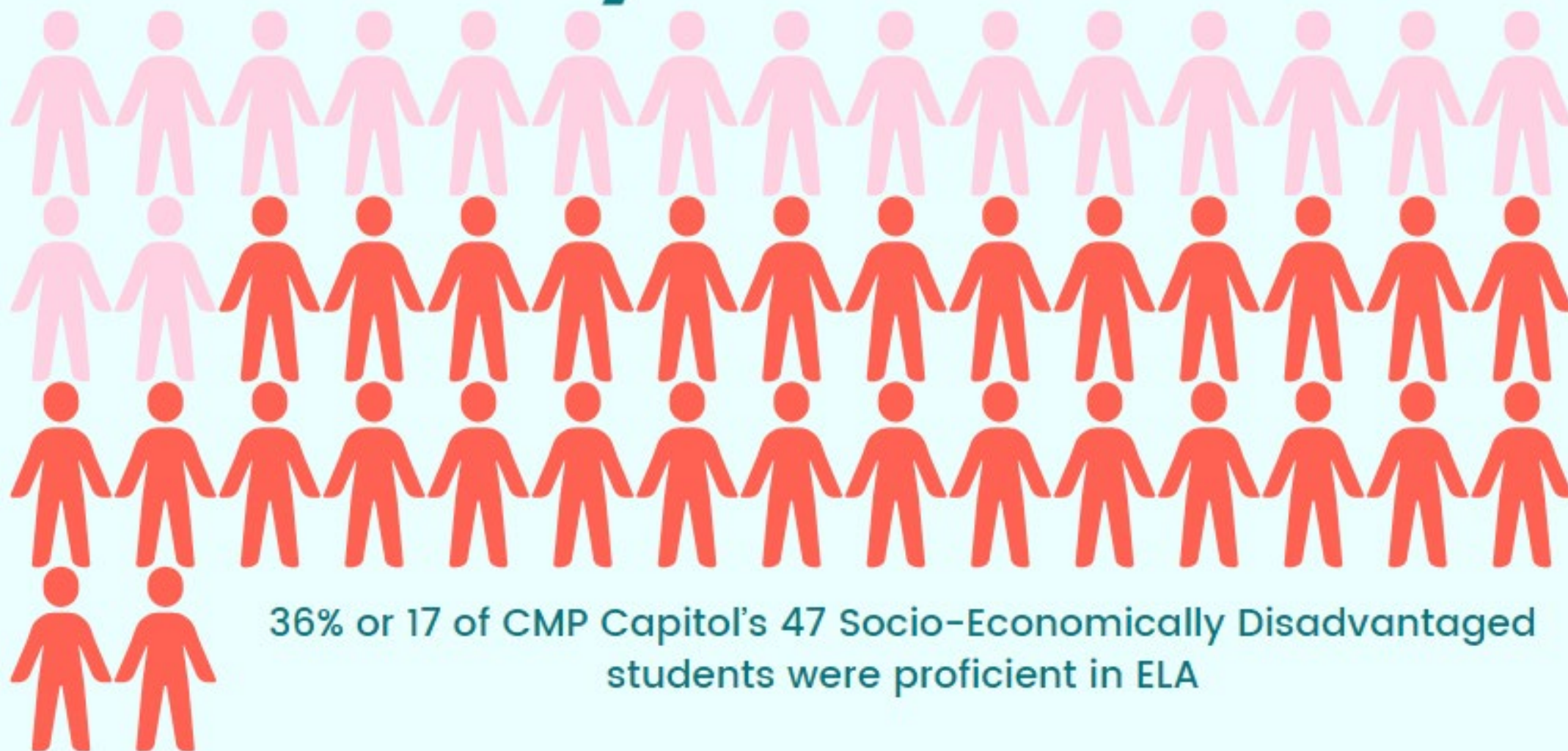
Zooming In

ELA – ALL

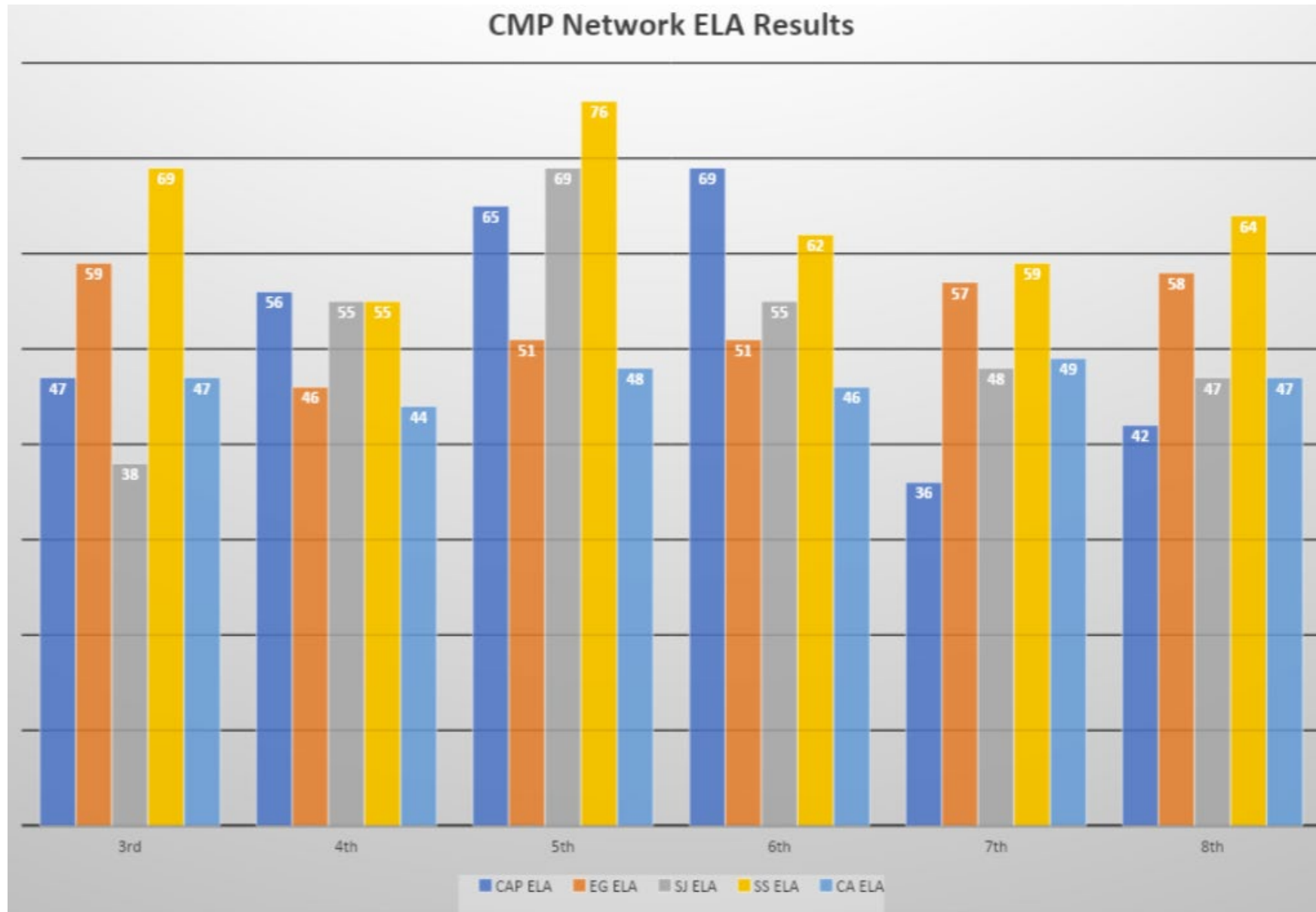
In an average CMP Capitol classroom of 24 students 13.3 are proficient in reading.



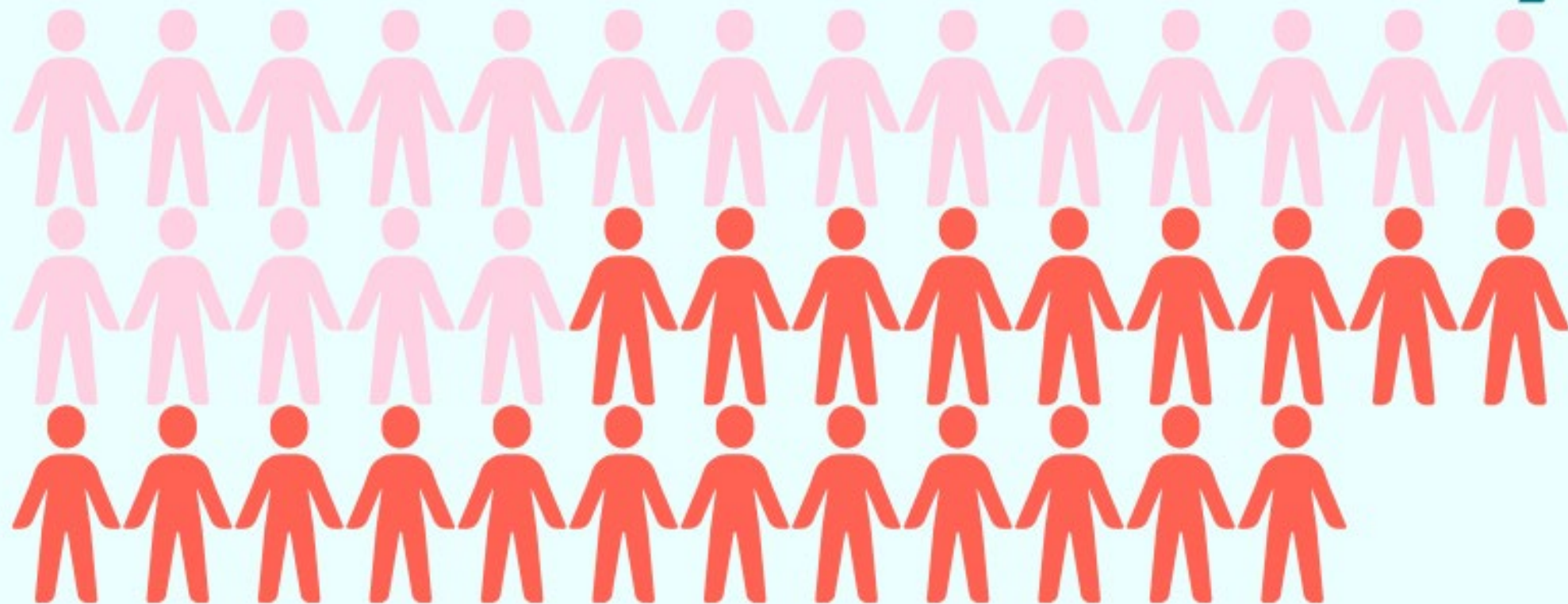
CMP-Capitol ELA Proficiency – SED Students



Network Wide ELA by Grade Level 22-23

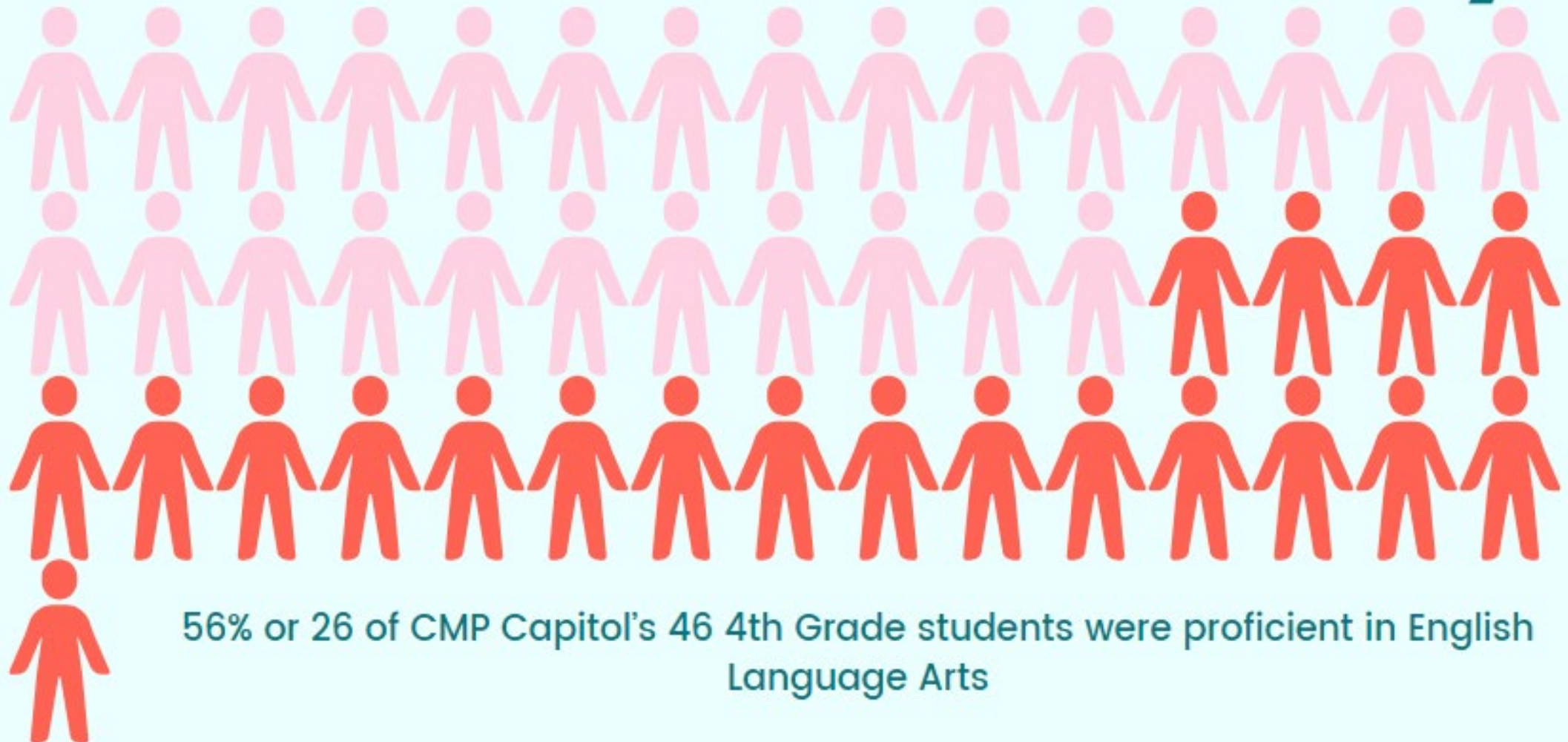


CMP-Capitol 3rd Grade ELA Proficiency

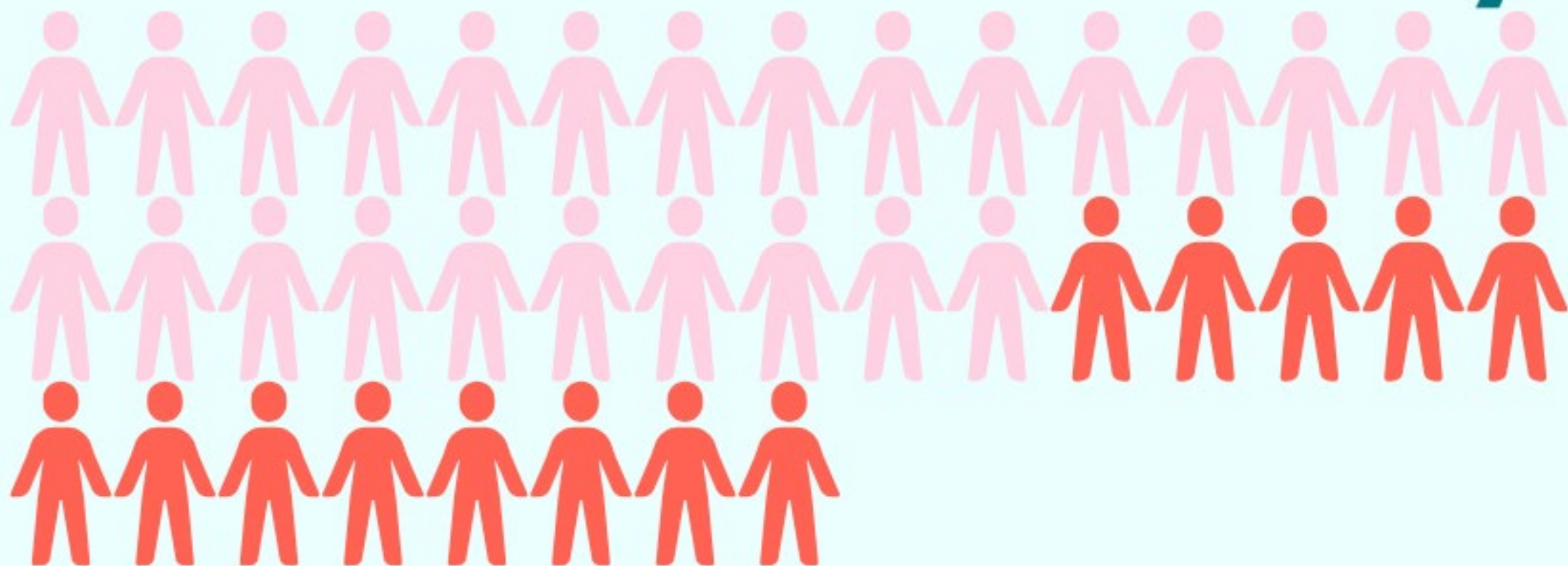


47% or 19 of CMP Capitol's 40 3rd Grade students were proficient in English Language Arts

CMP-Capitol 4th Grade ELA Proficiency

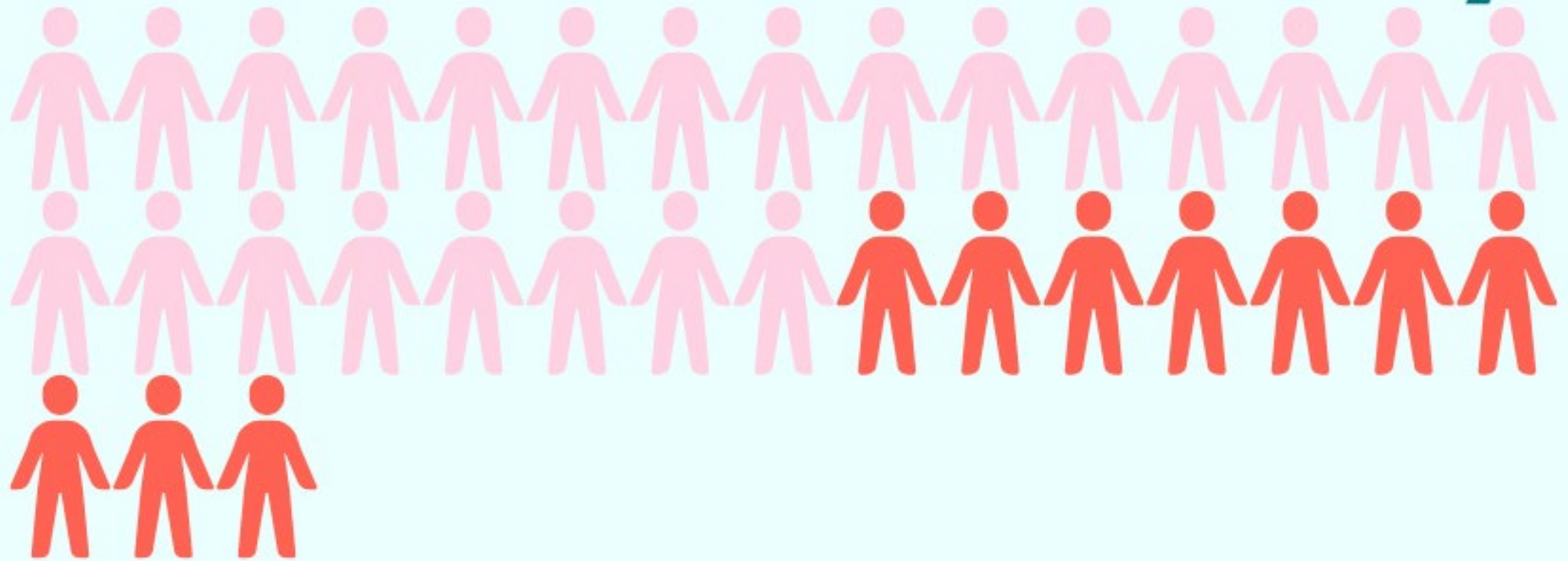


CMP-Capitol 5th Grade ELA Proficiency



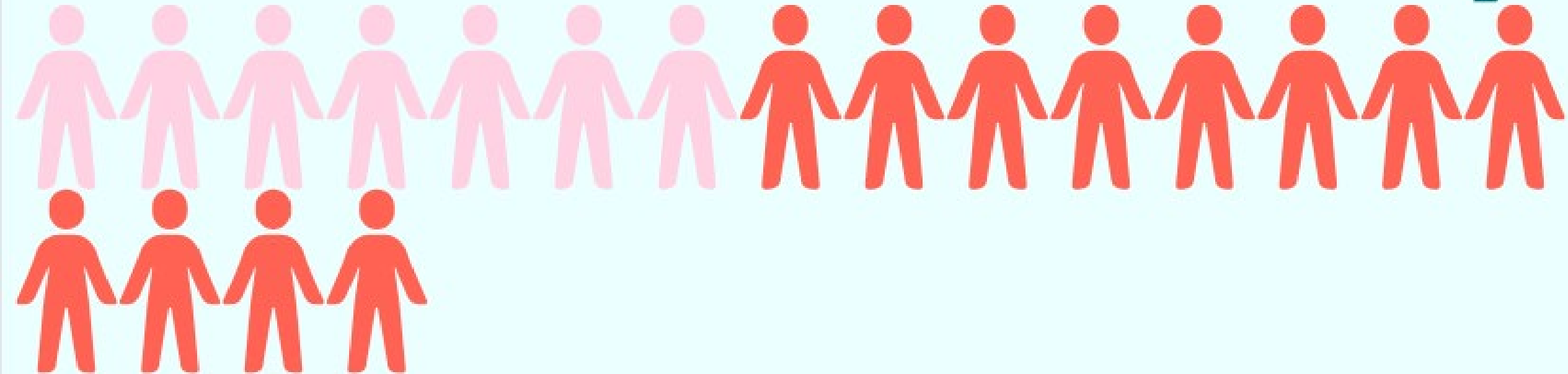
65% or 25 of CMP Capitol's 38 5th Grade students were proficient in English Language Arts

