

# California Montessori Project Governing Board Meeting

January 8, 2024



# 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		

# January is School Board Recognition Month

CMP Governing Board,  
Thank you for all you do for CMP, the staff, students, and educational partners.



# 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:**

- 1. Minutes from the Governing Board Retreat Meeting of December 11, 2023 (Attachment C1)**
- 2. Contract with U.S. Lawns for CMP-EG Bradshaw Tree Benches (Attachment C2)**
- 3. Heat Illness Prevention Plan (Attachment C3)**
- 4. Individual Emergency Response Plan Policy (Attachment C4)**
- 5. Contract with Nivati – Employee Assistance Program (Attachment C5)**

# Informational Item #1

**Student Montessori Material Presentation:** Bernie Evangelista

CMP Orangevale teacher Debbi Oliver and student Elanor are presenting the Pink Tower



# Informational Item #2

## Public Recognition: CMP-Orangevale

- Brandy Bauer - Reading Intervention Teacher
- Lillie Zambrano - Education Specialist
- Elba Hidalgo Castaneda - Behaviorist
- Ryan Luttrell - Parent



# Informational Item #3

## Get to know a Board Member: Aaron Walker

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





# Informational Item #4

**Strategic Plan Update - Environmental Goal #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): Stephanie Garrettson and Derek DeGennaro**



# Campus Sports & Enrichment Updates

Student Services



# Capitol Campus Sports:

## **The YMCA is open to partnering with Capitol for their spring sports programs!**

These programs would take place between March and May with registration starting in late January/ February. All we need to do is provide our own coaches and practice areas. The games will be at one of the YMCA locations.

Capitol teams would be able to join:

- Soccer - under 8
- Flag Football - ages 5-14

## **Basketball opportunity with the City of Sacramento**

- Although CMP will not be an official partner with the City of Sacramento for this basketball season, they have agreed to make efforts to put CMP students on a team together! While registering, simply state that you are a CMP family, and the City of Sacramento will work hard to get all our students on the same team!

We are in discussions with SCUSD about the possibility of joining their middle school athletics program for a spring sport.



# Catching Up With Capitol!



## This Year's Spotlights:

- After School Play
- Street Soccer
- Running for Rhett
- Gratitude Festival
- Student Leadership

# Elk Grove Campus Sports:

## Partnering with Cosumnes Community Service District (CCSD)

### **Basketball: January - May**

- 3 interested Volunteer Coaches
- 6 signed up for 12 - 14 age division
- 6 signed up for 9-11 age division
- 14 signed up 7-8 age division

As of 12/4/23

### **T-Ball: March - May**

Released our CMP registration links in December!

Based on our survey we will have teams in the 5-6 Division!

We are in discussions with EGUSD about participating in scrimmages within their middle school programs.





# Catching up with Elk Grove!



Read to a dog day!



## This Year's Spotlight:

- Meet & Greet
- Harvest Festival
- Family Picnics
- Gratitude Festival
- Winter Wonderland Dance
- Jazzerettes



# San Juan Campus:

## Partnering with Carmichael Recreation and Park District (CRPD)

### **Volleyball: September - November**

- 16 Upper El Participants
- 18 Middle School Participants

We are hoping to begin discussions with SJUSD about joining their middle school athletics programs

### **Basketball: January - March**

- Middle School Boys: Unable to secure a coach this season. We will try again next year!
- Elementary Students: 3 coaches going through CRPD volunteer process. Practices are set to begin Mid January (depending on coaching)
- Middle School Girls: Set to begin February (depending on available coaches)



# Catching Up With American River!



## This Year's Spotlights:

- Band on Thursdays
- Nature Bowl going from December to April

## Coming Soon:

- Spelling Bee on January 18, 2024
- The Spanish Classroom begins January 22, 2024





# Catching Up With Carmichael!



## A week at Orangevale:

Mondays - Chess Club

Tuesdays - The Spanish Classroom and  
Early Engineers

Thursdays - Jazzerettes

## Spotlights:

- Harvest Festival
- Winter Performances
- Koobs Nature Center

# Catching Up With Orangevale!



## A week at Orangevale:

Mondays - Kiwanis Builders Club

Tuesdays - Band

Thursdays - Jazzerettes

## Coming Up:

Orangevale Winter Festival and STEAM

Expo on January 30, 2024



# Shingle Springs Campus Sports:

## Partnered with El Dorado Sports League

### Fall Sports:

- Cross Country - 83 Students
- Girls Volleyball - 28 Students
- Flag Football - 15 Students

### Currently Playing:

- Boys Basketball - 25 Students
- Girls Soccer - 14 Students
- Wrestling (just starting) - 32 Students

### Spring Sports:

- Boys volleyball
- Boys soccer
- Girls basketball
- Track and field





# Catching Up With Shingle Springs!



## This Year's Spotlights:

- Band
- Elite Martial Arts
- Girl Scouts
- Dance Class
- Sabrina Bowl
- Murder Mystery Dinner Night
- A Touch of Understanding

# Informational Item #5

## CAASPP Math and ELA Skills Level Data Analysis: Jeremy Akiyama



# CAASPP Skill Level Data Analysis

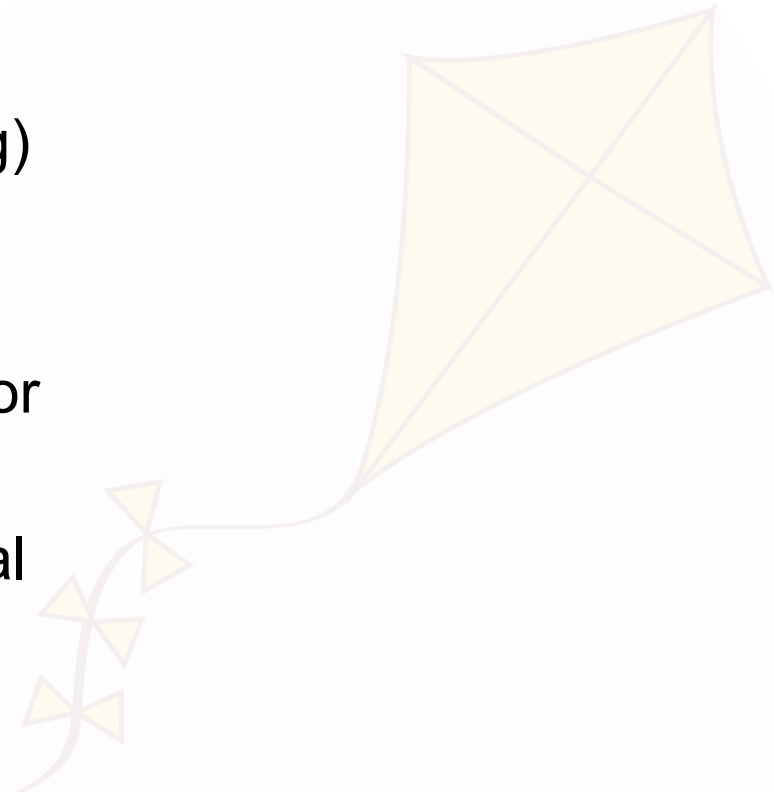
January Board Meeting



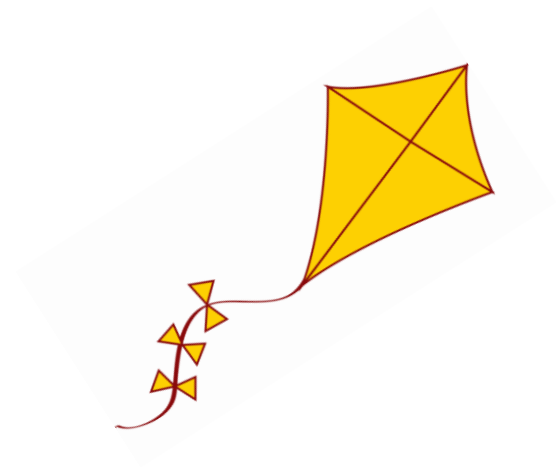
# Assessment Overview

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- Computer Adaptive Test **AND** a Performance Task in ELA and Math, **Grades 3-8 and 11**
- **English learners enrolled in a U.S. school for less than 12 months are exempt from ELA or ELA CAA, but must take Math Test.**
- Untimed with embedded (ie. digital read aloud) and non-embedded accommodations (ie. scribe or separate setting)
- Takes place over multiple days in the Spring on the computer
- Also includes Science (5, 8, 12), Alternate Assessments for some students with IEPs
- Primary data points for CA Dashboard and charter renewal

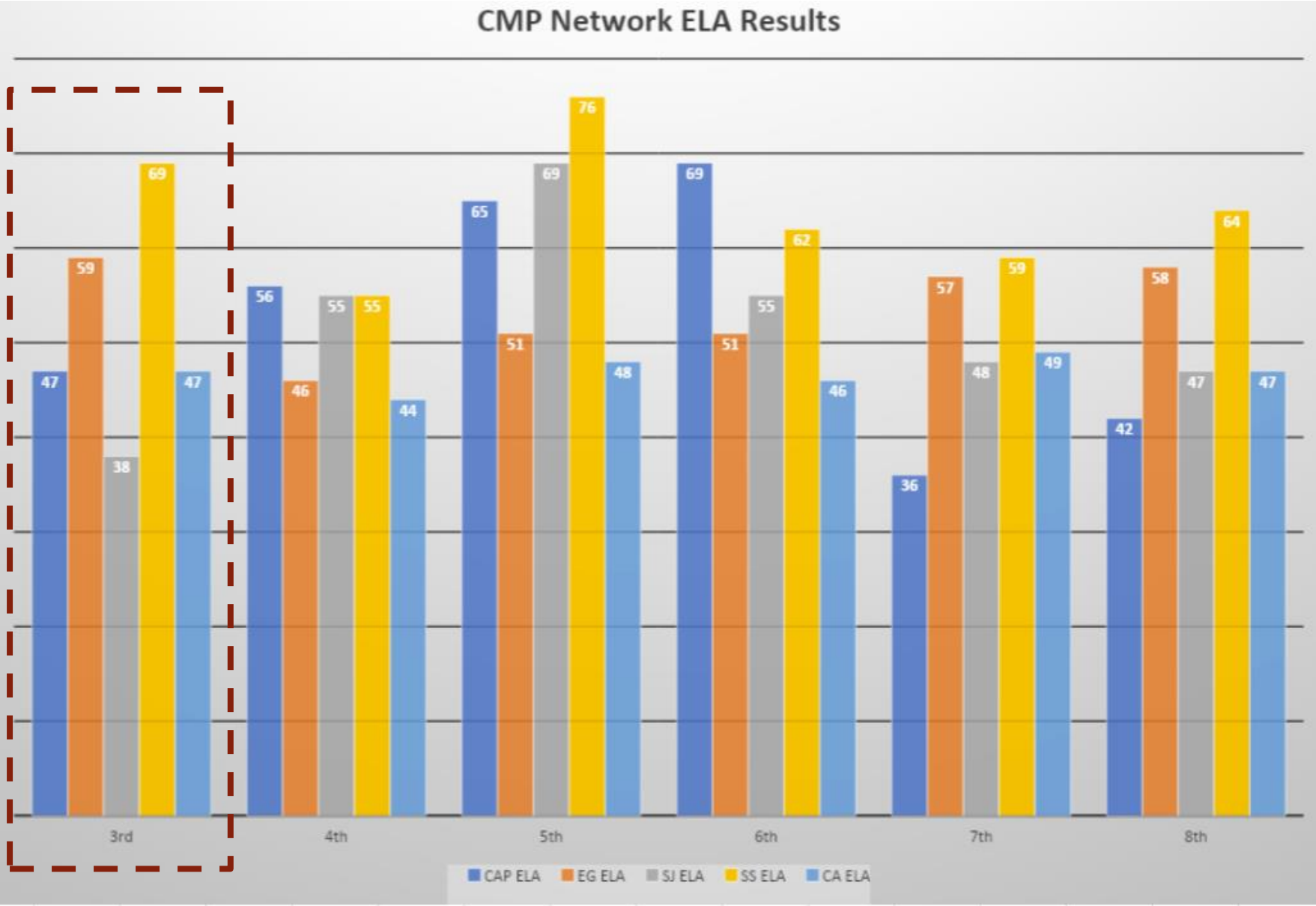


# Deep Dive into ELA 3-5





# Network Wide ELA by Grade Level 22-23



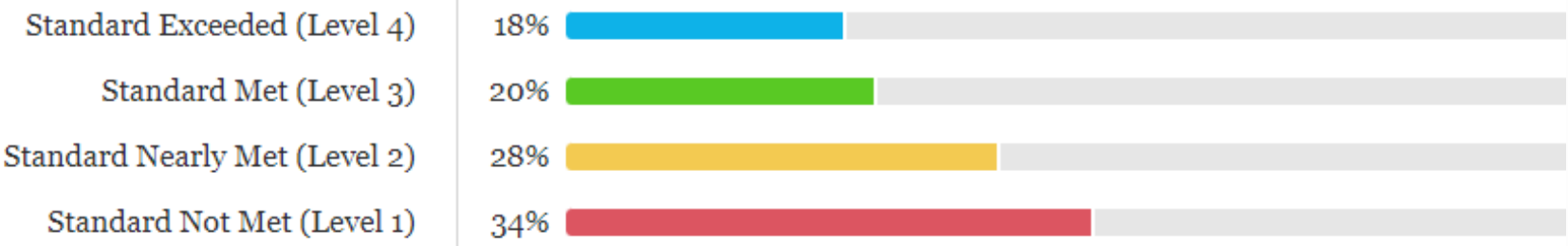
# San Juan 3rd Graders ELA

## G3 Grade 3 ELA Summative

Average Scale Score  
for **186** results

**2405** ± 7<sup>i</sup>

### Student Score Distribution




Show Results ▼




# San Juan ELA 3-8

- Majority of students “near standard”
- 3<sup>rd</sup> Grade had highest percentage of students “below standard” in reading (23.33%) and across all other ELA domains hence CMP’s early literacy focus
- Identifies general weakness in writing
- Big opportunity to move the ~60-70% of students that are “near standard” to “above standard”