CMP-Capitol 6th Grade ELA Proficiency



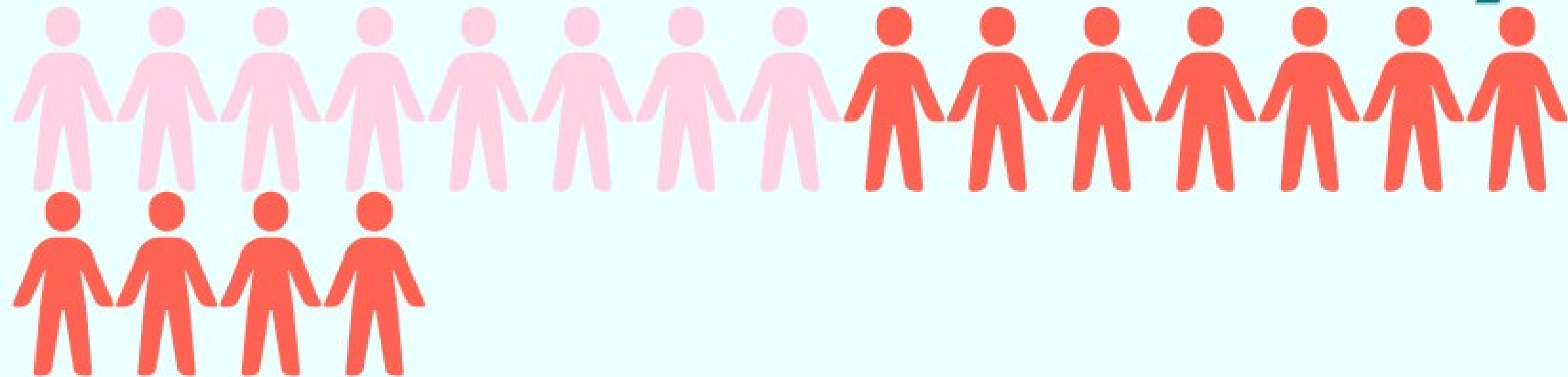
69% or 23 of CMP Capitol's 33 6th Grade students were proficient in English Language Arts

CMP-Capitol 7th Grade ELA Proficiency



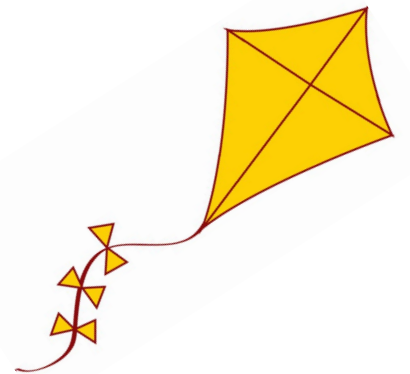
36% or 7 of CMP Capitol's 19 7th Grade students were proficient in English
Language Arts

CMP–Capitol 8th Grade ELA Proficiency

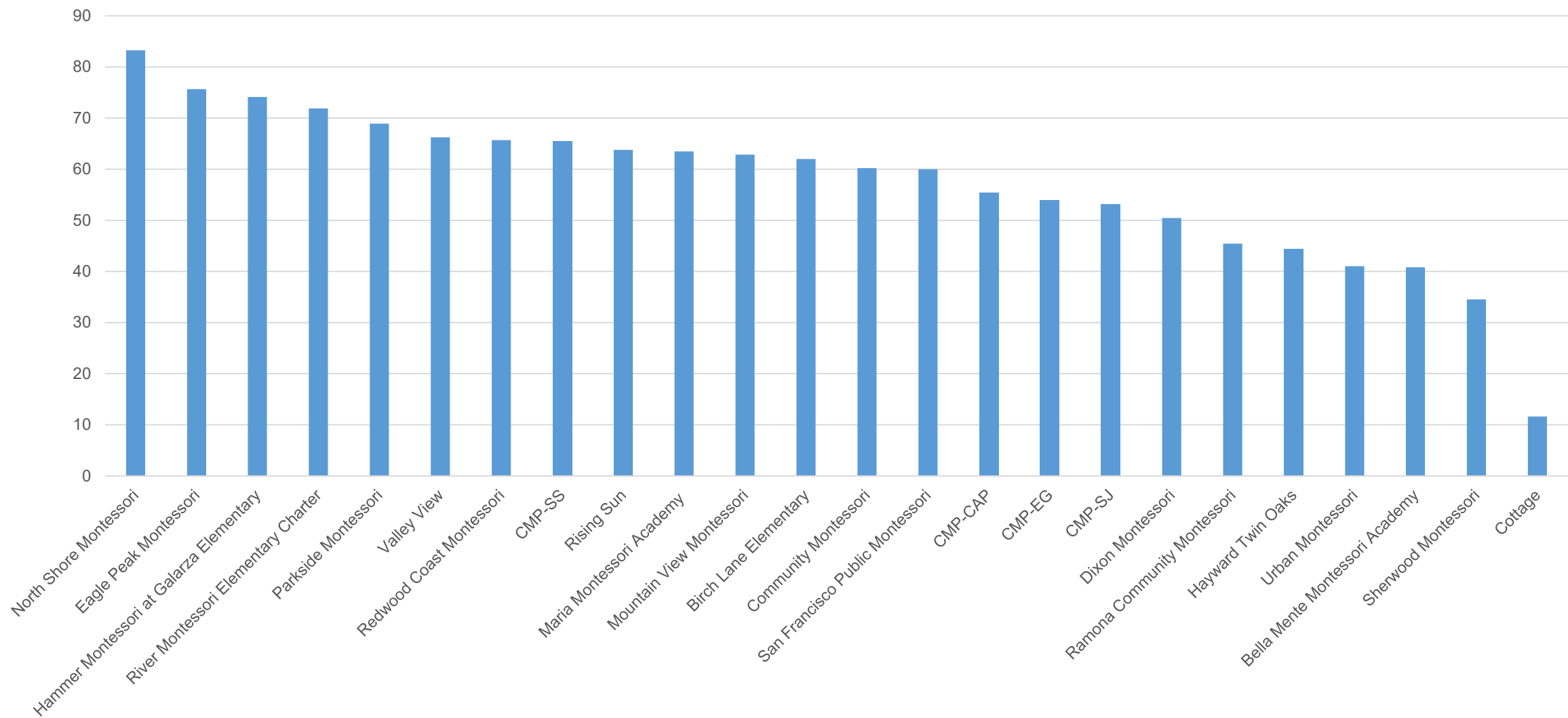


42% or 8 of CMP Capitol's 19 8th Grade students were proficient in English Language Arts

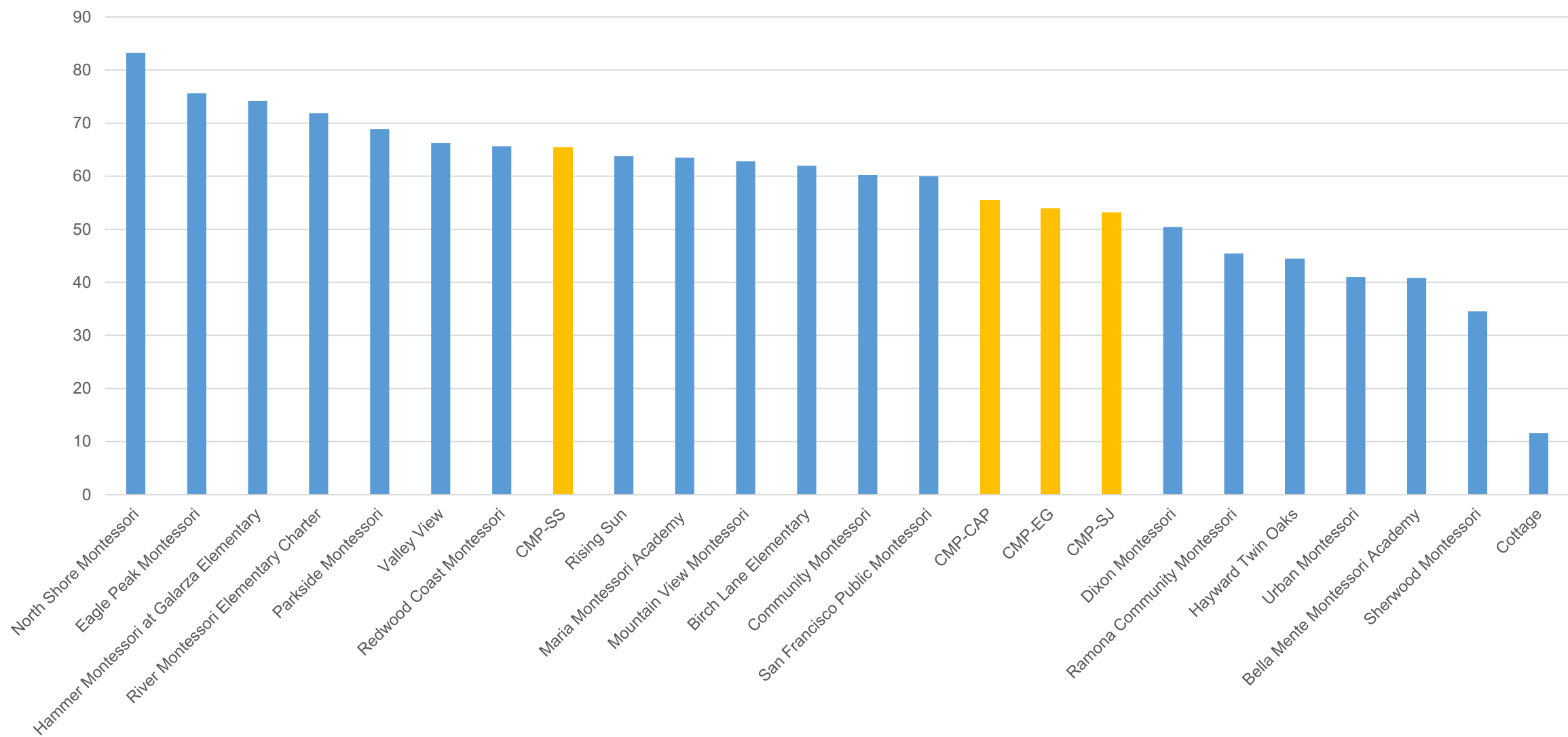
CMP's ELA CAASPP Scores Compared to Other CA Public Montessori Schools



Public Montessori Schools CAASPP Performance 22/23 ELA

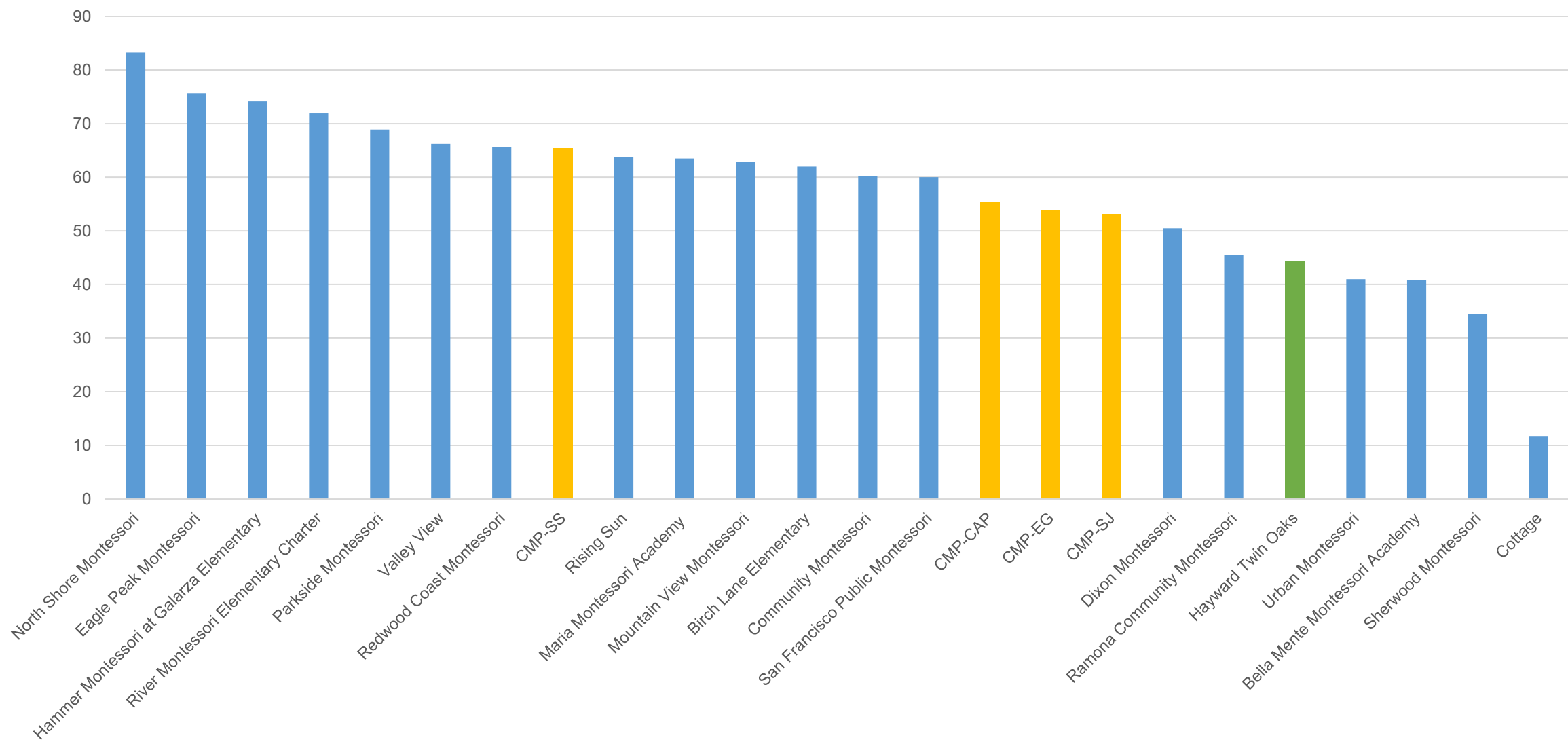


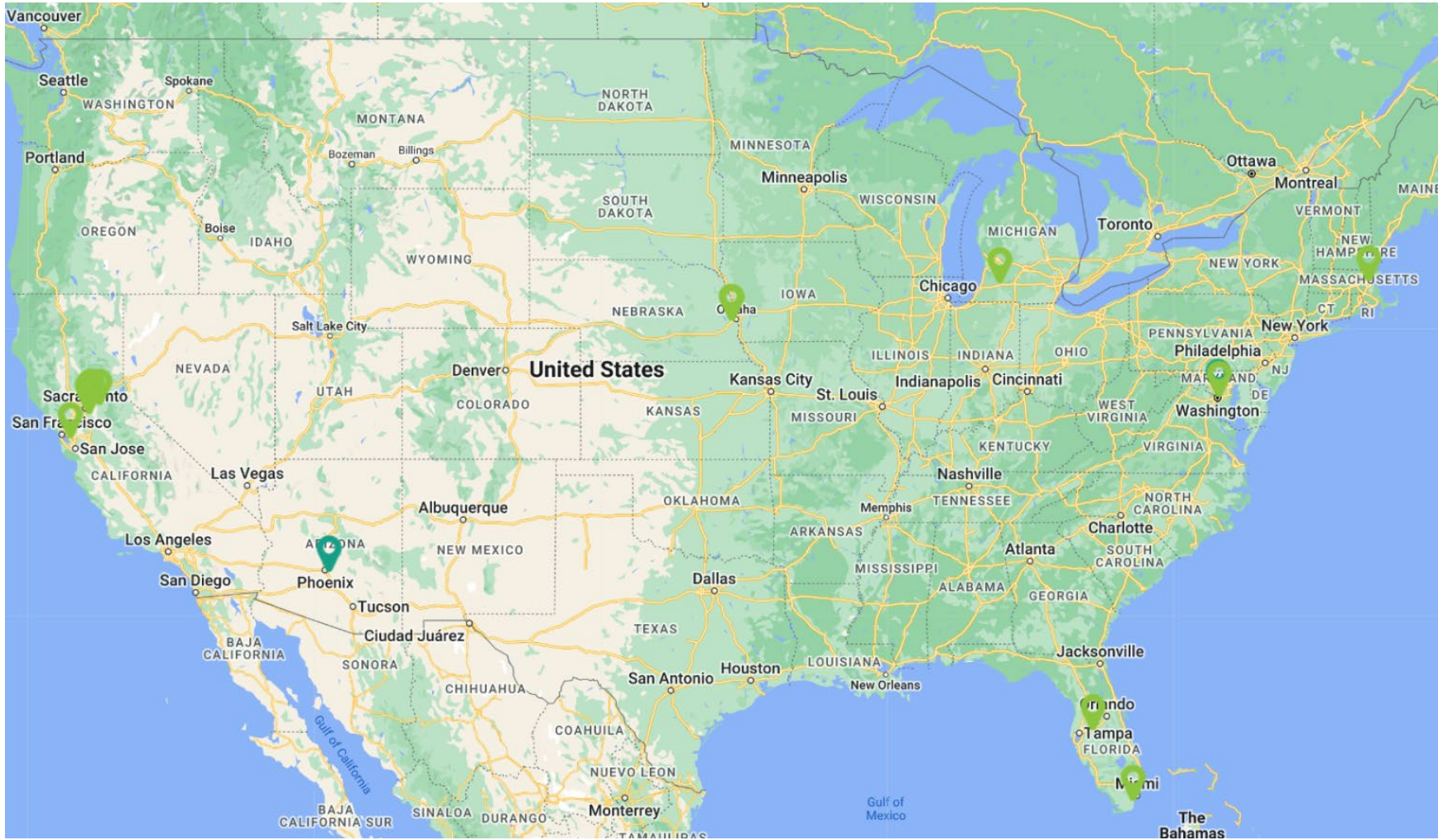
Public Montessori Schools CAASPP Performance 22/23 ELA



Public Montessori Schools CAASPP Performance

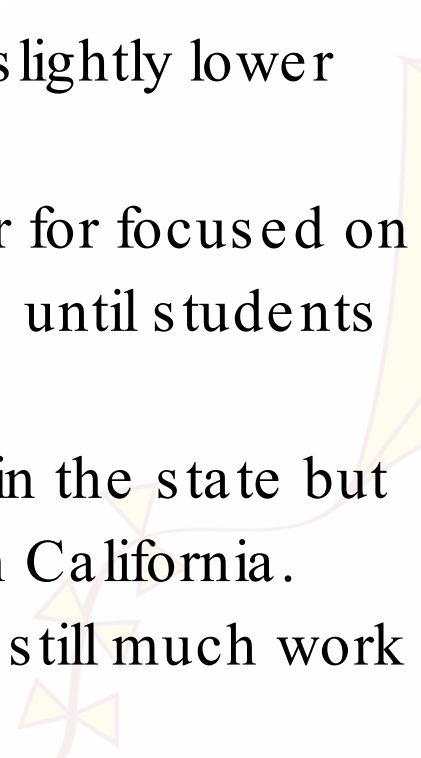
22/23 ELA





AMS Accredited Public Montessori Elementary Schools
CMP Consists of 6 out of 14 in the USA