## READING: How well do students understand stories and information that they read?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard <sup>i</sup>	18.89 %	27.52 %	31.94 %	19.49 %	15.56 %	21.69 %	N/A	23.04 %
Near Standard <sup>i</sup>	57.78 %	57.72 %	61.81 %	63.56 %	66.67 %	62.65 %	N/A	60.99 %
Below Standard <sup>i</sup>	23.33 %	14.77 %	6.25 %	16.95 %	17.78 %	15.66 %	N/A	15.97 %


## WRITING: How well do students communicate in writing?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard <sup>i</sup>	11.11 %	13.42 %	18.75 %	22.03 %	18.89 %	18.07 %	N/A	16.36 %
Near Standard <sup>i</sup>	54.44 %	63.76 %	64.58 %	51.69 %	52.22 %	60.24 %	N/A	58.12 %
Below Standard <sup>i</sup>	34.44 %	22.82 %	16.67 %	26.27 %	28.89 %	21.69 %	N/A	25.52 %

## LISTENING: How well do students understand spoken information?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard <sup>i</sup>	12.22 %	15.44 %	19.44 %	20.34 %	13.33 %	18.07 %	N/A	16.23 %
Near Standard <sup>i</sup>	72.78 %	71.14 %	77.08 %	69.49 %	77.78 %	75.90 %	N/A	73.69 %
Below Standard <sup>i</sup>	15.00 %	13.42 %	3.47 %	10.17 %	8.89 %	6.02 %	N/A	10.08 %

## RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard <sup>i</sup>	12.78 %	17.45 %	19.44 %	17.80 %	15.56 %	19.28 %	N/A	16.75 %
Near Standard <sup>i</sup>	65.56 %	69.13 %	70.83 %	69.49 %	65.56 %	71.08 %	N/A	68.46 %
Below Standard <sup>i</sup>	21.67 %	13.42 %	9.72 %	12.71 %	18.89 %	9.64 %	N/A	14.79 %



# 3rd Grade ELA Priority Standards

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## **CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## **CCSS.ELA-LITERACY.RI.3.9**

Compare and contrast the most important points and key details presented in two texts on the same topic.

## **CCSS.ELA-LITERACY.W.3.1**

Writing Standards that cover Narrative, Informational, Opinion



# 3rd Grade Sample CAT Question

Questions 0% Grade 3 ELA Practice Test QUEST SESSION



Read the passage and answer the questions.

## Treasure in the Field

by Marilyn Bolchunos

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook dinner.

"What have you been doing all day, Ta?" he would ask his older son.

"Studying, Father, and thinking," Ta would reply.

"And what have you been doing, Hai, my young son?" the father would ask.

"Watching the house for you," Hai would answer.

A neighbor asked the old man, "Are your sons helping you?"

"Oh, they would," the father answered, "but they are young."

Some years later, the neighbor asked, "Aren't your sons helping you in the field?"

"Oh, they would," the father replied again, "but they are still young. I will let them enjoy life now. They will help me later on."

As the years went by, it became clear even to their father that the boys were lazy. Though they sometimes tended the field with him, they always made excuses to go home early.

Finally the father was too old to work and he took to his bed. The sons were sad, for the man who depended on

3

QUEST

This question has two parts. First, answer part A. Then, answer part B.

### Part A

Which statement about the boys is supported by the passage?

- ☐ Ⓐ The boys did not share the work equally.
- ☐ Ⓑ The boys did not know how to plant a field of rice.
- ☐ Ⓒ The young boys wished to surprise their father with a special dinner.
- ☐ Ⓓ The young boys preferred to sit in the house instead of working outside.

### Part B

Which sentence from the passage **best** supports your answer in part A.

- ☐ Ⓐ The sons promised and hurried out to begin.
- ☐ Ⓑ As the years went by, it became clear even to their father that the boys were lazy.
- ☐ Ⓒ At last, the entire field had been dug, but no treasure had been found.
- ☐ Ⓓ The brothers moped around with their heads down.

# 3rd Grade Sample CAT Question

Questions

70% Grade 3 ELA Practice Test GUEST SESSION

Back

Next

Save

Pause

⋮

←

→

### Soaring on the Wings of the Wind

Listen to the presentation. Then answer the questions.

▶

“Soaring on the Wings of the Wind” by Lois Miner Huey. Copyright © 2012 by Highlights for Children. Reprinted with permission of Highlights for Children.

22

GUEST Last Saved: 1:51 PM

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is the **most likely** reason the author made the presentation?

Ⓐ

to explain how a hot air balloon works

Ⓑ

to show the advantages of being small

Ⓒ

to tell how Americans feel about new experiences

Ⓓ

to describe an important event in American history

**Part B**

Which sentence from the presentation **best** supports your answer in part A?

Ⓐ

“Smoky hot air swelled the balloon and sent it up.”

Ⓑ


“He was the first American to develop a method to lift a balloon using hot air.”

Ⓒ

“The crowd yelled and clapped as Carnes sent the balloon up, time and again.”

Ⓓ

“He was the first American to see such views.”



# 3rd Grade Sample CAT Question

24

GUEST

Complete the chart to show which events were planned. Click in the boxes next to the events that match if they were planned or unplanned.

	Planned	Unplanned
Edward Warren Jr. rode in a balloon.	<input type="checkbox"/>	<input type="checkbox"/>
The balloon filled with smoke from a fire.	<input type="checkbox"/>	<input type="checkbox"/>
A crowd in Baltimore saw how a balloon could fly.	<input type="checkbox"/>	<input type="checkbox"/>
Peter Carnes used a stove to make the balloon rise.	<input type="checkbox"/>	<input type="checkbox"/>



# 3rd Grade Sample Performance Task Question

Questions 0% Grade 3 ELA Performance Task GUEST SESSION

Back

Next

Save

Pause

Notes

Line Reader

Zoom Out

## Student Directions

### Astronauts Informational Performance Task

#### Task:

Your class has been learning about different types of jobs to prepare for your school's job week. Your teacher has asked each person to learn about a different job. You think being an astronaut must be an interesting job so you decide to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

#### Directions for Beginning:

You will now review two sources. You can review either of the sources as often as you like.

#### Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer question(s) about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your informational article.

2

GUEST

Explain why it is hard to be an astronaut. Give **two** reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.



# 3rd Grade Sample Performance Task Question

## Student Directions

### Astronauts Informational Performance Task

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#### Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer question(s) about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your informational article.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

## Part 1

### Sources for Performance Task:

#### Source #1

You have found a source describing the type of training that astronauts receive in order to do their job.

#### What is an Astronaut? by Talia Yee

Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts who see Earth from space say that it is round, like a ball. While in space, astronauts can look down and see clouds, land, and water. Some can even see the moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.