Highlights & Analysis

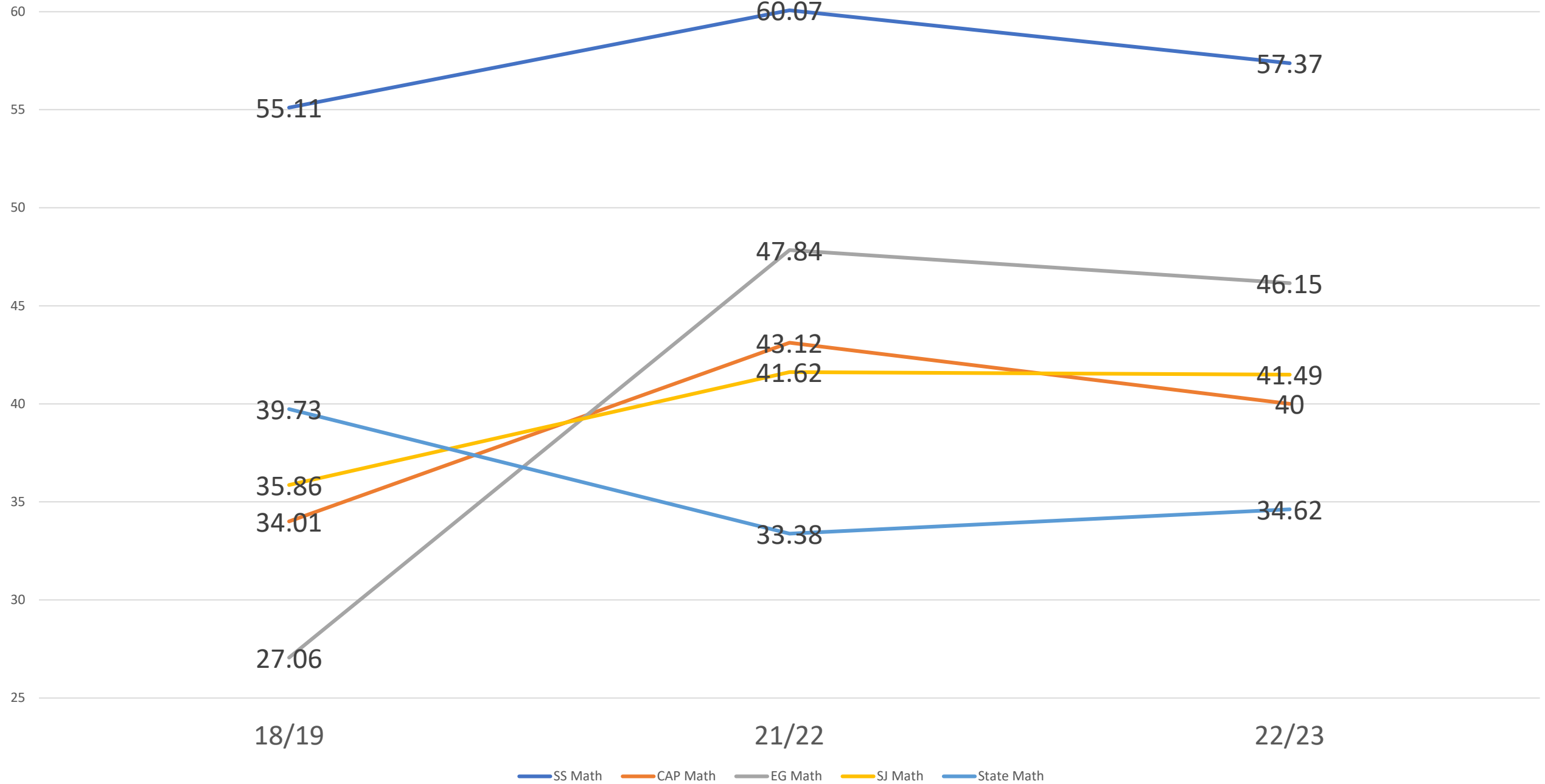
- All CMP campuses now outperform the State averages in ELA (prior to the pandemic CMP Elk Grove performed below the state average).
 - CMP outperforms local districts in 3 out of 4 LEAs. CMP Shingle Springs has the network's highest proficiency rate but performs below Buckeye Union.
 - The state, all authorizing districts, and all CMP LEAs had slightly lower scores this year compared to last year
 - Most time and attention in English Language Arts last year for focused on Early Literacy. Those efforts will not show up on CAASPP until students are in 3rd Grade.
 - CMP performs in the middle of public Montessori schools in the state but higher than the only other AMS accredited public school in California.
 - Significant progress made since prior to the pandemic but still much work to do to ensure all students reach proficiency.
- 

Informational Item #5

Strategic Plan Student Goal 2: CMP will see an annual improvement in Math performance on CMP and state assessments: Brett Barley and Jeremy Akiyama



CMP Math CAASPP Comparison

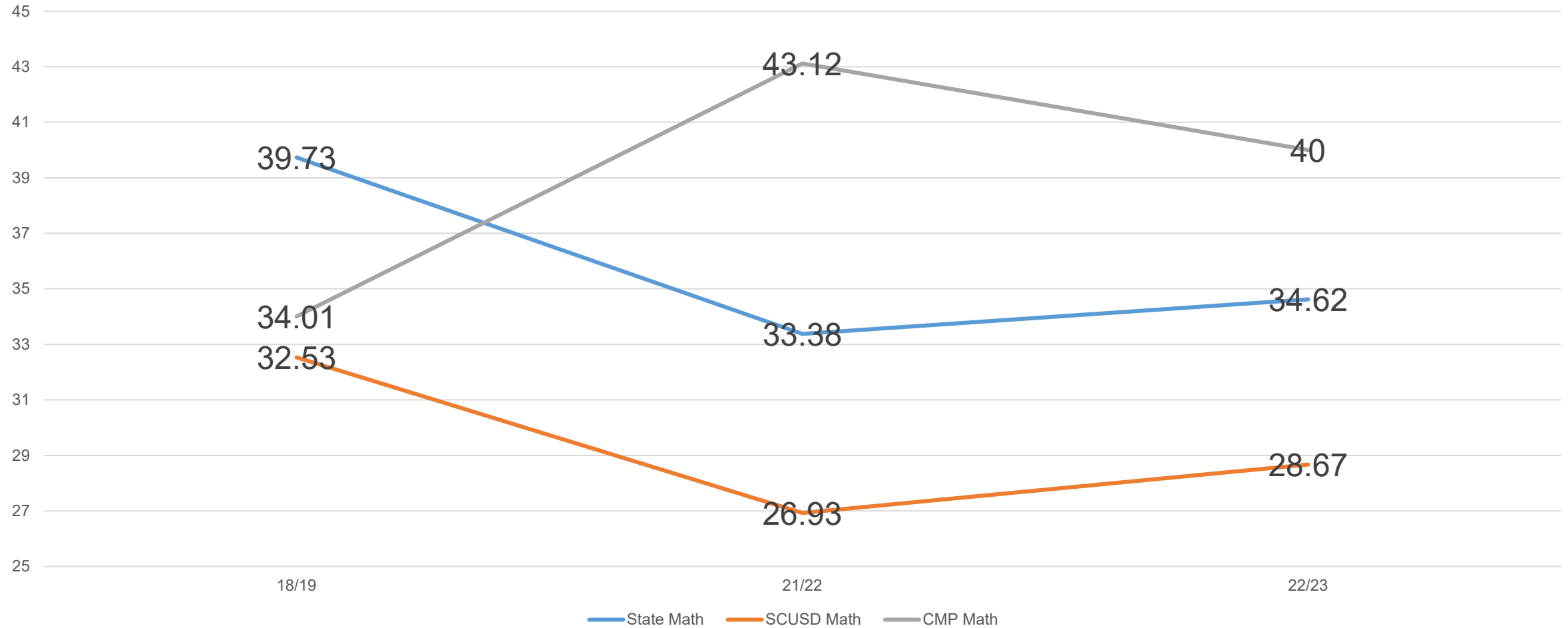


Capitol



Capitol Math CAASPP

State/SCUSD/CMP-CAP Comparison

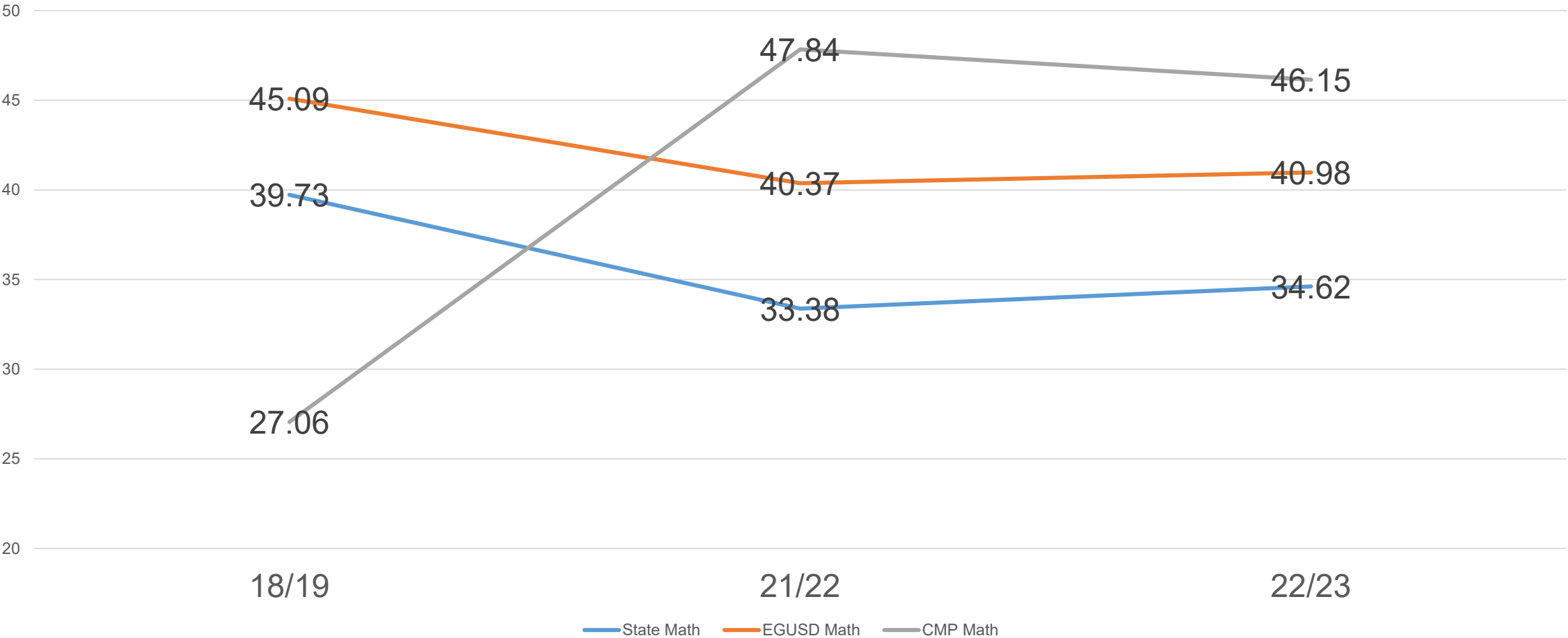


Elk Grove



Elk Grove CAASPP Math

State/EGUSD/CMP-EG Comparion

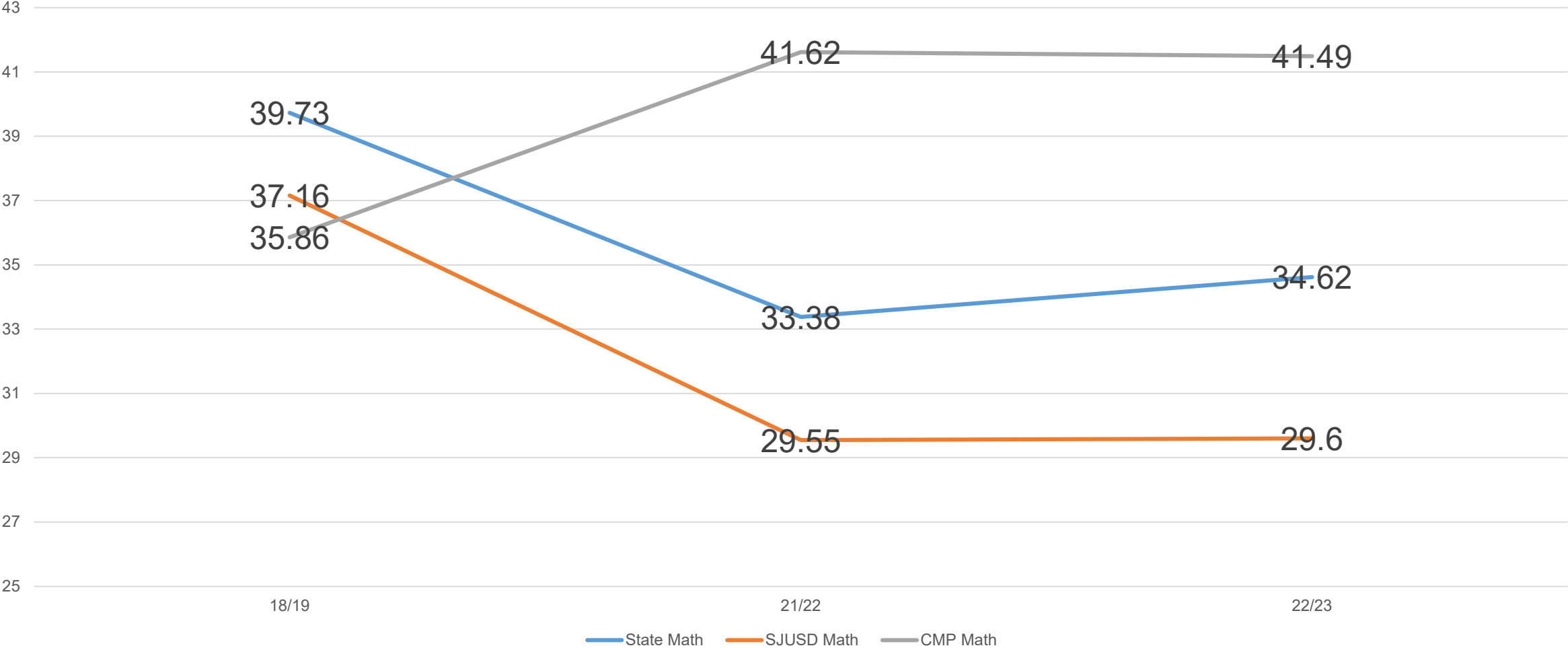


San Juan



San Juan Math CAASPP

STATE/SJUSD/CMP MATH COMPARISON

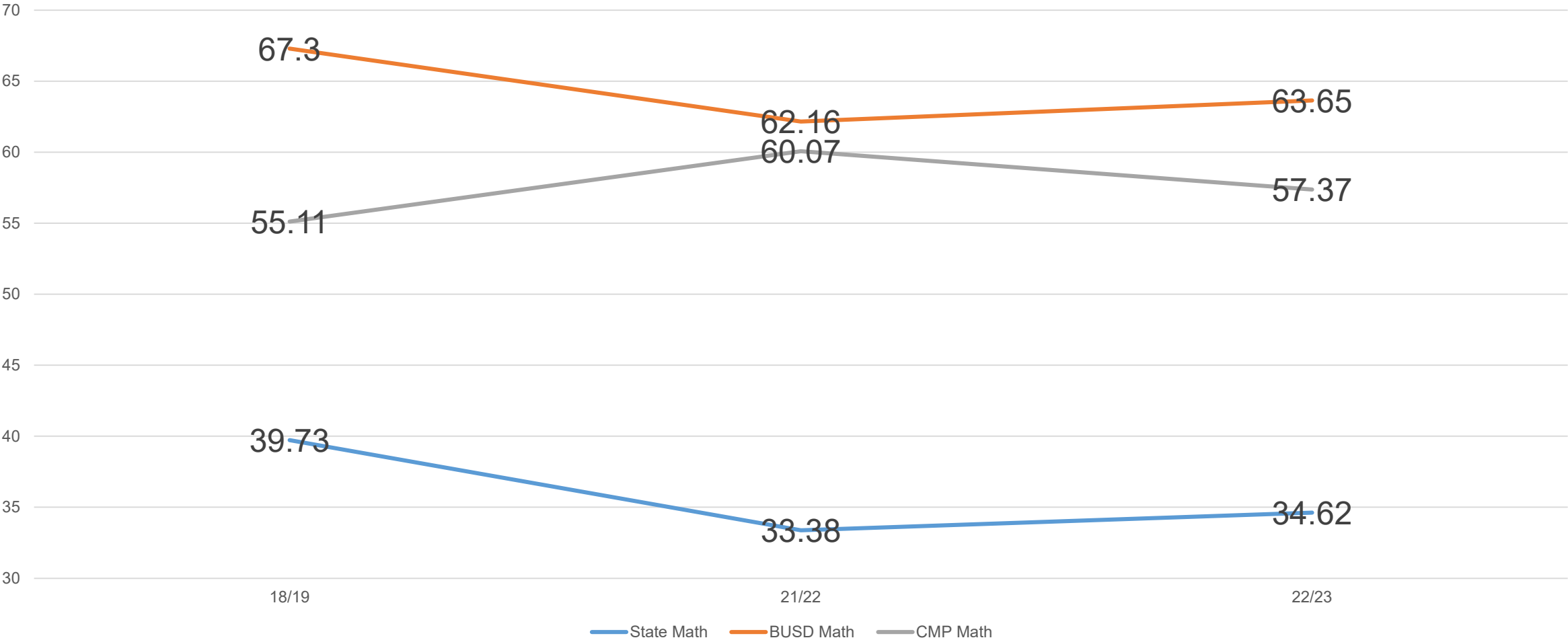


Shingle Springs

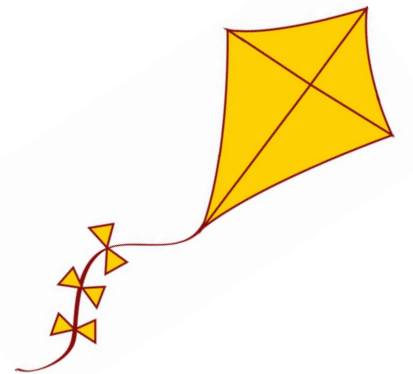


Shingle Springs Math CAASPP

State/BUSD/CMP-SS Comparison



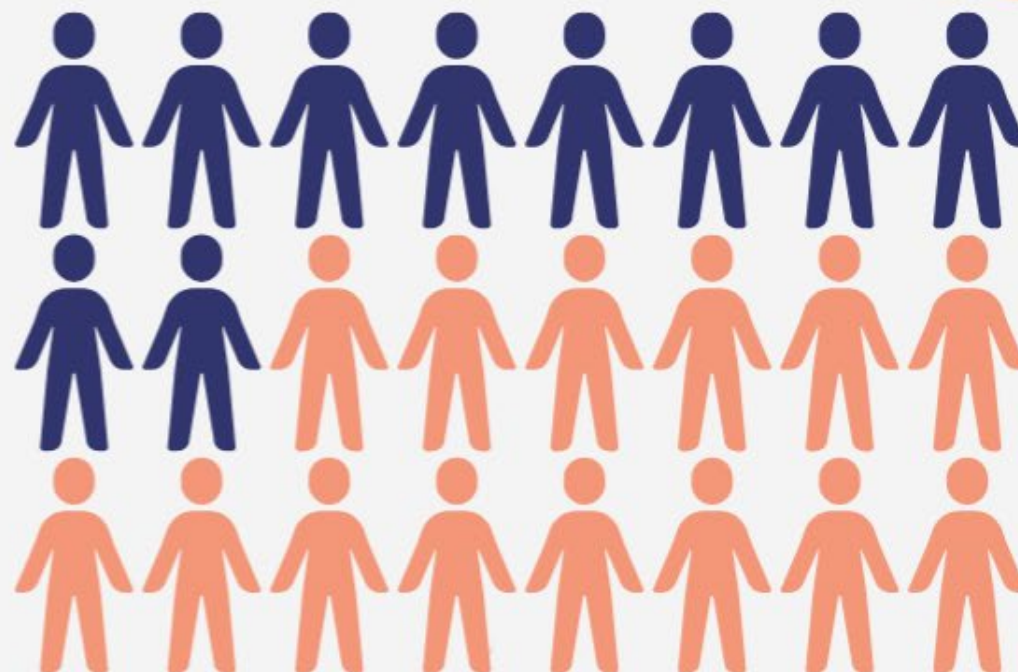
Zooming In On the Impact on Students Capitol Case Study