# 3rd Grade Sample Performance Task Question

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## Student Directions

### Astronauts Informational Performance Task

#### Part 2

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

#### Your Assignment:

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

#### REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your article.

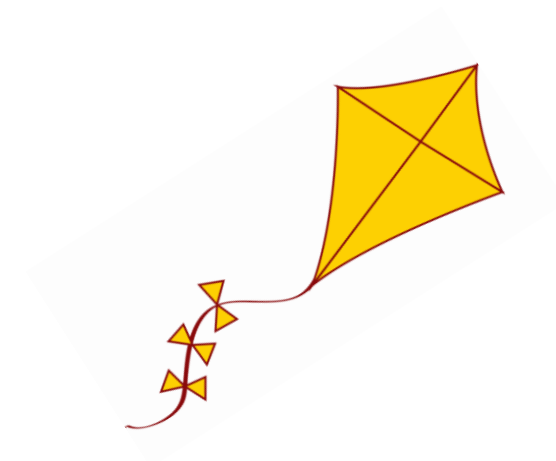
Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

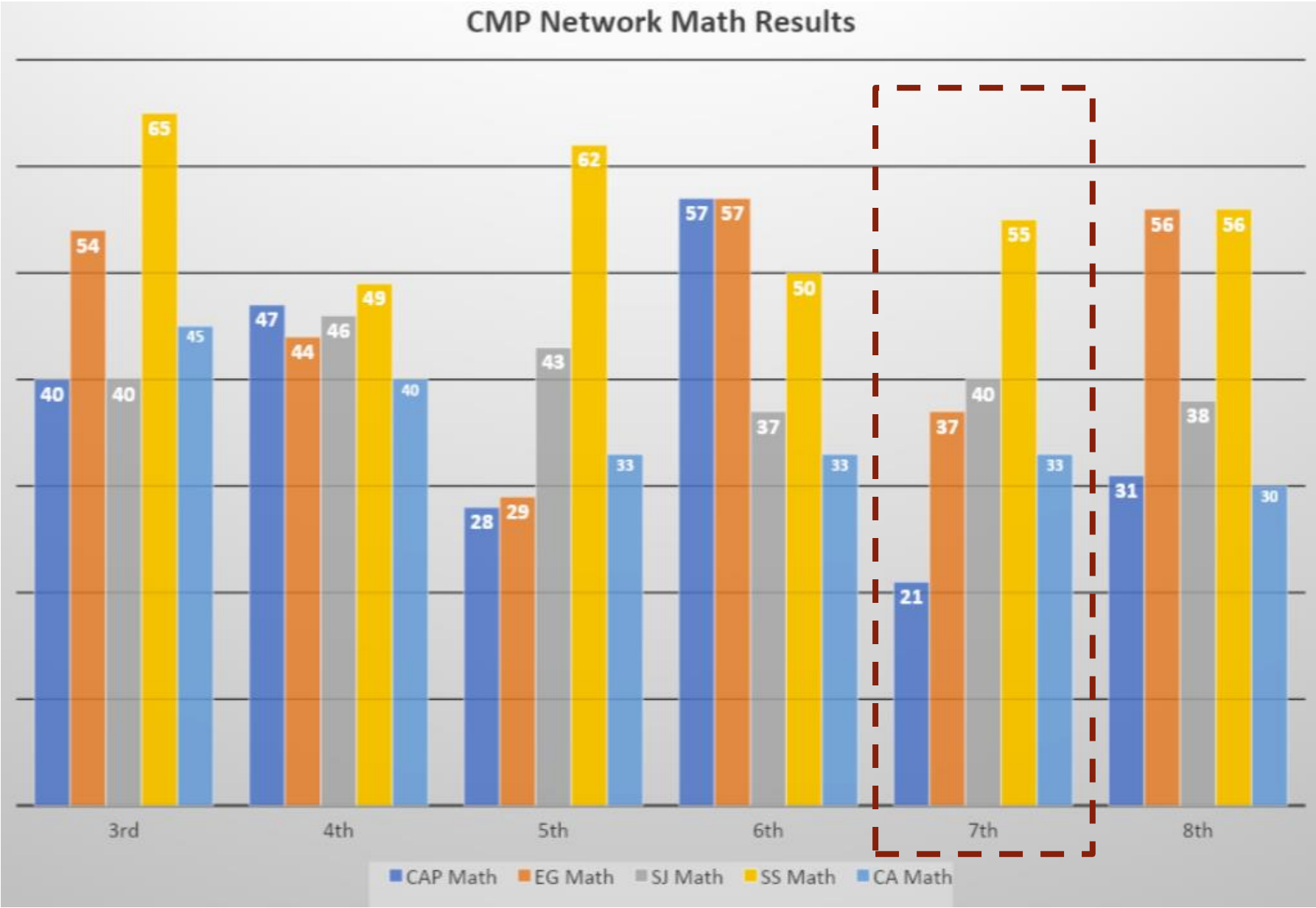
Remember to check your notes and your prewriting/planning as you write, and then revise and edit your informational article.



# Deep Dive into Math 6-8



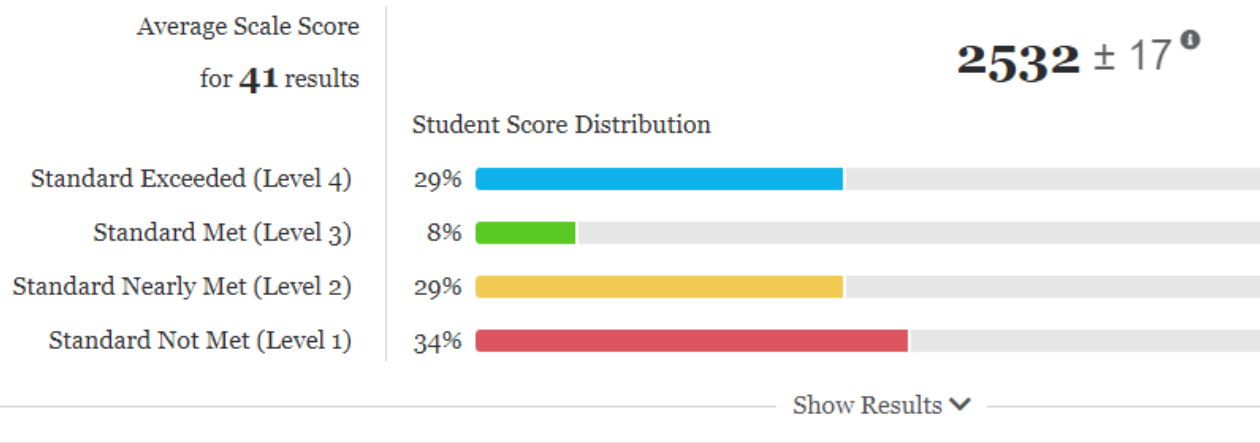
# Spotlighting 7th Grade Math



# Elk Grove 7th Graders Math

G7

Grade 7 Math Summative




## Achievement Level Distribution Over Time

Reporting Categories	Grade 5 (2020–21)	Grade 6 (2021–22)	Grade 7 (2022–23)
Mean Scale Score	N/A	2501.7	2536.9
<div></div> Standard Exceeded (Level 4) <sup>i</sup>	N/A	10.91 %	30.00 %
<div></div> Standard Met (Level 3) <sup>i</sup>	N/A	18.18 %	7.50 %
<div></div> Standard Nearly Met (Level 2) <sup>i</sup>	N/A	38.18 %	30.00 %
<div></div> Standard Not Met (Level 1) <sup>i</sup>	N/A	32.73 %	32.50 %

# Elk Grove 7th Graders Math


## CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	Grade 5 (2020–21)	Grade 6 (2021–22)	Grade 7 (2022–23)
	Above Standard <sup>i</sup>	N/A	10.91 %	22.50 %
	Near Standard <sup>i</sup>	N/A	47.27 %	47.50 %
	Below Standard <sup>i</sup>	N/A	41.82 %	30.00 %

## PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	Grade 5 (2020–21)	Grade 6 (2021–22)	Grade 7 (2022–23)
	Above Standard <sup>i</sup>	N/A	7.27 %	20.00 %
	Near Standard <sup>i</sup>	N/A	52.73 %	55.00 %
	Below Standard <sup>i</sup>	N/A	40.00 %	25.00 %

## COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	Grade 5 (2020–21)	Grade 6 (2021–22)	Grade 7 (2022–23)
	Above Standard <sup>i</sup>	N/A	10.91 %	17.50 %
	Near Standard <sup>i</sup>	N/A	78.18 %	65.00 %
	Below Standard <sup>i</sup>	N/A	10.91 %	17.50 %



# 7th Grade Math Priority Standards

Students should spend the large majority<sup>1</sup> of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (●) can engage students in the major work of the grade.<sup>2,3</sup>

## MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 7

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters      □ Supporting Clusters      ● Additional Clusters

- 7.RP.A | ■ Analyze proportional relationships and use them to solve real-world and mathematical problems.
- 7.NS.A | ■ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- 7.EE.A | ■ Use properties of operations to generate equivalent expressions.
- 7.EE.B | ■ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- 7.G.A | ● Draw, construct and describe geometrical figures and describe the relationships between them.
- 7.G.B | ● Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- 7.SP.A | □ Use random sampling to draw inferences about a population.
- 7.SP.B | ● Draw informal comparative inferences about two populations.
- 7.SP.C | □ Investigate chance processes and develop, use, and evaluate probability models.

## HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear equations and linear functions



# 7th Grade Sample CAT Question

10

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This table shows a proportional relationship between the grams of peanuts and raisins in a bag of trail mix.

Grams of Peanuts	Grams of Raisins
14	4
21	6
35	10

Enter the number of grams of peanuts in a bag for every 1 gram of raisins.

←

→

↶

↷

✖

1	2	3
4	5	6
7	8	9
0	.	-

11

GUEST

A bag contains 16 marbles. There are 5 blue, 9 yellow, and 2 red marbles. One marble is selected at random.

Determine whether each statement correctly describes the likelihood of an event based on the given bag of marbles. Select True or False for each statement.

	True	False
It is impossible that a green marble will be selected.	<input type="checkbox"/>	<input type="checkbox"/>
It is unlikely that a yellow marble will be selected.	<input type="checkbox"/>	<input type="checkbox"/>
It is certain that a blue marble will be selected.	<input type="checkbox"/>	<input type="checkbox"/>
It is unlikely that a red marble will be selected.	<input type="checkbox"/>	<input type="checkbox"/>





# 7th Grade Sample CAT Question

14

GUEST



An electrician is hired to install outdoor lighting. The electrician claims that the relationship between the number of hours worked and the total work fee is proportional. The fee for 5 hours of work is \$225.

Select **all** combinations of values for the electrician's work hours and total work fee that support the claim that the relationship between the two values is proportional.

☐ 6 hours and \$270

☐ 6.5 hours and \$315

☐ 8 hours and \$360

☐ 8.75 hours and \$380

☐ 9.5 hours and \$427.50

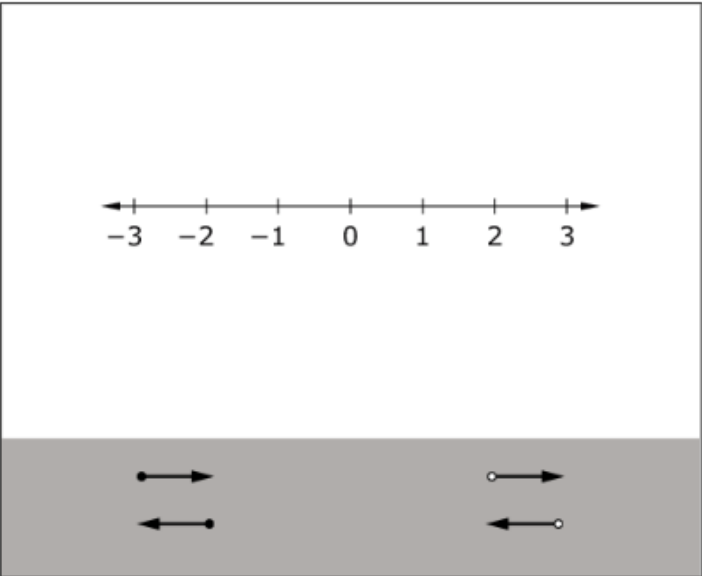


# 7th Grade Sample CAT Question

22

GUEST

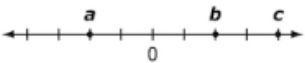
Drag the correct arrow onto the number line to represent the solution of the inequality  $6x - 4 < 8$ .



32

GUEST

Values for variables  $a$ ,  $b$ , and  $c$  are graphed on the number line shown.



Use the graph to evaluate the expressions in the table. Select one column for each row in the table to indicate whether the expression is less than 0, equal to 0, or greater than 0.

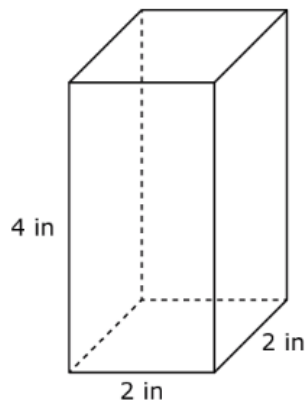
Expression	< 0	= 0	> 0
$a - b$			
$a + b$			
$b - c$			
$c - a$			
$a + c$			

# 7th Grade Sample CAT Question

24

GUEST

A company makes two sizes of boxes shaped like rectangular prisms. The large box is 16 inches tall, 10 inches wide, and 10 inches long. The drawing shows the dimensions of the small box.



## Part A

What is the maximum number of small boxes that can fit inside the large box?

## Part B

The company plans to increase the width and length of the large box by 4 inches each to create a new larger box. How many more of the small boxes will be able to fit inside this new larger box compared to the original large box?

Part A

Part B

←	→	↶	↷	✖			
1	2	3					
4	5	6					
7	8	9					
0	.	-					



# 7th Grade Sample Performance Task Question

Questions

0% Grade 7 Math Performance Task GUEST SESSION

Back

Next

Save

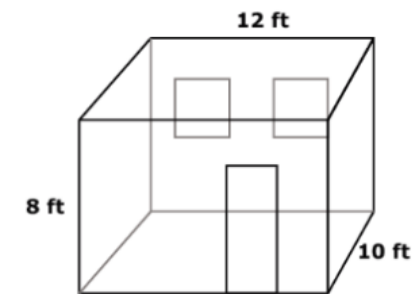
Pause

## LET'S PAINT A ROOM

Your friend Sam wants to paint her room. She wants to paint the ceiling white and the four walls purple.