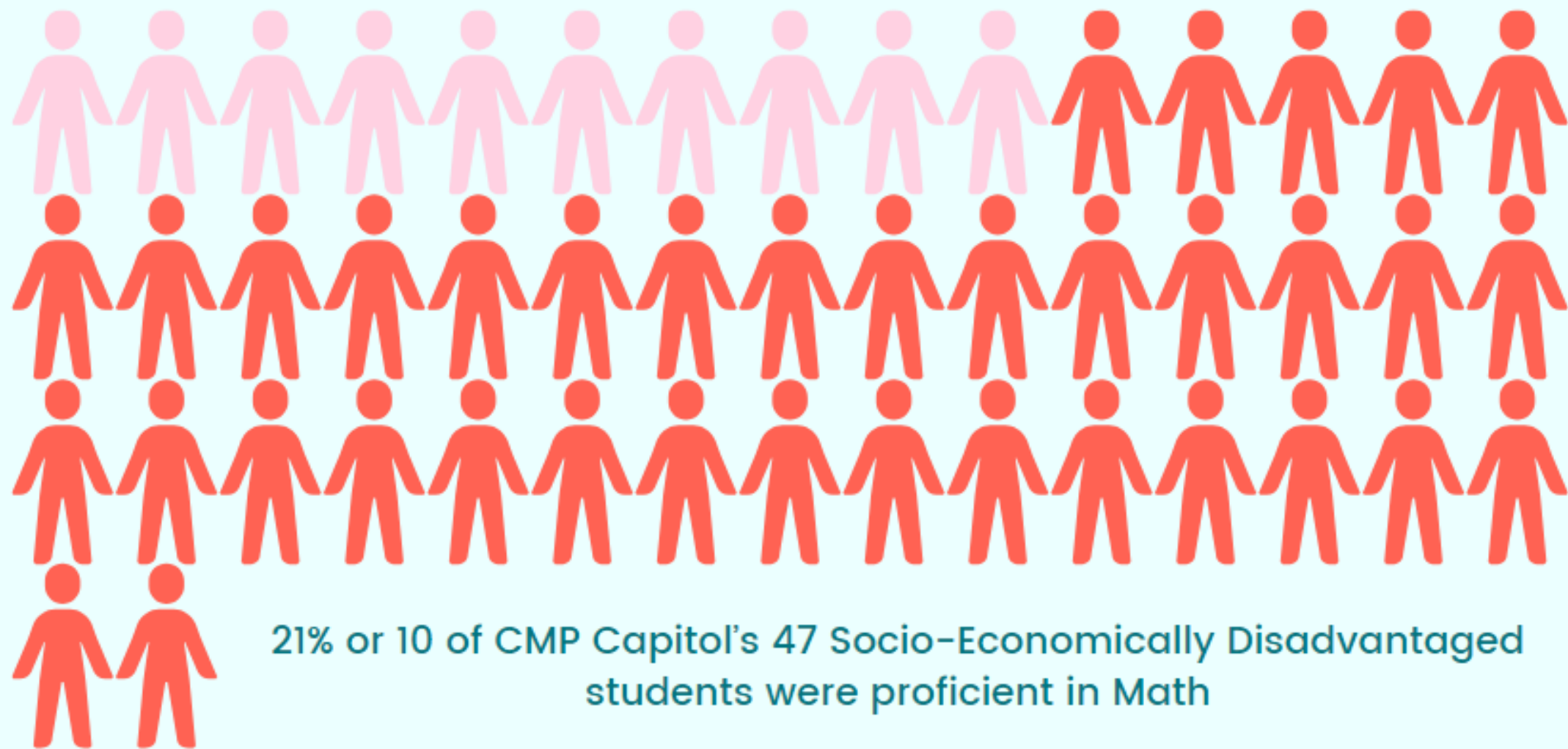
Zooming In

MATH – ALL STUDENTS

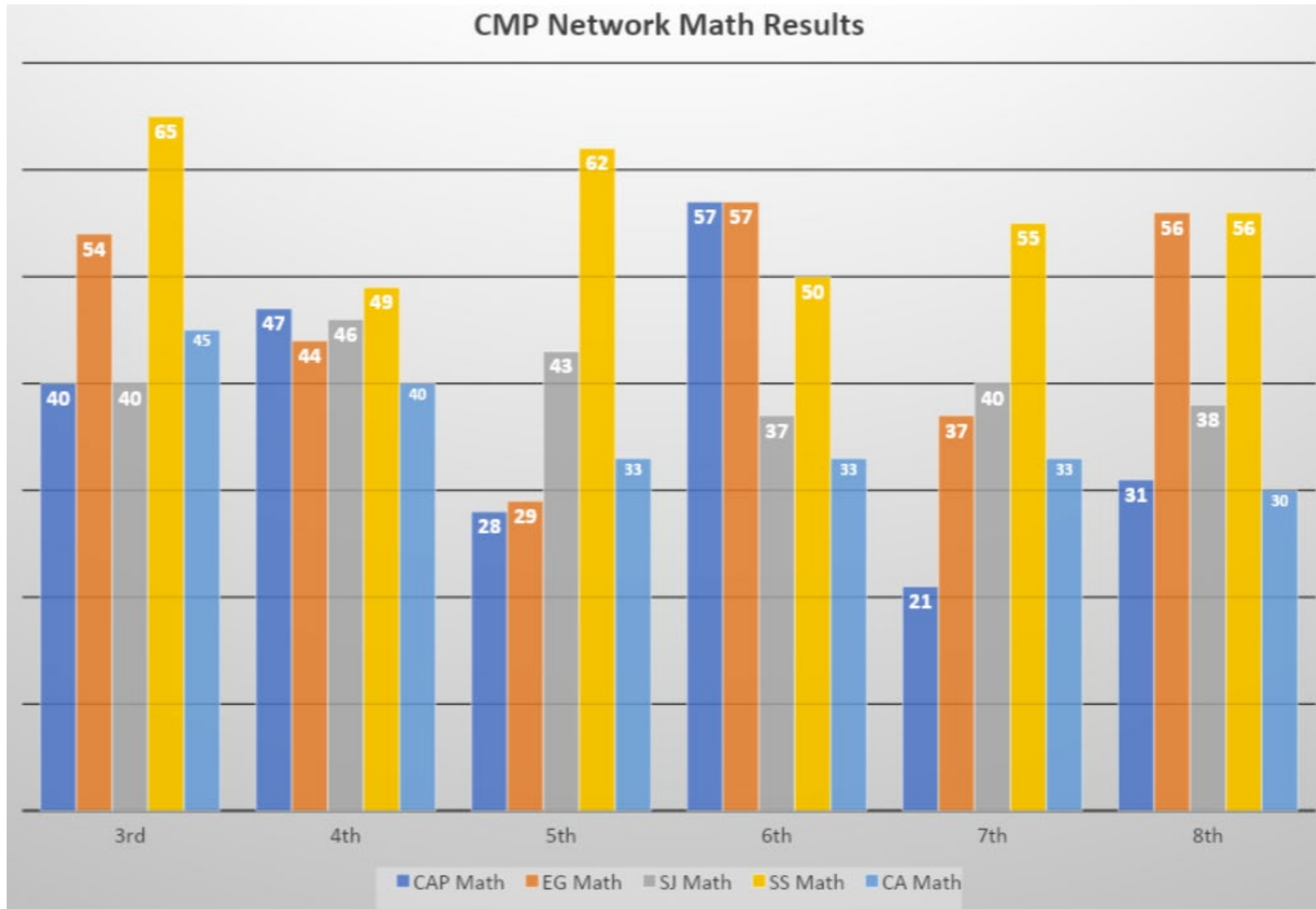
In the average CMP Capitol Classroom 9.6 out of 24 students are proficient in math.



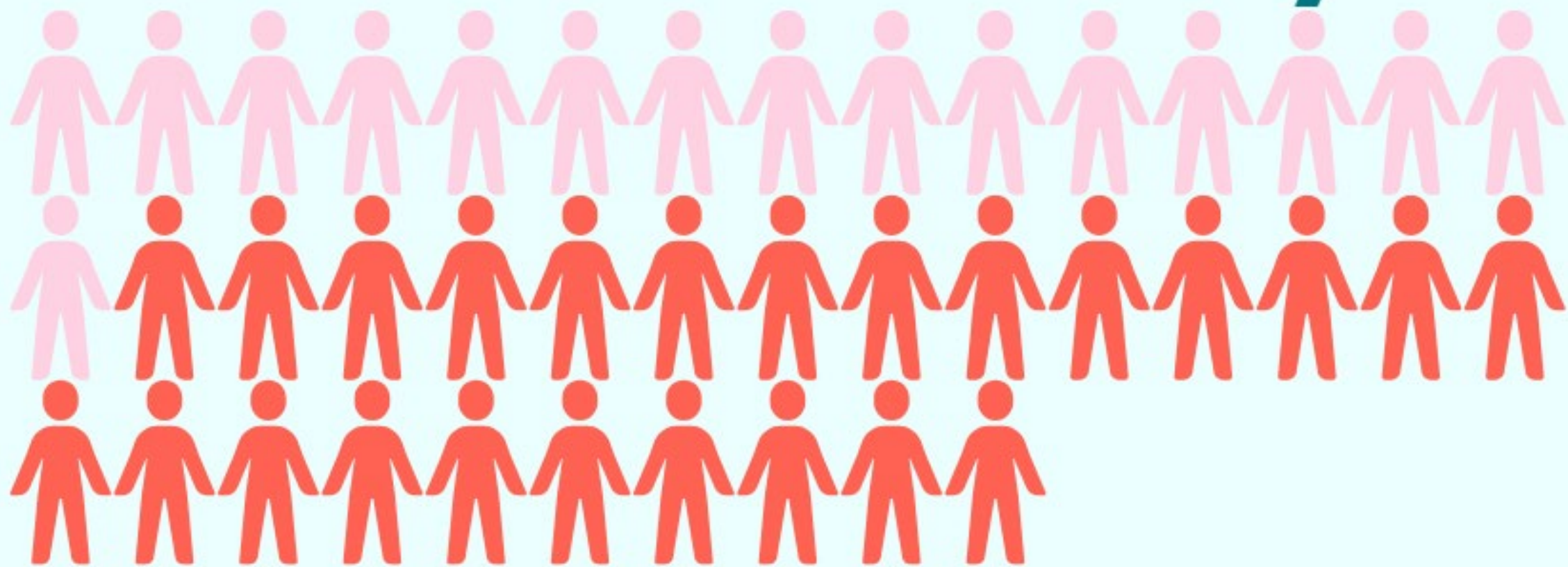
CMP-Capitol Math Proficiency – SED Students



Network Wide Math by Grade Level 22-23

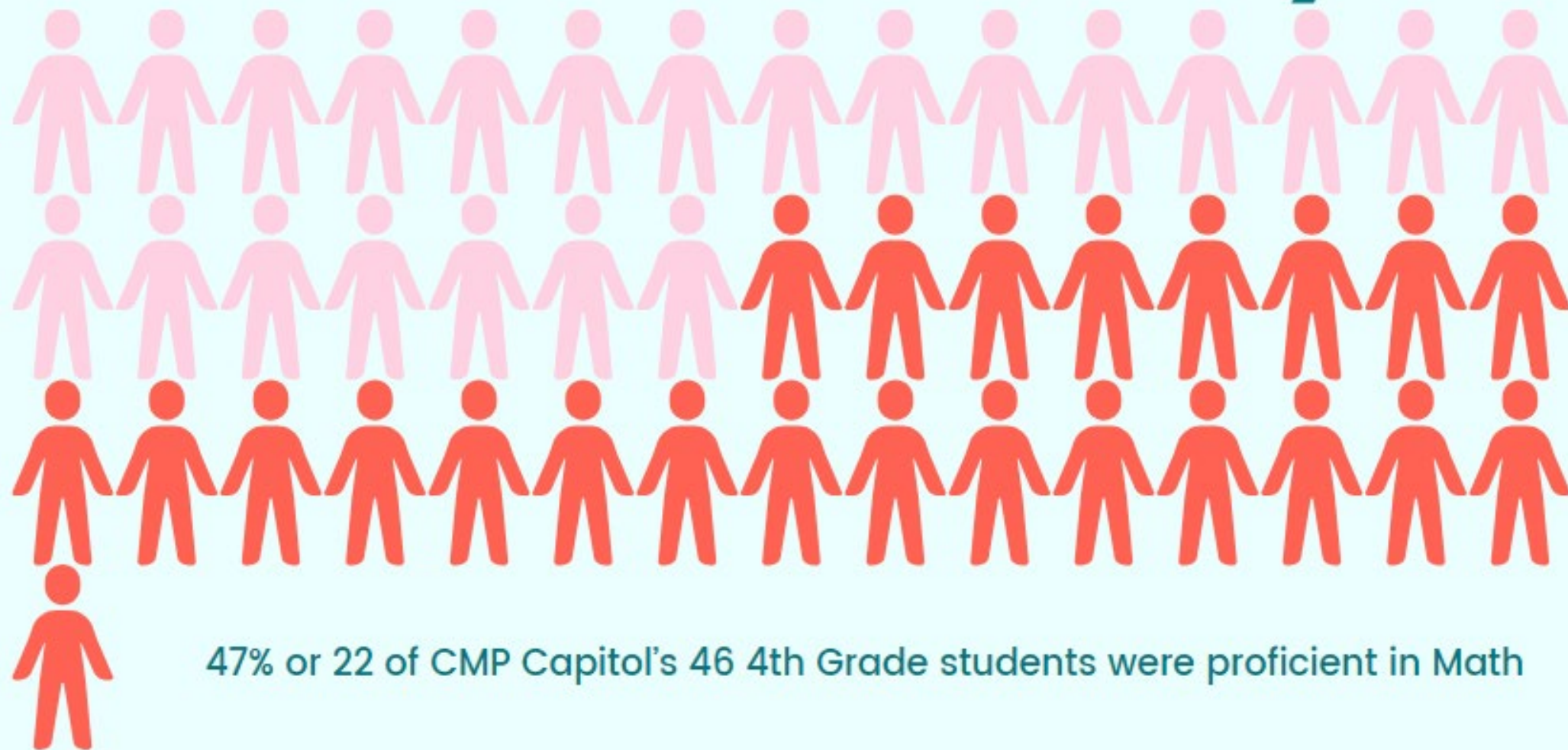


CMP-Capitol 3rd Grade Math Proficiency

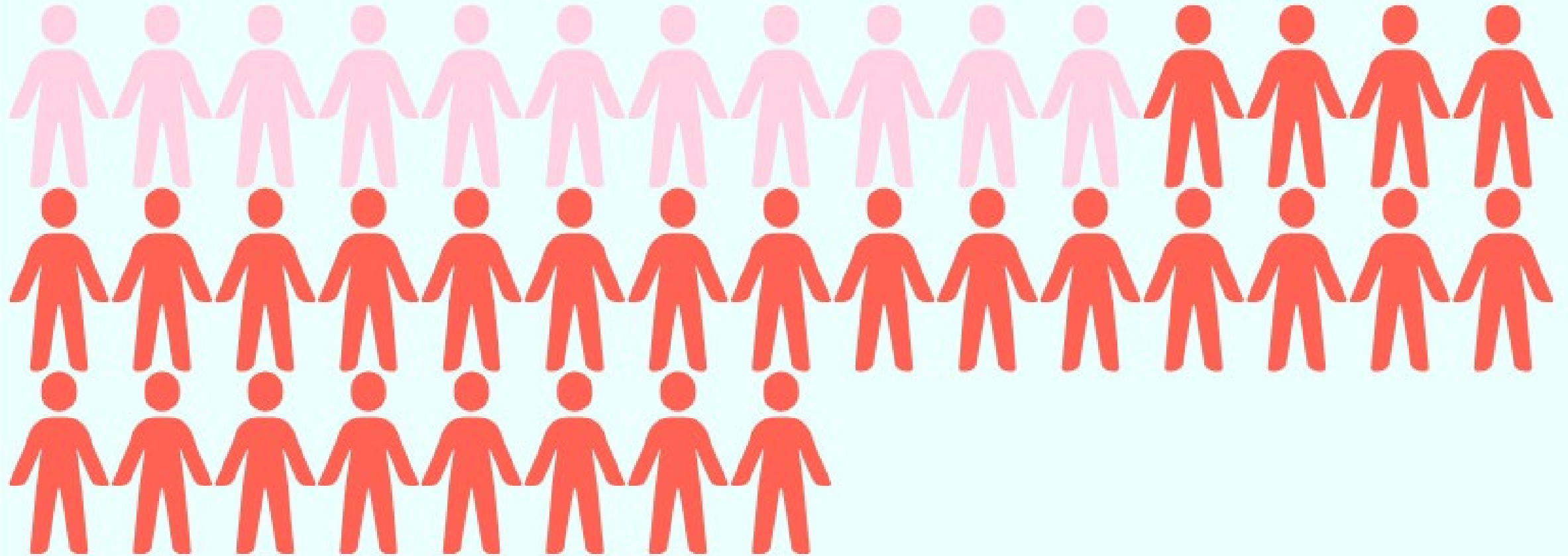


40% or 16 of CMP Capitol's 40 3rd Grade students were proficient in Math

CMP-Capitol 4th Grade Math Proficiency

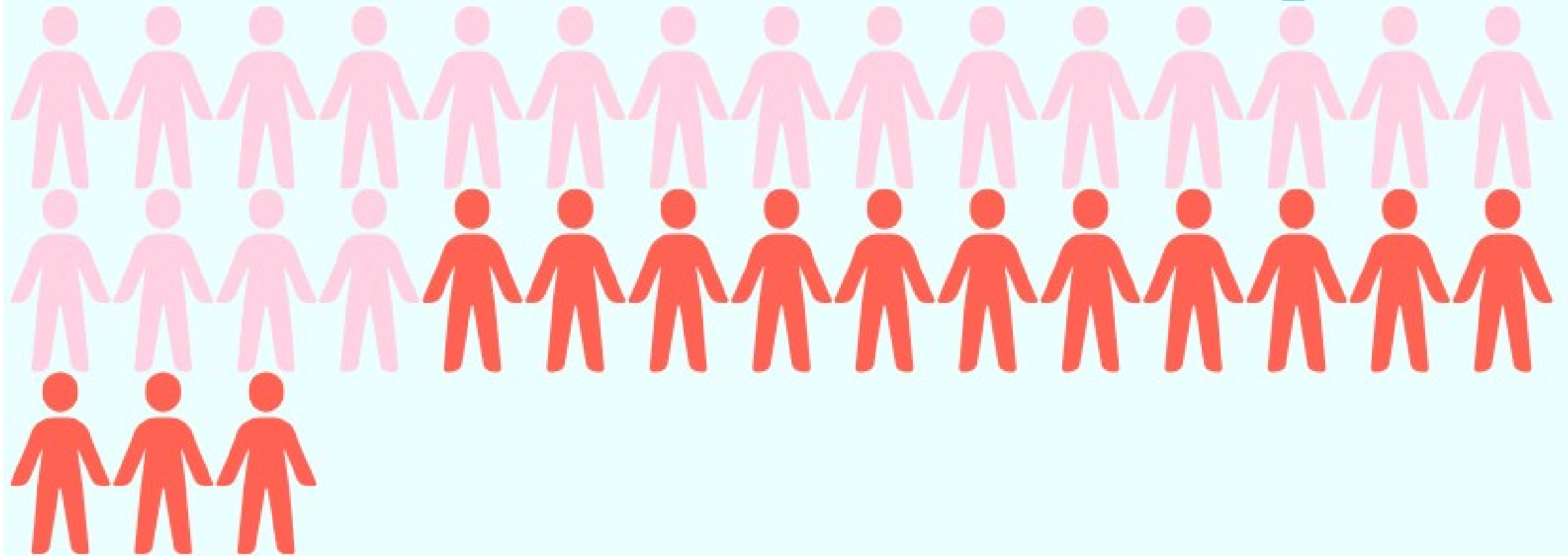


CMP-Capitol 5th Grade Math Proficiency



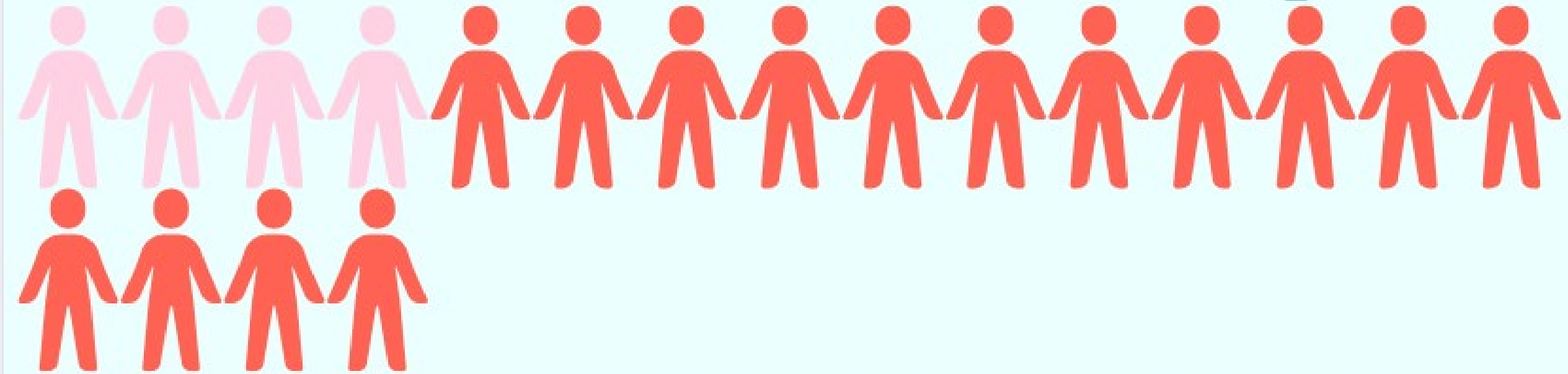
28% or 11 of CMP Capitol's 38 5th Grade students were proficient in Math

CMP-Capitol 6th Grade Math Proficiency



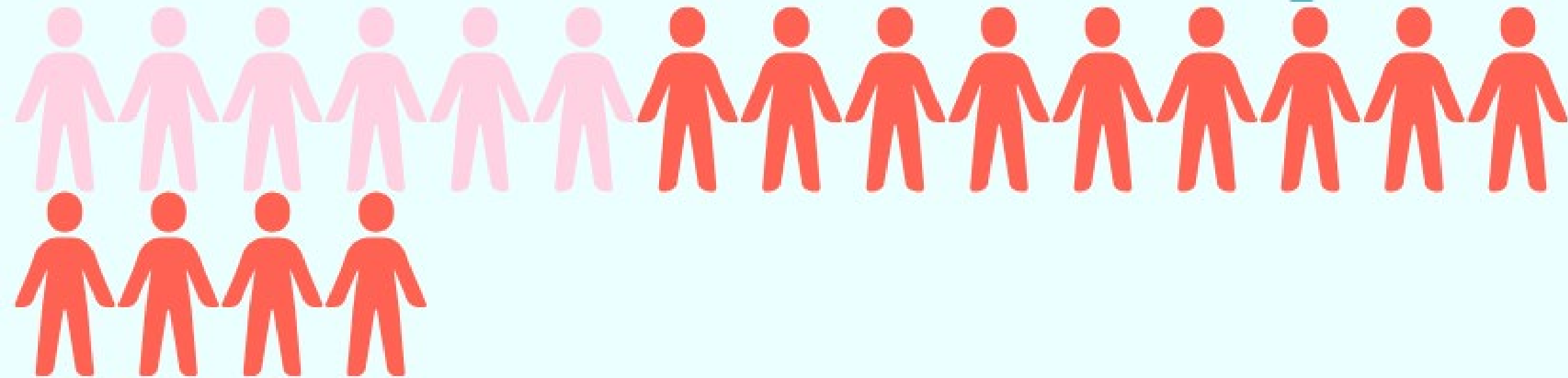
57% or 19 of CMP Capitol's 33 6th Grade students were proficient in Math

CMP-Capitol 7th Grade Math Proficiency



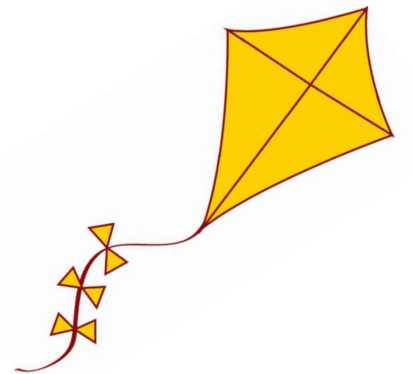
21% or 4 of CMP Capitol's 19 7th Grade students were proficient in Math

CMP–Capitol 8th Grade Math Proficiency

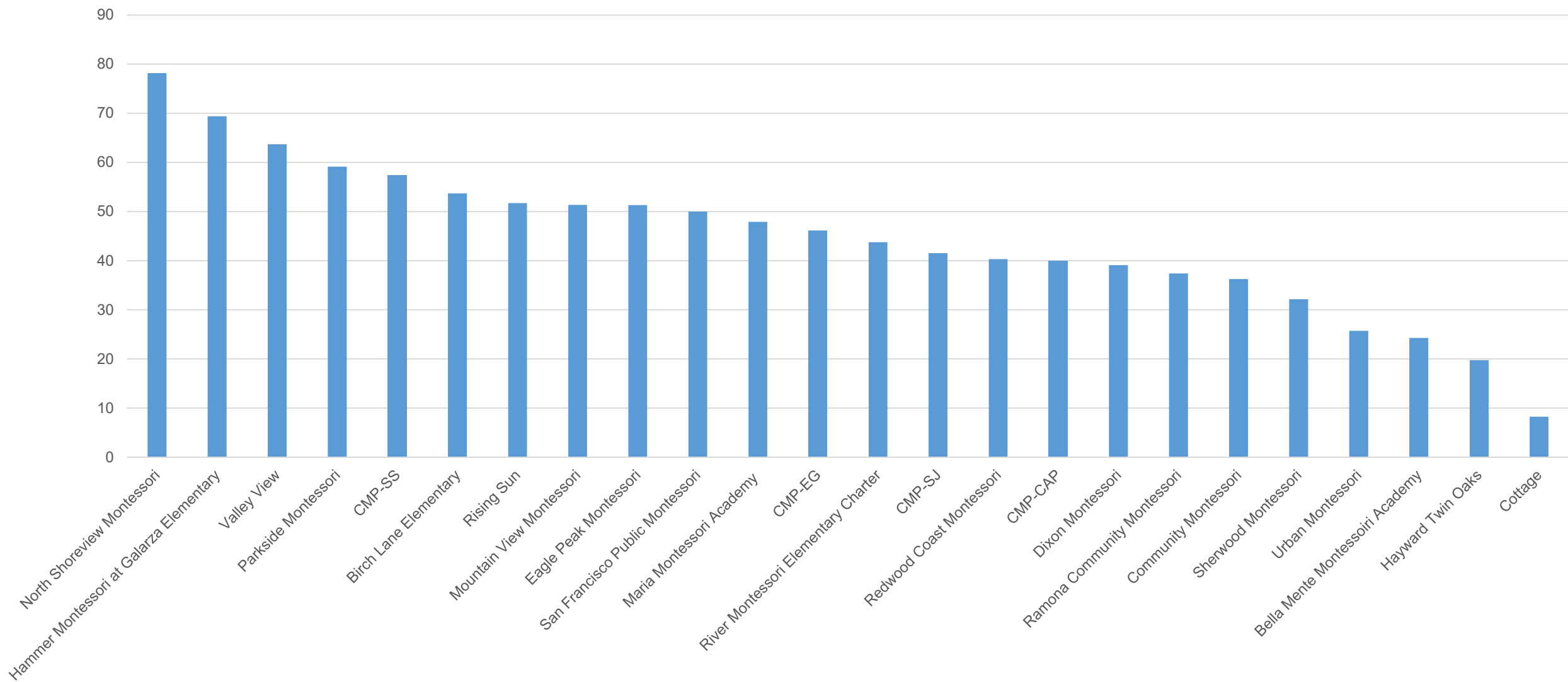


31% or 6 of CMP Capitol's 19 8th Grade students were proficient in Math

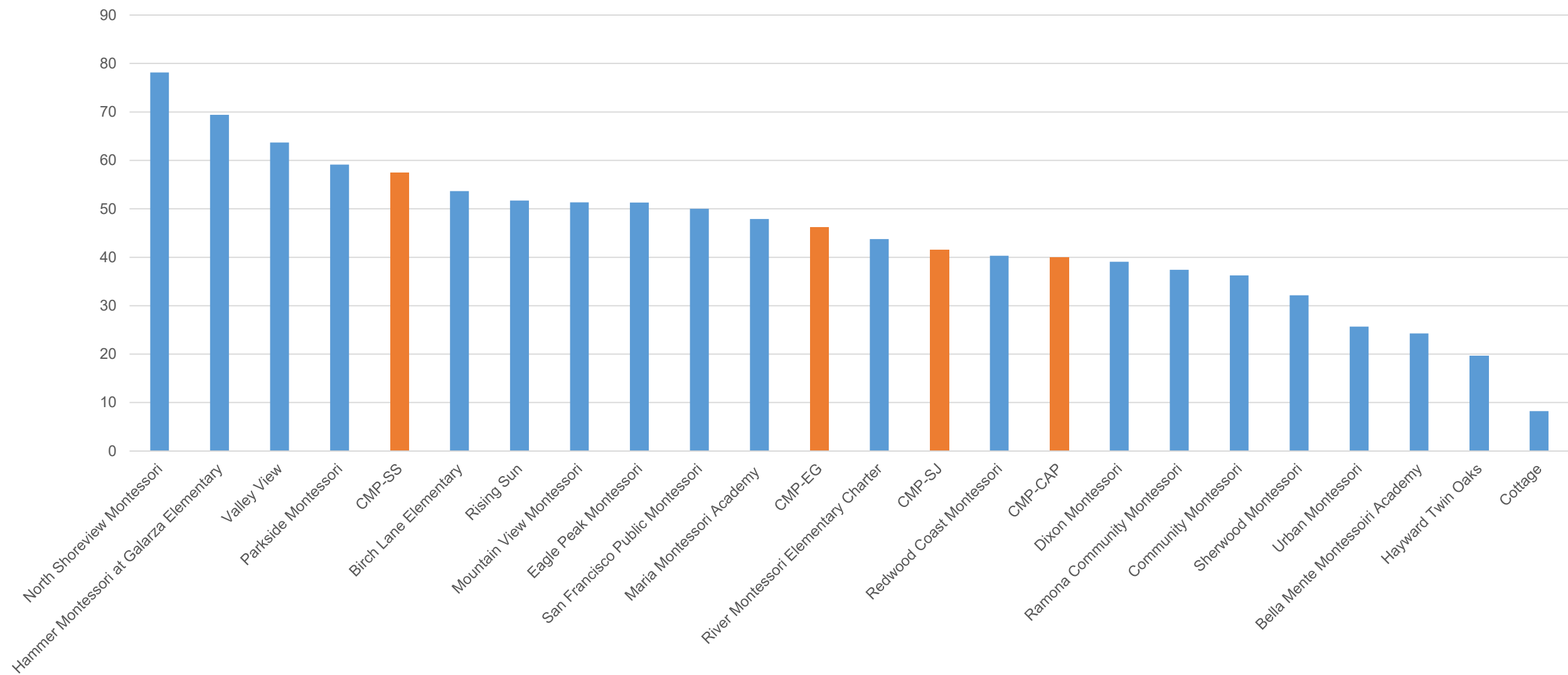
CMP's Math CAASPP Scores Compared to Other CA Public Montessori Schools



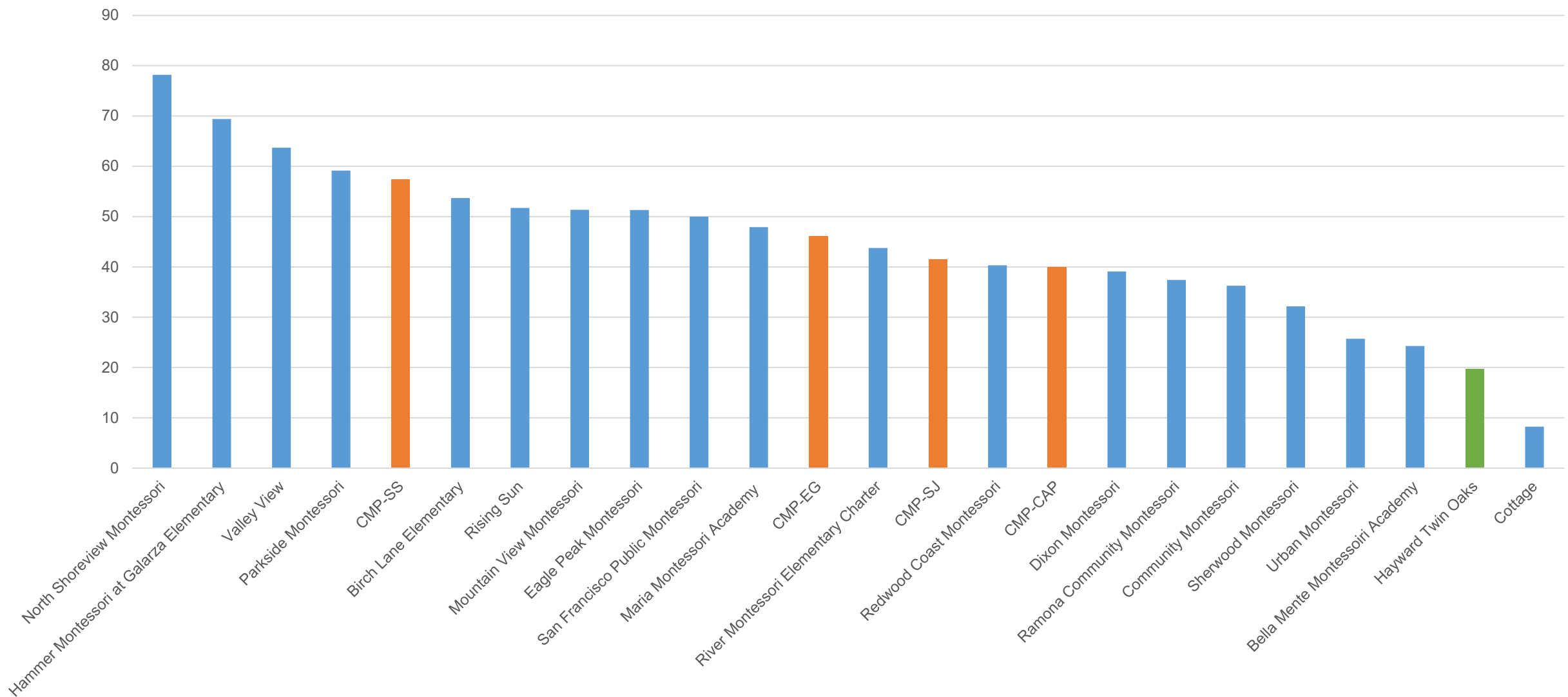
Public Montessori Schools CAASPP Performance 22/23 Math



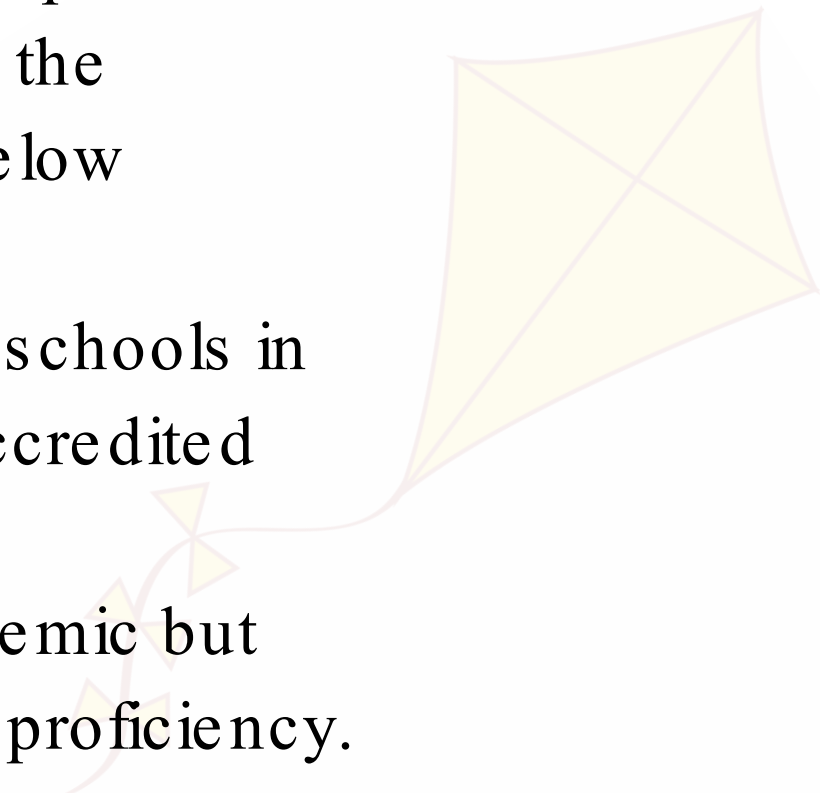
Public Montessori Schools CAASPP Performance 22/23 Math



Public Montessori Schools CAASPP Performance 22/23 Math



Highlights & Analysis

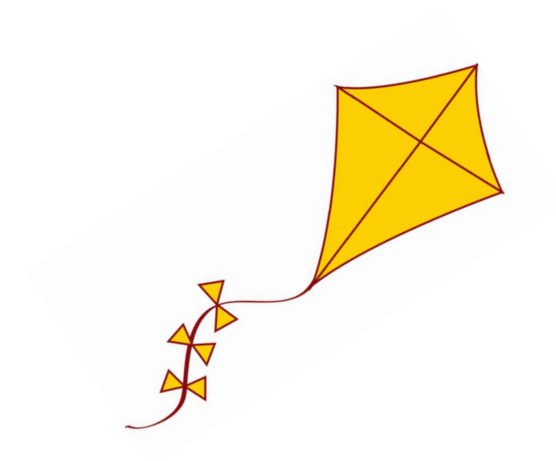
- All CMP campuses now outperform the State averages in Math (prior to the pandemic Capitol, Elk Grove, and San Juan all performed below the state average).
 - CMP outperforms local districts in 3 out of 4 LEAs. Prior to the pandemic CMP Elk Grove and CMP San Juan performed below the local district. CMP Shingle Springs has the network's highest proficiency rate but performs below Buckeye Union.
 - CMP performs in the middle of public Montessori schools in the state but much higher than only other AMS accredited public school in California.
 - Significant progress made since prior to the pandemic but still much work to do to ensure all students reach proficiency.
- 

Informational Item #6

California School Dashboard and Charter Renewal Update: Brett Barley



State Dashboard Results



State Indicators: Methodology

- In typical years, CDE assigns **colors** using 5x5 tables

↔ **Change:**

Change from prior year score

↕ **Status:**
Score in the
most recent year


Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

State of California

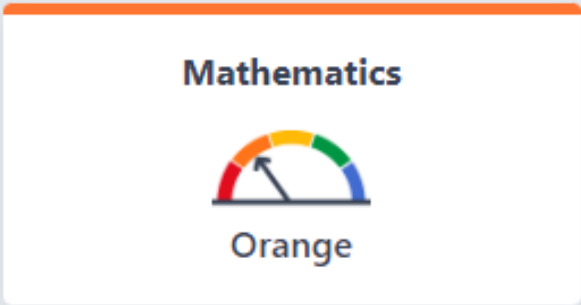
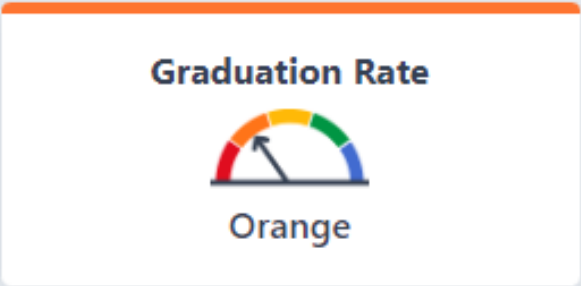
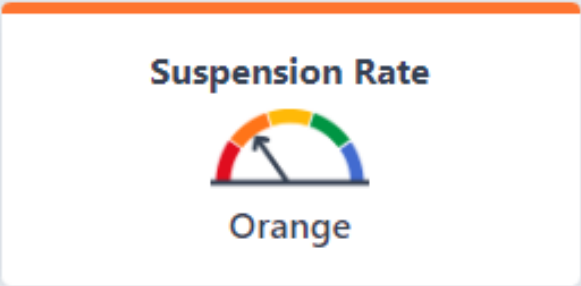
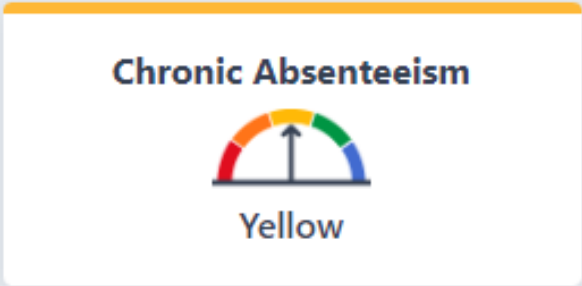
Explore the performance of State of California under California's Accountability System.

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2023 








California Montessori Project - Capitol Campus

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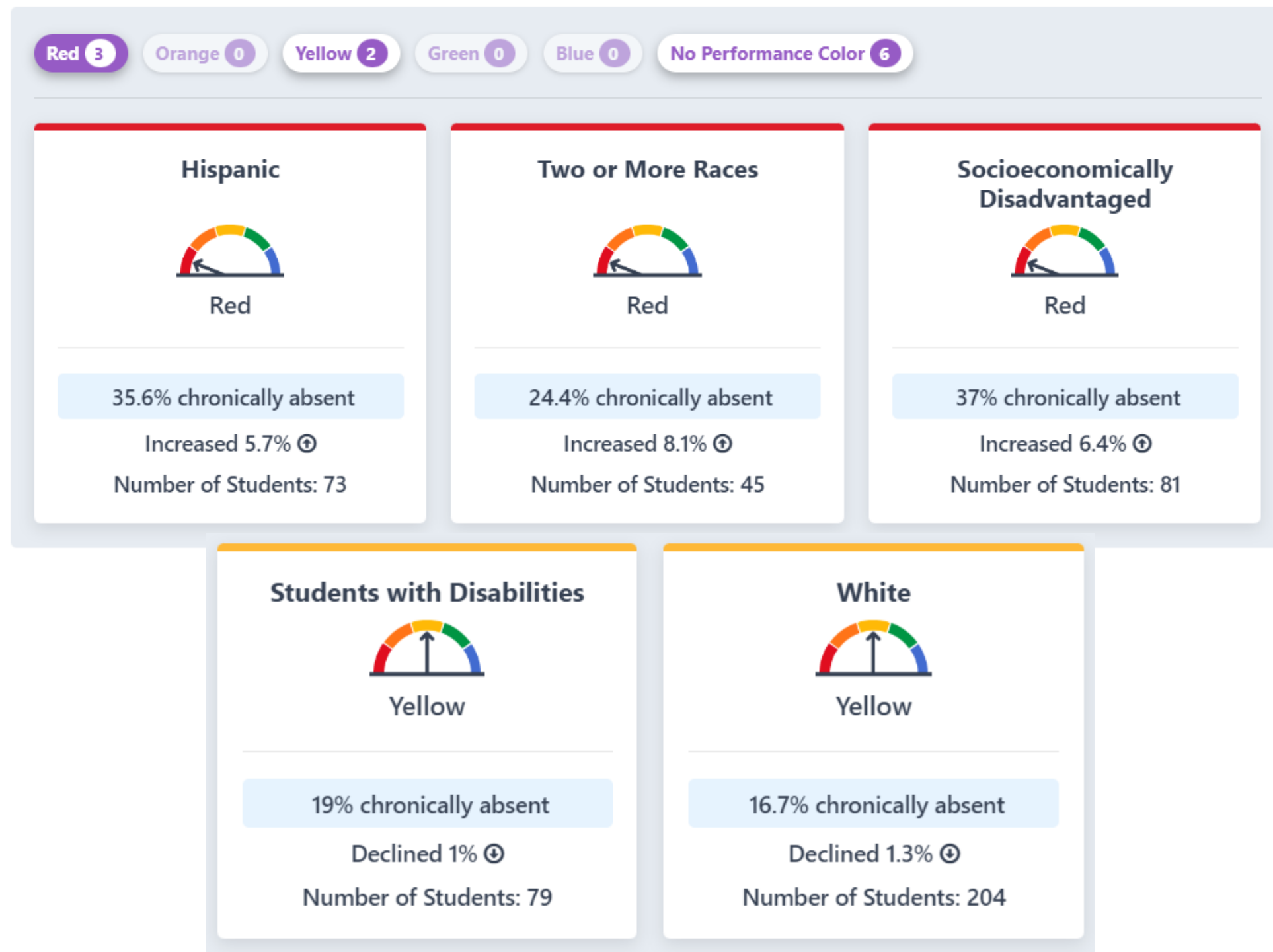
View Additional Reports 

2023 

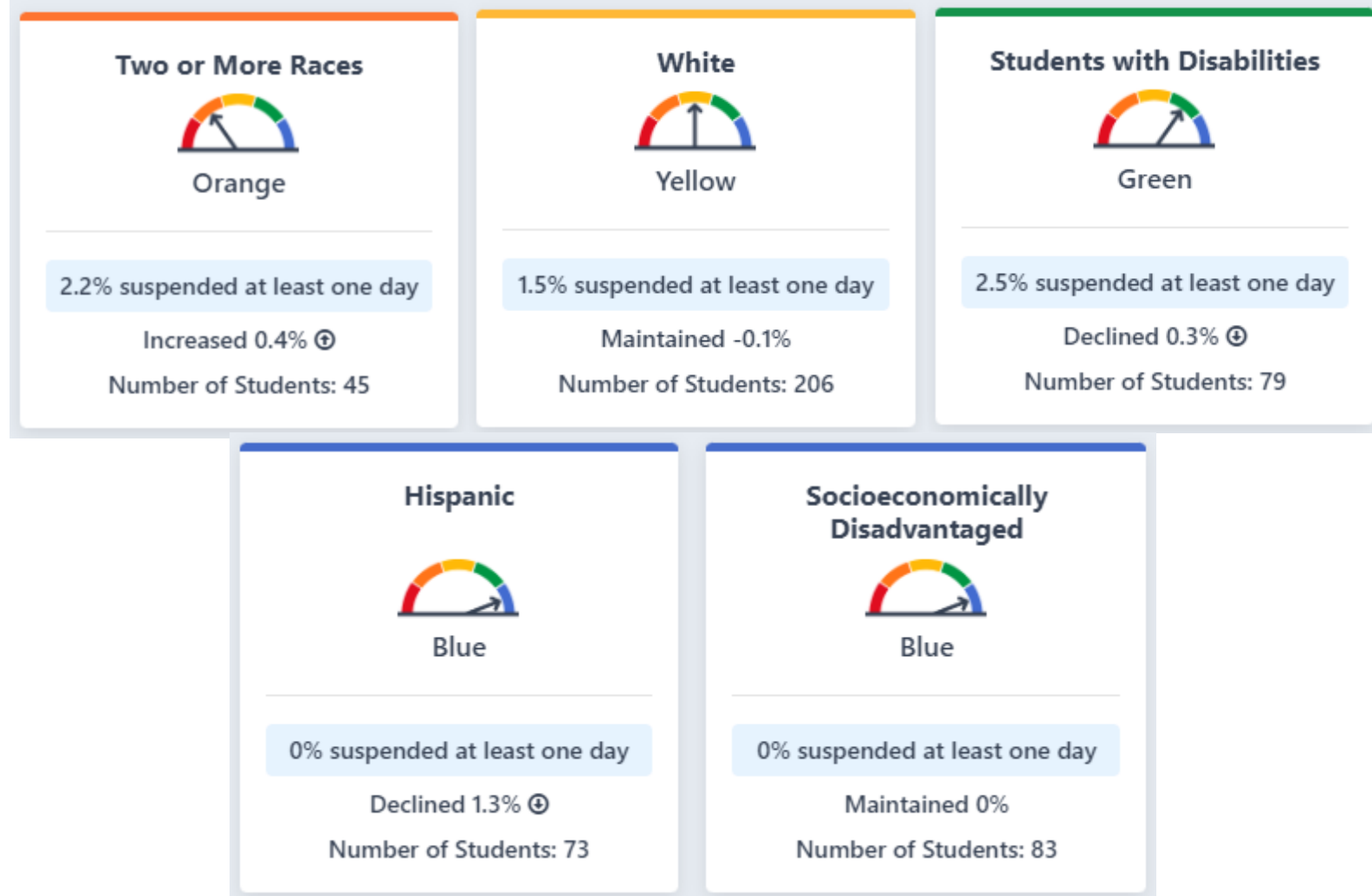
Explore the performance of California Montessori Project - Capitol Campus under California's Accountability System.