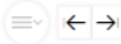
You are helping Sam determine the cost and the amount of time needed to paint her room.

The room is shaped like a rectangular prism with a height of 8 feet, length of 12 feet, and width of 10 feet as shown.



Additional information about Sam's room:

- The door has an area of 22 square feet.
- The room has 2 square windows.
- Each window opening is 2 feet by 2 feet.



1

GUEST

What is the area, in square feet, of the ceiling?



2

GUEST

Sam needs to figure out how much purple paint to buy. Calculate for her the total area, in square feet, of the four **walls**. She will **not** paint the door or windows.



# 7th Grade Sample Performance Task Question

3

GUEST

Part way through painting her room, Sam runs out of paint.

- She estimates that there are about 125 square feet left to paint.
- The purple paint that Sam is using is **only** available in 1-quart cans. (Assume she must buy whole cans of paint.)
- Each can of paint covers 40 square feet.

How many cans of paint does Sam **need** to buy to finish painting her room? Explain to Sam why she needs this many cans of paint.



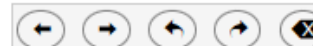
# Words 0/4000 # Chars 0/20000

4

GUEST

You would also like your room painted.  
Your room has 300 square feet of wall space to paint.  
Sam says it took her 10 minutes to paint 25 square feet.

At this rate, if Sam painted your room, how many **hours** would it take?



1	2	3
4	5	6
7	8	9
0	.	-



# 7th Grade Sample Performance Task Question

5

GUEST

Sam and you are going to paint your room together.

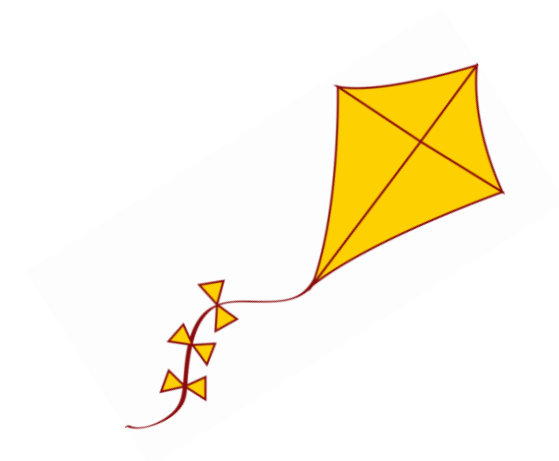
Sam takes 10 minutes to paint 25 square feet.  
It takes you 5 minutes to paint 25 square feet.

Sam says, "If we paint together, then it will take 15 minutes for us to cover 50 square feet."

Give an explanation to convince Sam that she is **incorrect**.

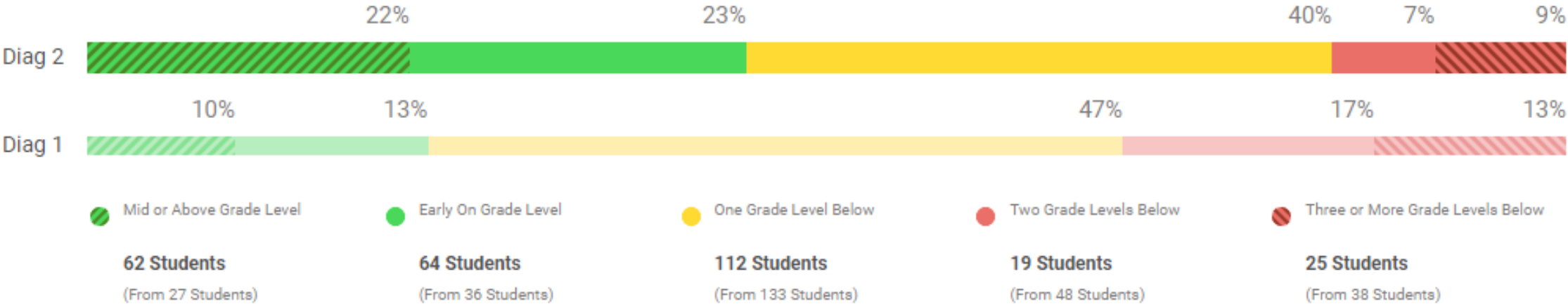


# Current Growth



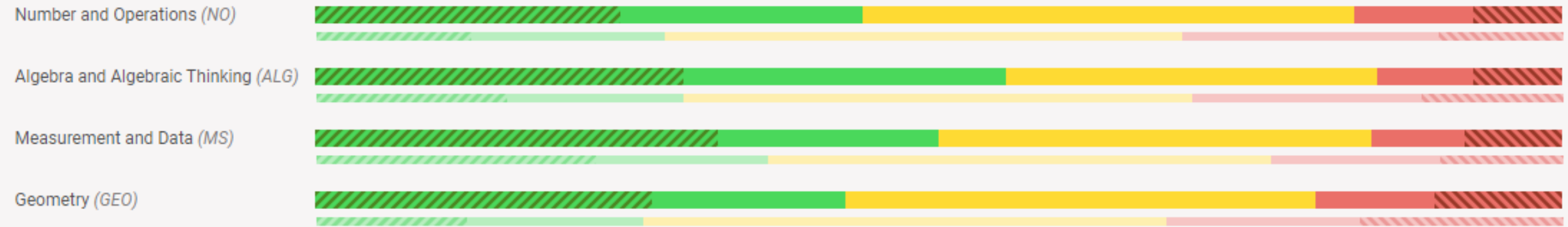


# Capitol i-Ready Math 23-24

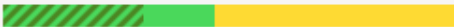
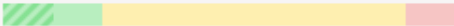







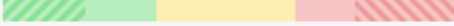


[The Mapping Between 5-Level and 3-Level Placements](#)



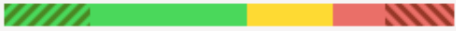
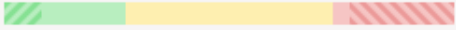


## Placement by Domain



# Capitol i-Ready Math 23-24

Grade 1	Diag 2		31%	16%	53%	0%	0%	45/47
	Diag 1		11%	11%	67%	11%	0%	
Grade 2	Diag 2		27%	16%	46%	11%	0%	37/37
	Diag 1		11%	11%	43%	35%	0%	
Grade 3	Diag 2		21%	21%	46%	10%	3%	39/39
	Diag 1		8%	5%	51%	31%	5%	
Grade 4	Diag 2		14%	21%	50%	7%	7%	42/42
	Diag 1		10%	12%	52%	17%	10%	
Grade 5	Diag 2		27%	27%	24%	7%	16%	45/45
	Diag 1		18%	16%	31%	13%	22%	

# Capitol i-Ready Math 23-24

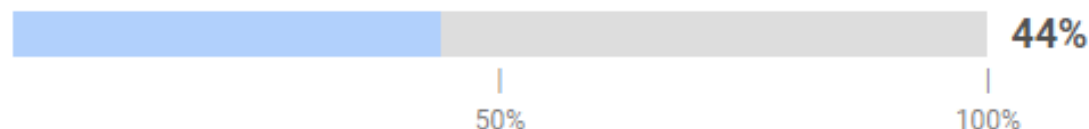
Grade 6	Diag 2		15%	29%	38%	3%	15%	34/34
	Diag 1		3%	15%	44%	12%	26%	
Grade 7	Diag 2		19%	35%	19%	12%	15%	26/26
	Diag 1		8%	19%	46%	4%	23%	
Grade 8	Diag 2		14%	21%	21%	7%	36%	14/17
	Diag 1		0%	21%	29%	0%	50%	