<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>	<div>English Language Arts</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>	<div>Basics: Teachers, Instructional Materials, Facilities</div> <div>STANDARD MET</div>	<div>Implementation of Academic Standards</div> <div>STANDARD MET</div>	<div>Parent and Family Engagement</div> <div>STANDARD MET</div>
<div>Local Climate Survey</div> <div>STANDARD MET</div>	<div>Access to a Broad Course of Study</div> <div>STANDARD MET</div>		

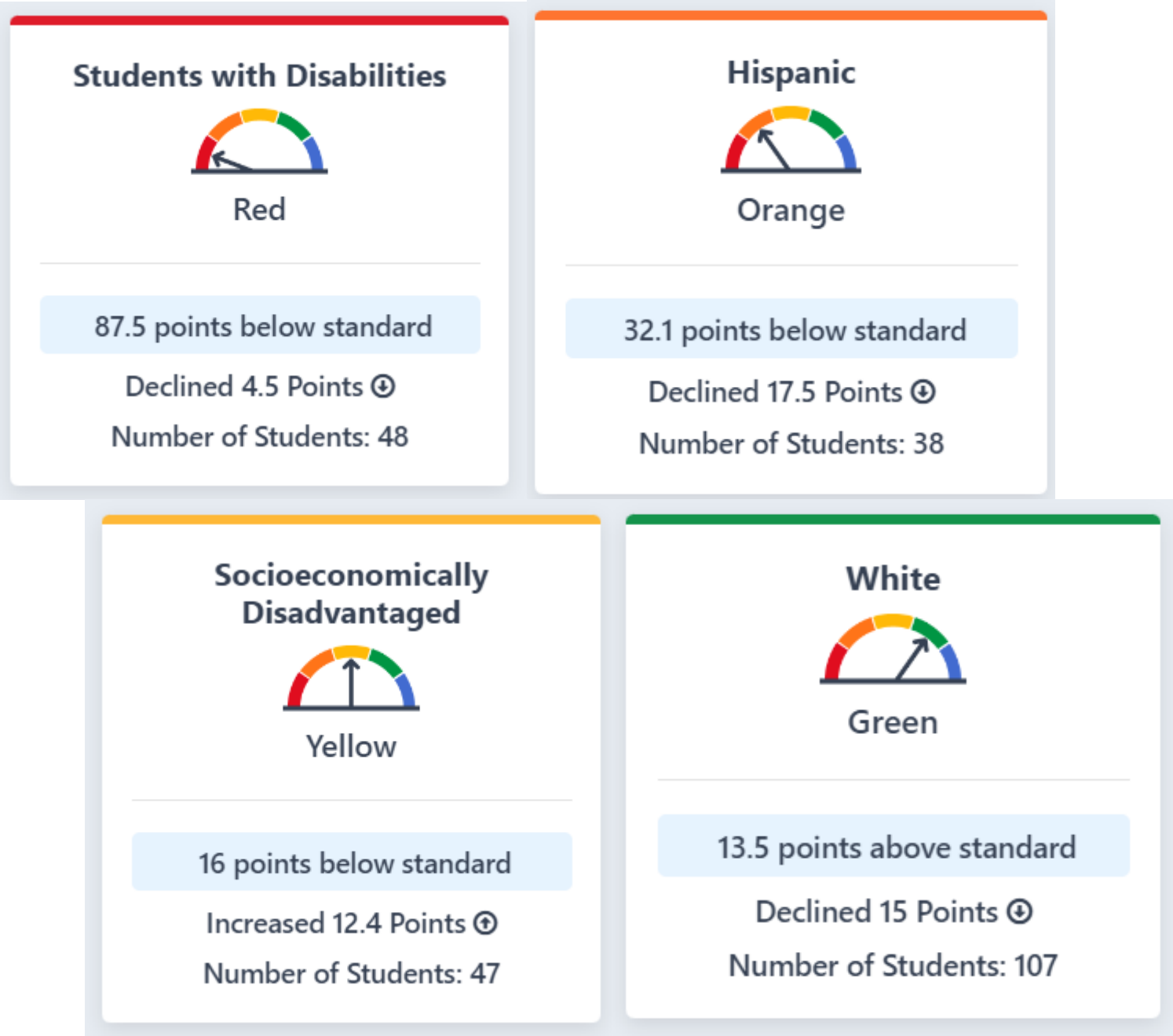
CAP Chronic Absenteeism by Subgroup



CAP Suspensions by Subgroup



CAP ELA by Subgroup

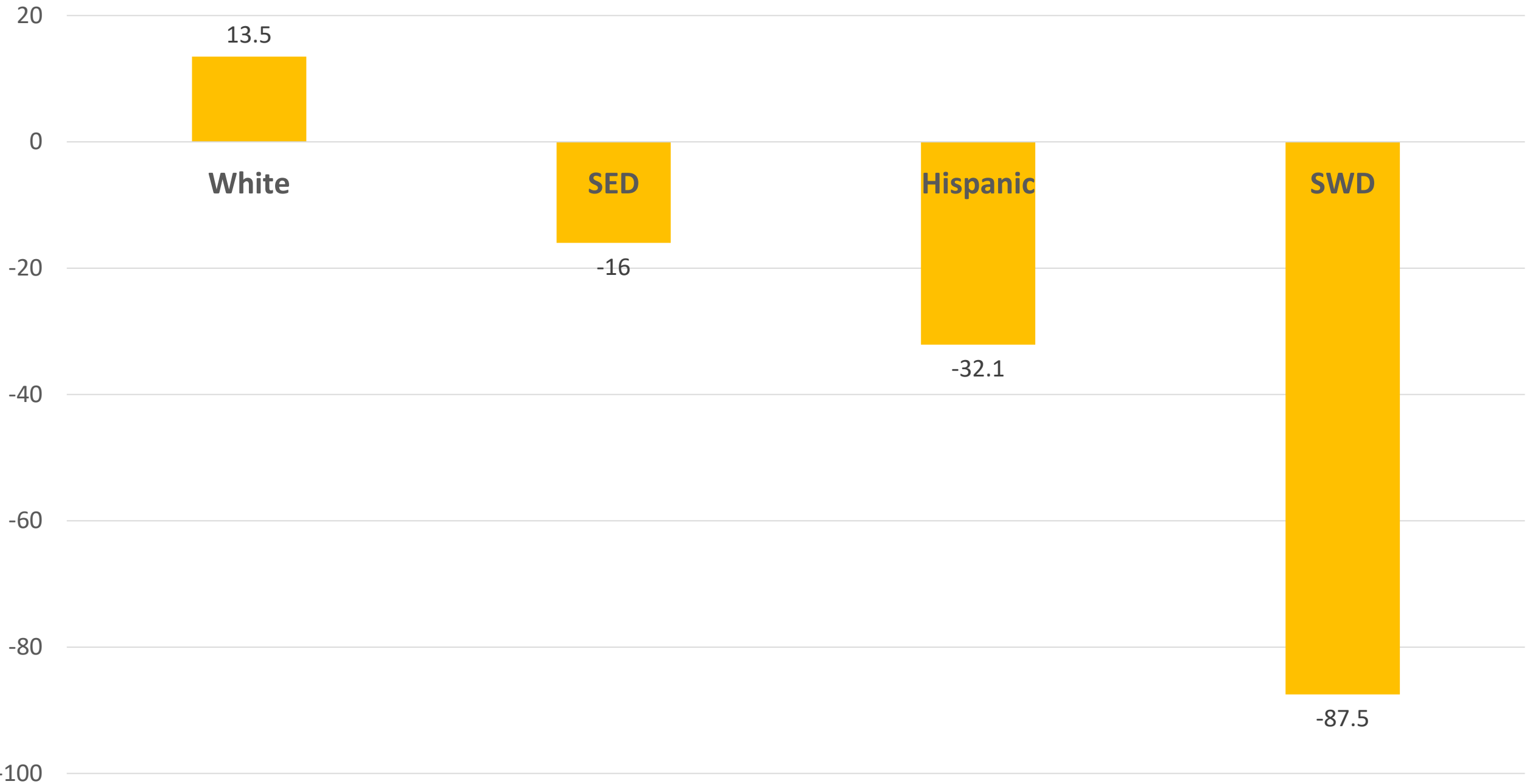


***“Distance from Standard* measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.”**

- California School Dashboard



CAP - ELA Distance from College/Career Ready Standard



CAP Math by Subgroup

Hispanic



Orange

76.9 points below standard

Declined 4.4 Points ⬇️

Number of Students: 38

Students with Disabilities



Orange

112.1 points below standard

Increased 8.9 Points ⬆️

Number of Students: 48

White



Orange

27.7 points below standard

Declined 19.7 Points ⬇️

Number of Students: 107

Socioeconomically Disadvantaged



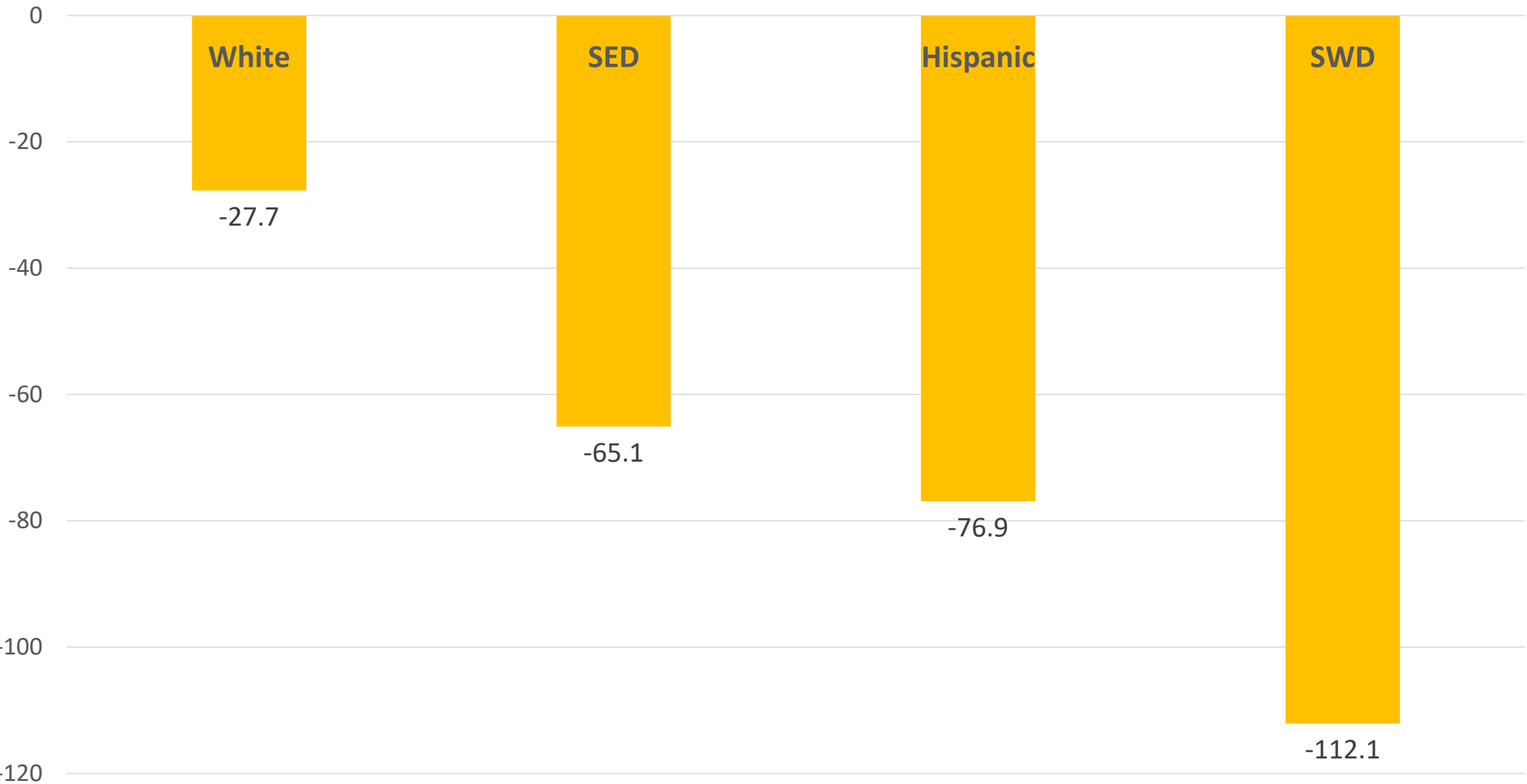
Yellow

65.1 points below standard

Increased 10.1 Points ⬆️


Number of Students: 47


CAP - Math Distance from College/Career Ready Standard








California Montessori Project - Elk Grove Campus

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View Additional Reports 

2023 

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

<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>	<div>English Language Arts</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>	<div>Basics: Teachers, Instructional Materials, Facilities</div> <div>STANDARD MET</div>	<div>Implementation of Academic Standards</div> <div>STANDARD MET</div>	<div>Parent and Family Engagement</div> <div>STANDARD MET</div>
<div>Local Climate Survey</div> <div>STANDARD MET</div>	<div>Access to a Broad Course of Study</div> <div>STANDARD MET</div>		