# Capitol i-Ready Math Growth

## CMP Capitol Math MOY 22-23

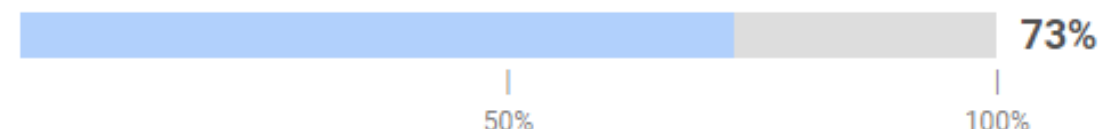
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## CMP Capitol Math EOY 22-23

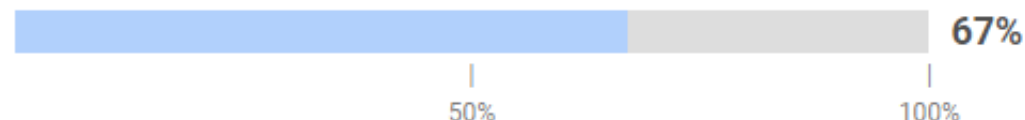
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## CMP Capitol Math MOY 23-24

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## CMP Capitol Math EOY 23-24



# Informational Item #6

**Differentiated Assistance:** Brett Barley and  
Becky Marsolais



# CMP-Elk Grove Differentiated Assistance Qualification

## 2023 LCFF Charter School Eligibility File

California Department of Education December 2023

Reminder: Header description is provided in the Record Layout sheet and value in Value sheet

In the Gsoffered column P = Pre-School, K= Kindergarten

\*=blank cell (e-reader accessibility)

CDS	Chartername	AssistanceStatus202
0961838011172	California Montessori Project-Shingle Springs Campus	General Assistance
3467314011173	California Montessori Project - Elk Grove Campus	Differentiated Assistance
3467439011175	California Montessori Project - Capitol Campus	General Assistance
3467447011216	California Montessori Project-San Juan Campuses	General Assistance





# CMP-Elk Grove Differentiated Assistance Qualification

---

<i>Indicator</i>	<i>All Students</i>	<i>SWD</i>
<a href="#"><u>Chronic Absenteeism</u></a>	Orange 25.7% chronically absent	Red 35.6% chronically absent
<a href="#"><u>Suspension Rate</u></a>	Orange 1.8% of students suspended at least one day	Red 8% of students suspended at least one day

## Next Steps:

- CMP Elk Grove to receive support from Sacramento County Office of Education to reduce chronic absenteeism and suspension for Students with Disabilities
- Two meetings already set up for later in January with County Office



# Informational Item #7

## Chronic Absenteeism Progress towards Green Status on Dashboard: Lori Henderson



### Chronic Absenteeism 2022-23 vs. 2023-24

Campus	Chronic Abs @ Day 87		Chronic Abs @ Day 87		23-24 Goal < 10%	
	2023-24	% of Enr.	2022-23	% of Enr.	CBEDS Enr	# of Stu
CAR	17	2.44%	21	3.13%	696	69
AR	8	1.63%	8	1.67%	491	49
OR	4	1.38%	11	3.99%	290	28
Total SJ	29	1.96%	40	2.81%	1477	145
CAP	1	0.28%	19	5.40%	359	35
EG	9	1.66%	27	5.04%	543	54
SS	5	0.94%	16	3.11%	530	52

- Significantly lower at all campuses vs. this time last year

# **Informational Item #8**

## **Suspension Progress Towards Green Status on Dashboard: Lori Henderson**



### # of Students Suspended (unduplicated)

Campus	# of Students Suspended		# of Students Suspended Goal 23-24		
	Total 22-23	a/o 12.20.23	Goal <=	As of 12/20	# Remaining
CAR	17	12	15	12	3
AR	16	10	10	10	0
OR	3	4	6	3	3
Total SJ	36	26	31	25	6
CAP	4	4	3	3	0
EG	10	6	8	6	2
SS	3	0	4	0	4

- Dashboard Data vs. CALPADS/Dataquest
- Use of Partial Day Suspensions

# Informational Item #9

## Upcoming Board Openings: Carrie Klagenberg





# 2024-2025 Board Openings

Carrie Klagenberg



# Terms/Openings

- Business Rep (1); Appointed
  - Currently Julia Sweeney; appointed to finish Rob Henderson's term.
- Community Rep; Appointed
  - Currently Scott Richards; appointed to finish Amber Busby's term.
- Montessori Rep; Appointed
  - Currently Mickey Slamkowski; completing full term
- Parent Rep – San Juan; Elected
  - Currently Renée Dall; completing full term



# 2024-2025 Board Openings Timeline

## Appointed Positions

- Board Chair appoints interview committees for each of the appointed positions
- Post for the Business Representative 1, Community Representative, & Montessori Representative Positions
- Seat representatives in June 2023 for the 2024-2027 Term
  - Board chair to appoint interview committees in February/March 2024
  - Post openings March and/or April 2024
  - Interview & Recommend in May 2024
  - Seat June 2024



# 2024-2025 Board Openings Timeline

CMP will begin the Parent Representative Election Process in January 2024. Elections shall follow the general framework as outlined below (all dates are approximate):

- January: Distribute informational materials to parents/guardians regarding Governing Board role, duties, and nomination process;
- February 1: Call for candidates; make application forms and candidate statement forms available;
- March 1: Deadline for candidacy applications;
- March 15: Deadline for candidate statements;
- April 1: Candidate statements distributed and posted; ballots and ballot instructions distributed;
- April 15-May 1: Deadline for submission of ballots;
- May: Ballots tallied and the names of the candidates with the most votes forwarded to the Governing Board;
- June Board Meeting: The Governing Board shall seat the elected candidates.