EG Chronic Absenteeism by Subgroup



22.6% chronically absent

Increased 6.9% ⬆

Number of Students: 93



35.6% chronically absent

Increased 0.5% ⬆

Number of Students: 87



35.4% chronically absent

Maintained 0%

Number of Students: 144

Two or More Races



28% chronically absent

Declined 3.7% ⬇

Number of Students: 82

Socioeconomically Disadvantaged



29.9% chronically absent

Declined 6.1% ⬇

Number of Students: 134

Filipino



14.3% chronically absent

Declined 0.9% ⬇

Number of Students: 35

Hispanic



18.9% chronically absent

Declined 8.4% ⬇

Number of Students: 159

EG Suspension by Subgroup

Students with Disabilities



Red

8% suspended at least one day

Increased 5.8% ⬆

Number of Students: 88

Two or More Races



Orange

4.8% suspended at least one day

Increased 3.6% ⬆

Number of Students: 83

Socioeconomically Disadvantaged



Orange

2.9% suspended at least one day

Increased 2.1% ⬆

Number of Students: 136

White



Orange

2.7% suspended at least one day

Increased 0.7% ⬆

Number of Students: 148

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 93

Filipino



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 35

Hispanic



Blue

0% suspended at least one day

Declined 0.6% ⬆

Number of Students: 160

EG ELA by Subgroup

Students with Disabilities



Red

94.4 points below standard

Declined 8.9 Points ⬇️

Number of Students: 54

Hispanic



Orange

10.9 points below standard

Declined 7.7 Points ⬇️

Number of Students: 94

Socioeconomically Disadvantaged



Orange

28.4 points below standard

Declined 4.4 Points ⬇️

Number of Students: 76

Asian



Green

18.5 points above standard

Declined 3.4 Points ⬇️

Number of Students: 54

Two or More Races



Green

3.9 points below standard

Increased 4.1 Points ⬆️

Number of Students: 39

White



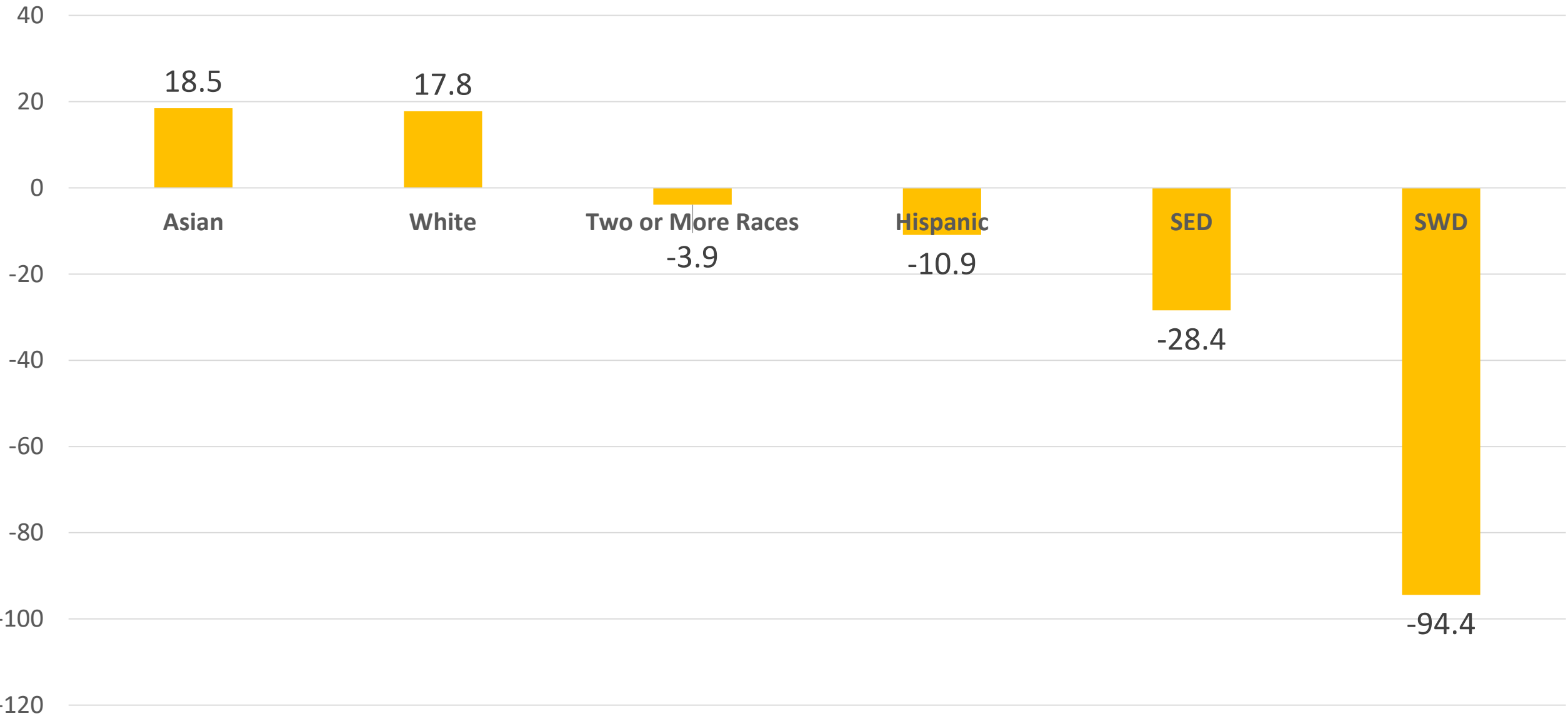
Green

17.8 points above standard

Declined 6.5 Points ⬇️

Number of Students: 81

EG - ELA Distance from College/Career Ready Standard



EG Math by Subgroup

Hispanic



Orange

33.1 points below standard

Declined 3.6 Points ⬇️

Number of Students: 94

Socioeconomically Disadvantaged



Orange

45.7 points below standard

Declined 7.9 Points ⬇️

Number of Students: 76

Asian



Yellow

1.2 points below standard

Declined 15.1 Points ⬇️

Number of Students: 54

Students with Disabilities



Yellow

86.4 points below standard

Increased 19 Points ⬆️

Number of Students: 54

Two or More Races



Green

25 points below standard

Increased 14.2 Points ⬆️

Number of Students: 39

White



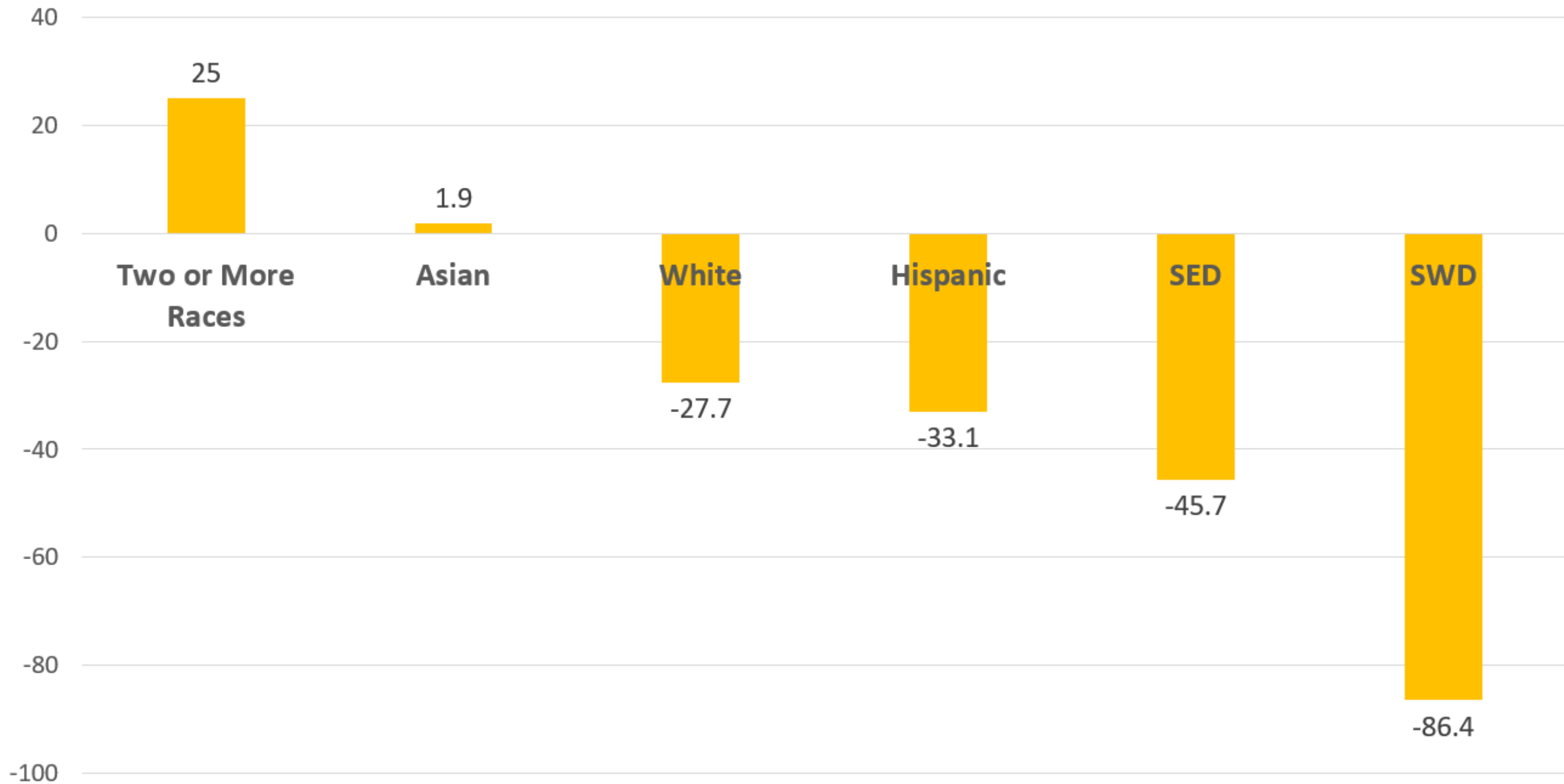
Green

1.9 points above standard

Maintained 0.3 Points

Number of Students: 81

EG - Math Subgroup Distance from Standard



California Montessori Project-San Juan Campuses

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2023



Explore the performance of California Montessori Project-San Juan Campuses under California's Accountability System.

Chronic Absenteeism



Yellow

Suspension Rate



Orange

English Learner Progress



Green

English Language Arts



Yellow

Mathematics



Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Hispanic



Yellow

27.9% chronically absent

Declined 7.4% ⬇️

Number of Students: 283

Two or More Races



Yellow

21.1% chronically absent

Declined 4.9% ⬇️

Number of Students: 199

Socioeconomically Disadvantaged



Yellow

28.3% chronically absent

Declined 11.7% ⬇️

Number of Students: 413

Students with Disabilities



Yellow

25.7% chronically absent

Declined 7% ⬇️

Number of Students: 307

White



Yellow

20% chronically absent

Declined 4.3% ⬇️

Number of Students: 861

English Learners



Orange

27.1% chronically absent

Declined 5.1% ⬇️

Number of Students: 59

Asian



Red

20.8% chronically absent

Maintained 0.4%

Number of Students: 48

SJ Chronic Absenteeism by Subgroup

SJ Suspensions by Subgroup

Hispanic



Red

4.2% suspended at least one day

Increased 3.8% ⬆

Number of Students: 285

Socioeconomically Disadvantaged



Red

3.8% suspended at least one day

Increased 2.6% ⬆

Number of Students: 417

Students with Disabilities



Red

5.8% suspended at least one day

Increased 3.4% ⬆

Number of Students: 310

Two or More Races



Orange

1.5% suspended at least one day

Increased 1% ⬆

Number of Students: 199

White



Orange

2.1% suspended at least one day

Increased 1.2% ⬆

Number of Students: 868

English Learners



Yellow

1.7% suspended at least one day

Maintained 0.1%

Number of Students: 60

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 48

SJ ELA by Subgroup

Two or More Races



Orange

19.6 points below standard

Declined 13.1 Points ⬇️

Number of Students: 108

Socioeconomically Disadvantaged



Orange

20.6 points below standard

Maintained -1.9 Points

Number of Students: 198

Students with Disabilities



Orange

65.5 points below standard

Declined 8.9 Points ⬇️

Number of Students: 170

Hispanic



Yellow

4.5 points below standard

Declined 11.7 Points ⬇️

Number of Students: 133

White



Yellow

8.6 points above standard

Maintained 0.7 Points

Number of Students: 473

Asian



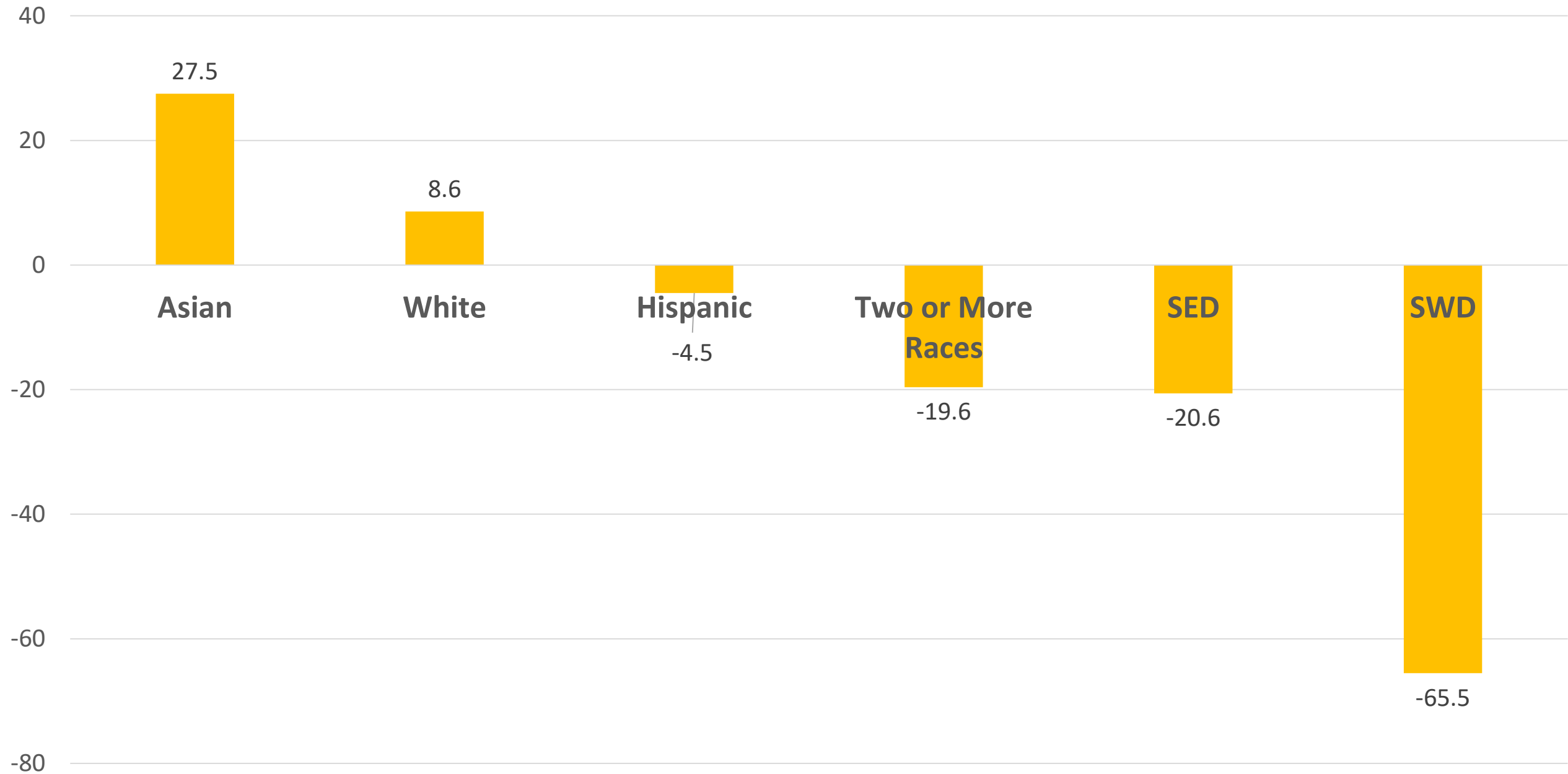
Green

27.5 points above standard

Declined 10.6 Points ⬇️

Number of Students: 30

SJ - ELA Subgroup Distance from Standard



SJ Math by Subgroup

Hispanic



Orange

47.3 points below standard

Declined 16.2 Points ⬇️

Number of Students: 136

Two or More Races



Orange

53.9 points below standard

Declined 12.8 Points ⬇️

Number of Students: 109

Socioeconomically Disadvantaged



Orange

45.7 points below standard

Maintained 2.6 Points ➡️

Number of Students: 204

Students with Disabilities



Yellow

85.9 points below standard

Increased 3.1 Points ⬆️

Number of Students: 177

Asian



Green

28 points above standard

Declined 15.3 Points ⬇️

Number of Students: 30

White



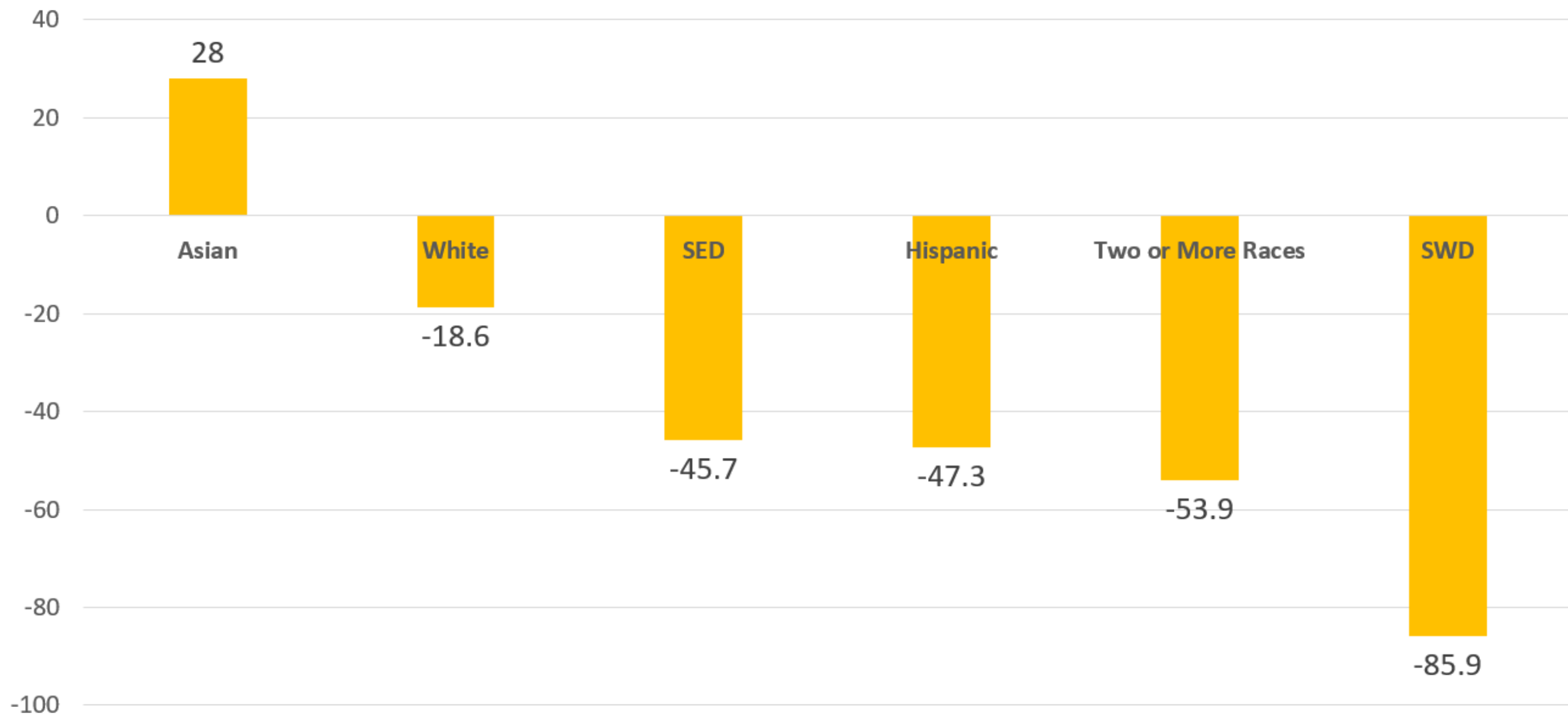
Green

18.6 points below standard

Increased 3.7 Points ⬆️


Number of Students: 481

SJ - Math Distance from College/Career Ready Standard




California Montessori Project-Shingle Springs Campus


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2023 


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

Chronic Absenteeism

Red

Suspension Rate

Yellow

English Learner Progress

No Performance Color

English Language Arts

Green

Mathematics

Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

Two or More Races



Red

33.3% chronically absent

Increased 7.8% ⬆

Number of Students: 45

White



Red

24% chronically absent

Increased 2.6% ⬆

Number of Students: 387

Hispanic



Yellow

18.2% chronically absent

Declined 6.4% ⬆

Number of Students: 55

SS Chronic Absenteeism by Subgroup

Socioeconomically Disadvantaged



Orange

34.4% chronically absent

Declined 1.9% ⬆

Number of Students: 61

Students with Disabilities



Orange

25% chronically absent

Declined 0.7% ⬆

Number of Students: 80

Hispanic



Orange

1.8% suspended at least one day

Increased 1.8% ⬆

Number of Students: 56

Socioeconomically Disadvantaged



Orange

3.2% suspended at least one day

Increased 3.2% ⬆

Number of Students: 62

White



Green

0.5% suspended at least one day

Increased 0.5% ⬆

Number of Students: 388

Two or More Races



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 45

Students with Disabilities



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 80

SS Suspension by Subgroup

SS ELA by Subgroup

Students with Disabilities



Orange

40.3 points below standard

Declined 40.4 Points ⬇️

Number of Students: 57

Socioeconomically Disadvantaged



Green

10.2 points above standard

Increased 10.7 Points ⬆️

Number of Students: 43

White



Green

33.6 points above standard

Declined 3.7 Points ⬇️

Number of Students: 234

SS - ELA Distance from College/Career Ready Standard



SS Math by Subgroup

Students with Disabilities



Orange

59.4 points below standard

Declined 48.3 Points ⬇️

Number of Students: 57

Socioeconomically Disadvantaged



Green

19.4 points below standard

Increased 16.2 Points ⬆️

Number of Students: 43

White



Green

17.4 points above standard

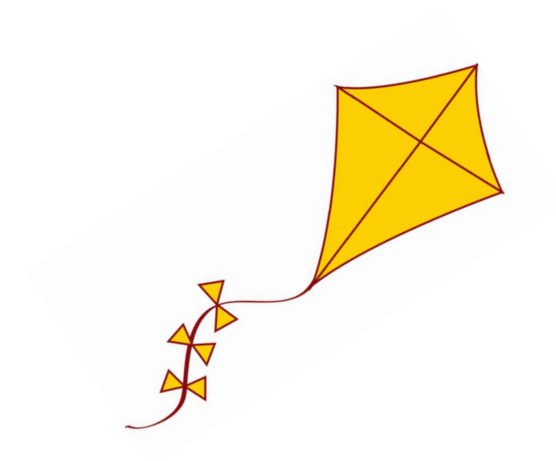
Maintained 0.4 Points

Number of Students: 234

SS - ELA Distance from College/Career Ready Standard



Charter Renewal



CMP Charter Terms After Passage of Charter Term Extension

Charter School

California Montessori Project - Capitol Campus

☒ Non Profit

Charter School

California Montessori Project - Elk Grove Campus

☒ Non Profit

Charter School

California Montessori Project-San Juan Campuses

☒ Non Profit

Charter School

California Montessori Project-Shingle Springs Campus

School Information

34-67439-0111757

Start Serving Students: 7/1/2006

Date Charter Expires: 6/30/2027

Charter Type: Start-up

Funding Mode: Direct

Site Type: Site-based Instruction

School Information

34-67314-0111732

Start Serving Students: 7/1/2006

Date Charter Expires: 6/30/2027

Charter Type: Start-up

Funding Mode: Direct

Site Type: Site-based Instruction

School Information

34-67447-0112169

Start Serving Students: 7/1/2006

Date Charter Expires: 6/30/2027

Charter Type: Start-up

Funding Mode: Direct

Site Type: Site-based Instruction

School Information

09-61838-0111724

Start Serving Students: 7/1/2006

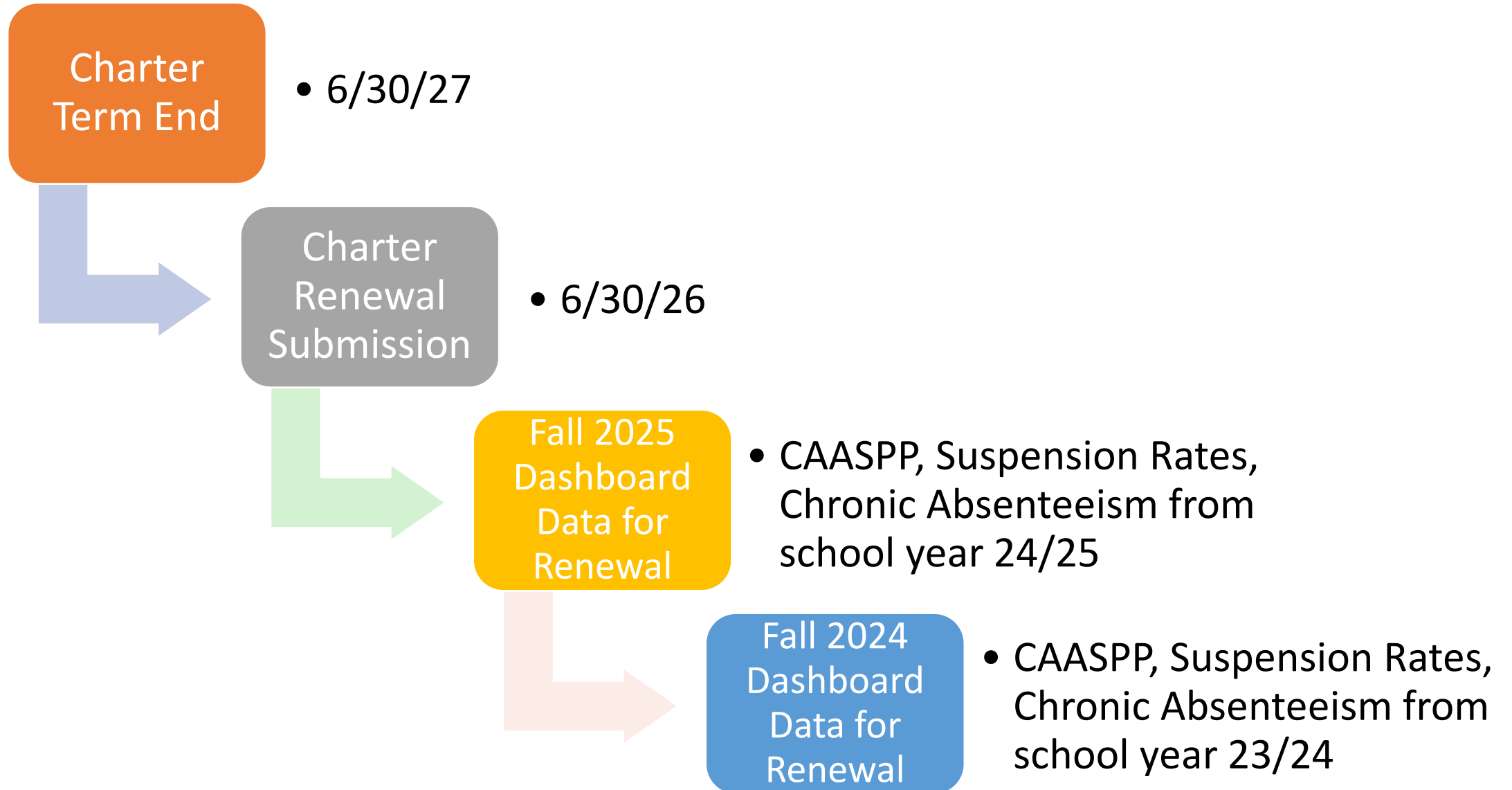
Date Charter Expires: 6/30/2027

Charter Type: Start-up

Funding Mode: Direct

Site Type: Site-based Instruction

Charter Renewal Timeline – Backwards Map



AB 1505: THREE RENEWAL TRACKS

Track 1: 5-7 Year

- “Shall renew...”

Track 2: 5-Year/Denial

- “May deny only if...”
- Default, if Tracks 1 & 3 don't apply

Track 3: Denial/2-Year

- “Shall not renew...”
- But, “May renew if...”

Charter School Renewal Post AB 1505: Three Tracks

Check the middle column first. If not applicable, check the left column. If neither applies, default to the right column.

NOTE: Suspension of 2020 state testing may prevent implementation of the middle and left columns until 2022.

5-7 Year Renewal

EC§ 47607(c)(2-6)

Shall renew if...

For two consecutive years immediately preceding the renewal decision,

EITHER (i) On all indicators* for which it receives performance levels, the charter school has received **the two highest performance levels**

OR (ii) On all academic indicators (ELA, Math, ELPI and CCI), the charter school has received performance levels schoolwide* that are the

same or higher than the state average

AND for majority of subgroups performing statewide below the state average, received performance levels** that are **higher than the state average**

*Shall have performance levels on 2+ academic indicators schoolwide

**Shall have performance levels on 2+ academic indicators for 2+ subgroups.

If the Dashboard has not been released, the authorizer shall consider verifiable data provided by charter school related to the Dashboard indicators.

BUT: The charter school shall **not** qualify for renewal under this section if it:

- Also meets the 2-year renewal criteria **OR**
- Is eligible for technical assistance pursuant to EC§ 47607.3

A charter that satisfies this criteria shall only be required to update the petition to address new requirements enacted into law and as necessary to reflect the current program.

Denial (or 2-Year Renewal)

EC§ 47607.2(a)

Shall not renew if...

For two consecutive years immediately preceding the renewal decision,

EITHER (i) On all indicators* for which it receives performance levels, the charter school has received **the two lowest performance levels**

OR (ii) On all academic indicators (ELA, Math, ELPI and CCI), the charter school has received performance levels schoolwide* that are the

same or lower than the state average

AND for majority of subgroups performing statewide below the state average, received performance levels** that are **lower than the state average**

*Shall have performance levels on 2+ academic indicators schoolwide

**Shall have performance levels on 2+ academic indicators for 2+ subgroups.

If the Dashboard has not been released, the authorizer shall consider verifiable data provided by charter school related to the Dashboard indicators.

BUT: The authorizer may renew if...

The authorizer makes findings that the charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written plan adopted by the charter school board. Through 2025, the authorizer must also find:

- There is clear and convincing evidence showing **EITHER**:
- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school **OR**
 - Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, using "verified data," defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

This section only applies through January 1, 2026.

5-Year Renewal (or Denial)

EC§ 47607.2(b)

May deny only if...

The authorizer makes findings that:

- The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils;

- Closure of the charter school is in the best interest of pupils; and
- Its decision provided greater weight to academic performance.

CSDC notes that the two provisions below are not minimum thresholds.

Rather, they direct the authorizer to consider the data referenced. The statute does not preclude the authorizer from considering additional data the charter school may present. CSDC encourages charter schools to "tell their story" and make their case for why renewal is in the best interest of pupils.

The authorizer shall consider performance on state and local indicators on the Dashboard. "Verified data," as described in the box below, shall be considered by the authorizer through 2025 for a maximum of two renewals.

TRACK 2: “SPECIAL STATUS” DATA – TWO KINDS

- On Track 2 renewals, authorizer “shall consider”:
 1. Performance on **state and local indicators**
 - School
 - Student groups
 - *Consider this as you report on local indicators this spring*
 2. “Clear and convincing evidence,” using “**verified data**” of
 - One year’s progress
 - Strong postsecondary outcomes, compared to similar peers
- Authorizer may simply renew, authorizer may consider other data as well
 - Some appear to feel “freed” from the obligation to look at what the charter presents.

Tracks 2 & 3 are not a great place
to be if authorizer isn't willing

TRACK 2: RECENT EXAMPLE

We are seeing:

- Lack of logic
- No consideration of petitioner data
- Inappropriate use of data (comparing authorizer colors to school colors)
- Rogue boards

Keep us posted about your experiences...



Staff Analysis Using Middle Tier Evaluation Criteria

Middle Tier Evaluation Criterion, the Basics	Staff Evaluation	Comments
Is the charter school's educational program a success?	████ failed to meet or make sufficient progress toward meeting standards.	<ul style="list-style-type: none"> • Because the CAASPP was not administered in 2019-20, data was not available for 2 years back plus current year. • █████ has identified several actions that they plan to take to address student needs. • It is a School Board's decision to place a priority on performance on academic measures during a renewal and revocation.
Is the charter school financially viable?	Yes	████ projects an ending fund balance of 19% in FY21 and growing to 36% in its 5th year. However, this is contingent upon forgiveness of the PPP (Payroll Protection Program) in FY21. If the loan is not forgiven, then the fund balance, as a whole, is 6% and growing to 19% in year 5. █████ required reserve is 4%.
Is the charter school operating and governed effectively?	Yes	The renewal petition contains reasonably comprehensive descriptions of the 16 elements required as set forth in the Charter Schools Act.
Is the charter school serving public policy purposes?	Yes	It is in the best interest of students.

WHY OPTIMIZE TRACK PLACEMENT

- Important benefits of Track 1
 - Focus on your school
 - Renewal is a ton of work
 - Renewal is stressful
 - Eliminate most risk
 - Renewal is POLITICAL
 - Local board support can shift
 - Even strong schools can be at risk
 - If they serve students with more challenges
 - Schools can look bad on Dashboard despite strong growth
 - And authorizers don't always care...or know

Background:

Charter Renewal Data: Two Parts

Part 1: Automatic determination of “performance categories”/renewal standards

Streamlined “High-” (NO PART 2)

**Default “Middle-”
Denial/2-Year “Low-”**

Part 2: Authorizer consideration of renewal data

Automatic Determination of Streamlined Renewal ("High")



**Differentiated Assistance
disqualifies charter school
from streamlined renewal**

TWO PATHWAYS: On two Dashboards...

Criterion 1—All State indicators **Green** or better

Criterion 2 —School's Dashboard Status higher than State of CA (K-12) Status

ELA, Math, English Learner, College/Career

"All Students"

all higher

AND

≥ 50% of relevant student groups

all higher

ELA	Math	College Career	English Learner	Gradua- tion	Chronic Absent	Suspen- sion

**Streamlined (High)
School > State of CA**



State Indicators: Methodology

- In typical years, CDE assigns **colors** using 5x5 tables

↔ **Change:**

Change from prior year score

↕ **Status:**
Score in the
most recent year

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

English Language Arts/Literacy for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green SS	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow CAP SJ	Yellow EG	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange

	ELA	Goal
SJ	2.5 Above	Increase by at least 3.0
CAP	8.2 Above	Increase to at least 10 Above
EG	5.3 Above	Increase by at least 3.0
SS	38.7 Above	Maintain

Mathematics for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +35.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High 0.0 to +34.9 points in Current Year	Green	Green	Green SS	Green	Blue
Medium -0.1 to -25.0 points in Current Year	Yellow	Yellow	Yellow EG	Green	Green
Low -25.1 to -95.0 points in Current Year	Orange	Orange CAP SJ	Orange	Yellow	Yellow
Very Low -95.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange

	ELA	Goal
SJ	27.5 Below	Increase to at least 25 Below
CAP	34.1 Below	Increase to at least 25 Below
EG	14.3 Below	Increase by at least 3.0
SS	19.2 Above	Maintain Above

Chronic Absenteeism Indicator

	Chronic Absenteeism	Goal
SJ	21.90%	Under 10%
CAP	21.00%	Under 10%
EG	25.70%	Under 10%
SS	23.70%	Under 10%

Performance Level	Increased Significantly from Prior Year (by 3.1 p.pts or more)	Increased from Prior Year (by 0.5 p.pts to 3.0 p.pts)	Maintained from Prior Year (declined or increased by 0.4 p.pts or fewer)	Declined from Prior Year (by 0.5 p.pts to 2.9 p.pts)	Declined Significantly from Prior Year (by 3.0 p.pts or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low 2.6% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 5.1% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High 10.1% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High 20.1% or greater in Current Year	Red	Red	Red	Orange	Yellow

SS CAP EG SJ

School Suspension: Elementary

	Suspension	Goal
		2.1% or less/Decline by .3
SJ	2.40%	
CAP	1.10%	1% or less
EG	1.80%	1.5% or less/Decline by .3
SS	0.6	.8% or less

Performance Level	Increased Significantly from Prior Year (by 2.1 p.pts or more)	Increased from Prior Year (by 0.3 to 2.0 p.pts)	Maintained from Prior Year (declined or increased by 0.2 p.pts or fewer)	Declined from Prior Year (by 0.3 p.pts to 0.9 p.pts)	Declined Significantly from Prior Year (by 1.0 p.pts or more)
Very Low 0.5% or less in Current Year	N/A	Green	Blue	Blue	Blue
Low 0.6% to 1.0% in Current Year	N/A	Yellow SS →	Green	Green	Blue
Medium 1.1% to 3.0% in Current Year	Orange	Orange EG →	Yellow →	Green CAP	Green
High 3.1% to 6.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High 6.1% or greater in Current Year	Red	Red	Red	Orange	Yellow

Automatic Determination of Streamlined Renewal ("High")



**Differentiated Assistance
disqualifies charter school
from streamlined renewal**

TWO PATHWAYS: On two Dashboards...

Criterion 1—All State indicators **Green** or better **OR**

Criterion 2 —School's Dashboard Status higher than State of CA (K-12) Status



ELA, Math, English Learner, College/Career

"All Students"

all higher

AND

≥ 50% of relevant student groups

all higher



ELA	Math	College Career	English Learner	Gradua- tion	Chronic Absent	Suspen- sion



Streamlined (High)
School > State of CA



State Accountability: Differentiated Assistance Restarts for Charters in 2023

- Part of “State System of Support”
- For **student groups showing low outcomes**
 - For district-authorized charter schools, the county office provides support
 - For county-authorizer charter schools, the geographic lead provides support
 - County/geographic lead receives \$100,000 per charter school
 - For charter schools, support is provided for “**at least one year**”
- Higher stakes for charter schools
 - Worst case: can lead to revocation if “failure is so persistent...”
 - Layers of process
 - Revocation is unlikely unless truly stubborn or incapable
 - Schools are **not eligible for streamlined renewal** with a 5-7 year term (“high”) while they are “eligible” for differentiated assistance

Differentiated Assistance: Monitor and Avoid

- Many school districts are in Differentiated Assistance
- State leadership emphasizes supportive nature of Differentiated Assistance
- But given the stigma and stakes for charter schools, recommend monitoring to avoid this status if possible

What student groups are most at-risk for Differentiated Assistance?

1 group
Red for 2+ years
in 2 priority areas

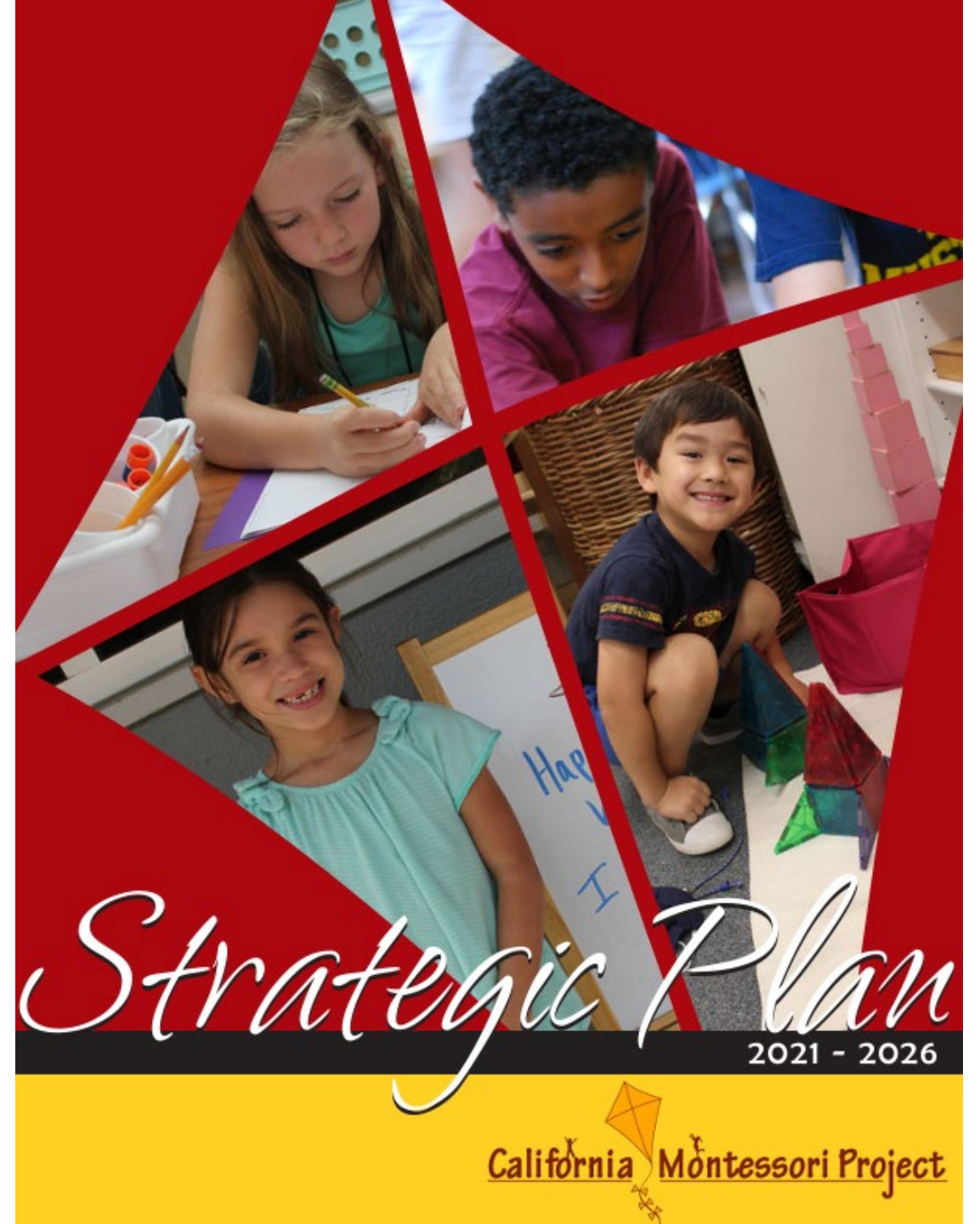
Grad. Rate or Chronic Absenteeism
ELA/Math (Red/Or**) or ELPI**
Suspension
Career/College Indicator

Informational Item #7

CMP 2021-2026 Strategic Plan Review – Prioritization of Strategic Plan Goals: Brett Barley



CMP 2021-2026 Strategic Plan Review – Prioritization of Strategic Plan Goals





Eight Characteristics of Effective School Boards

Chuck Dervarics and Eileen O'Brien

AN **nsba** PUBLICATION

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EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

CMP 2021-2026 Strategic Plan Review – Identifying Top Strategic Plan Goals for Prioritization

Environmental

- All students will have access to a high quality, 21st Century Montessori Education that is California State Standards aligned.
- All students and staff will have access to a safe, fully functioning, adequate space for learning and working.
- All students will have access to enrichment programs, during the school day and outside of traditional school hours (i.e. sports, academics, visual and performing arts, and STEM).

Student

- CMP will see an annual increase in student climate and culture satisfaction.
- CMP will see an annual improvement in Math performance on CMP and state assessments.
- CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.
- CMP will increase and improve services to unduplicated pupils: English Language Learners, Low Income Students, Foster Youth and Homeless Youth.

Teacher

- 100% of CMP Teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of CMP employment) and 50% will be considered a “Montessori Mentor” by CMP standards.
- 80% of CMP Teachers will be rated effective in combining Montessori and California standards aligned curriculum.
- All CMP staff will receive concentrated and targeted Professional Development.

Operational

- 95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.
- 95% of CMP Special Education staff will be CMP Employees.
- CMP will create an operating reserve that includes 60 days cash on hand.
- CMP’s Central Office and Site Administration Teams will work to build stronger systems and processes across the network.

CMP 2021-2026 Strategic Plan Review – Identifying Top Strategic Plan Goals for Prioritization

Essential for Dashboard Performance and/or Charter Renewal

Environmental	Student	Teacher	Operational
1. All students will have access to a high quality, 21st Century Montessori Education that is California State Standards aligned.	1. CMP will see an annual increase in student climate and culture satisfaction.	1. 100% of CMP Teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of CMP employment) and 50% will be considered a “Montessori Mentor” by CMP standards.	1. 95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.
2. All students and staff will have access to a safe, fully functioning, adequate space for learning and working.	2. CMP will see an annual improvement in Math performance on CMP and state assessments.	2. 80% of CMP Teachers will be rated effective in combining Montessori and California standards aligned curriculum.	2. 95% of CMP Special Education staff will be CMP Employees.
3. All students will have access to enrichment programs, during the school day and outside of traditional school hours (i.e. sports, academics, visual and performing arts, and STEM).	3. CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.	3. All CMP staff will receive concentrated and targeted Professional Development.	3. CMP will create an operating reserve that includes 60 days cash on hand.
	4. CMP will increase and improve services to unduplicated pupils: English Language Learners, Low Income Students, Foster Youth and Homeless Youth.		4. CMP’s Central Office and Site Administration Teams will work to build stronger systems and processes across the network.

New Mid-Year LCAP Report to the Board

“The charter school shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of the charter school.

The report shall include both of the following:

- A. All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan.
- B. All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.”

*Plan to see this at the February 12th Board Meeting

Informational Item #8

Monthly Financial Update: EdTec



California Montessori Project Board Financial Update

SABRINA SILVER, DAVID SURACI

December 11, 2023





Action Item #1

Approval of the 2024-2025 Bell Schedule with Comparison to State Mandated Daily/Yearly Instructional Minutes Requirements

(Attachments A1, A2)

- **Comment:** A 2024-2025 Instructional Minutes and Bell Schedule has been drafted, incorporating input from the Administrative Team, staff, and school families.
- **Recommendation:** The Board is requested to approve the 2024-2025 Instructional Minutes and Bell Schedule as presented.

A couple of things to note:

- The PM release time on ERD's for the 4/5/6 grade level was shifted to align with Middle School. This will give them the 15 minutes needed to add back in the recess while still meeting the annual state minimum minutes requirement.
- A recess was added for Middle School on early release days and the recess on regular days extended to 30 minutes if necessary.
- The TK/K recess times were added back into the document to show compliance with the new legislation.

Action Item #1

Approval of the 2024-2025 Bell Schedule with Comparison to State Mandated Daily/Yearly Instructional Minutes Requirements

(Attachments A1, A2)

- **Comment:** A 2024-2025 Instructional Minutes and Bell Schedule has been drafted, incorporating input from the Administrative Team, staff, and school families.
- **Recommendation:** The Board is requested to approve the 2024-2025 Instructional Minutes and Bell Schedule as presented.

Action Item #2

CMP Personnel Handbook (Attachment A3)

- **Comment:** The Central Admin Operations Team, along with campus leadership updated the Personnel Handbook in alignment with new legislation, CMP policy and best practices.
- **Recommendation:** The Board is requested to approve the personnel handbook as presented.

Action Items #3, #4, #5, #6, #7

Approval of the 2022-2023 Audited Financial Statements – Capitol (Attachment A4)

- **Recommendation:** The Board is requested to approve the 2022-2023 CMP-CAP Audited Financial Statements.

Approval of the 2022-2023 Audited Financial Statements – San Juan (Attachment A5)

- **Recommendation:** The Board is requested to approve the 2022-2023 CMP-San Juan Audited Financial Statements.

Approval of the 2022-2023 Audited Financial Statements – Elk Grove (Attachment A6)

- **Recommendation:** The Board is requested to approve the 2022-2023 CMP-Elk Grove Audited Financial Statements.

Approval of the 2022-2023 Audited Financial Statements – Shingle Springs (Attachment A7)

- **Recommendation:** The Board is requested to approve the 2022-2023 CMP-Shingle Springs Audited Financial Statements.

Approval of the 2022-2023 Audited Financial Statements - Consolidated (Attachment A8)

- **Recommendation:** The Board is requested to approve the 2022-2023 CMP-Consolidated Audited Financial Statements.

Action Items #8, #9, #10, #11

Approval of First Interim 2023-2024 CMP-Capitol Budget (Attachment A9)

- **Recommendation:** The Board is requested to approve the 2023-2024 CMP-CAP First Interim Budget.

Approval of First Interim 2023-2024 CMP-Elk Grove Budget (Attachment A10)

- **Recommendation:** The Board is requested to approve the 2023-2024 CMP-EG First Interim Budget.

Approval of First Interim 2023-2024 CMP-San Juan (American River/ Carmichael/ Orangevale) Budget (Attachment A11)

- **Recommendation:** The Board is requested to approve the 2023-2024 CMP-SJ First Interim Budget.

Approval of First Interim 2023-2024 CMP-Shingle Springs Budget (Attachment A12)

- **Recommendation:** The Board is requested to approve the 2023-2024 CMP-SS First Interim Budget.

Discussion Items & Closing Comments



Meeting Adjournment

Recommendation:

The CMP Governing Board is requested to approve the adjournment of the December 11, 2023 Governing Board Meeting.