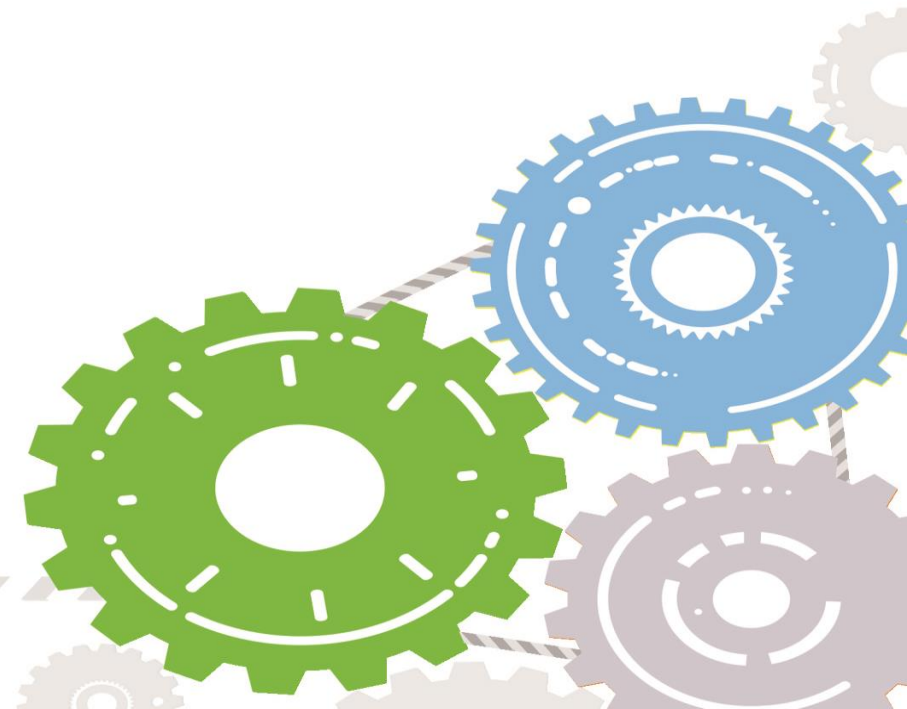
# Informational Item #10

## Monthly Financial Update: EdTec



# Charter Finance Primer California Montessori Project

SABRINA SILVER  
JANUARY 8, 2024



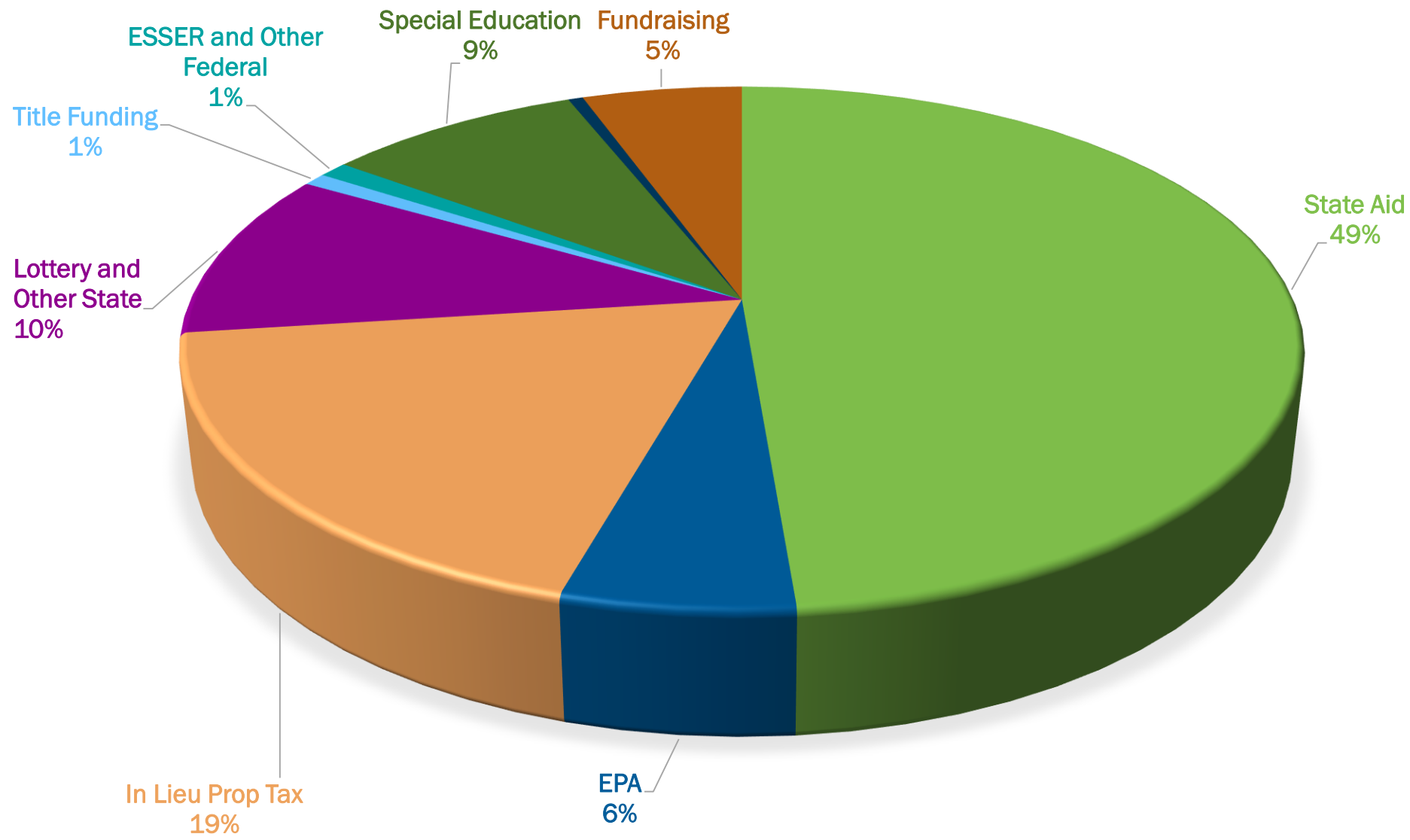


# Charter School Finance 101: Revenues



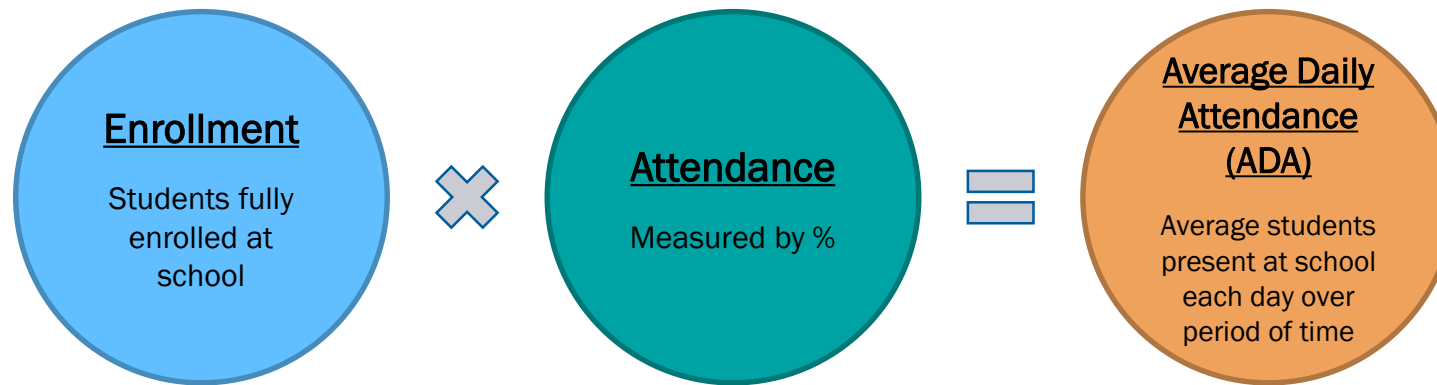
# CMP 2022-23 Revenue Breakdown

Approximately 74% of CMP revenue is from LCFF sources



# Enrollment and Attendance

**ADA is the cumulative average number of students who attend school**



Majority of funding is ADA driven

# Funding Drivers - ADA

The average of attendance for one week equals the ADA for that week

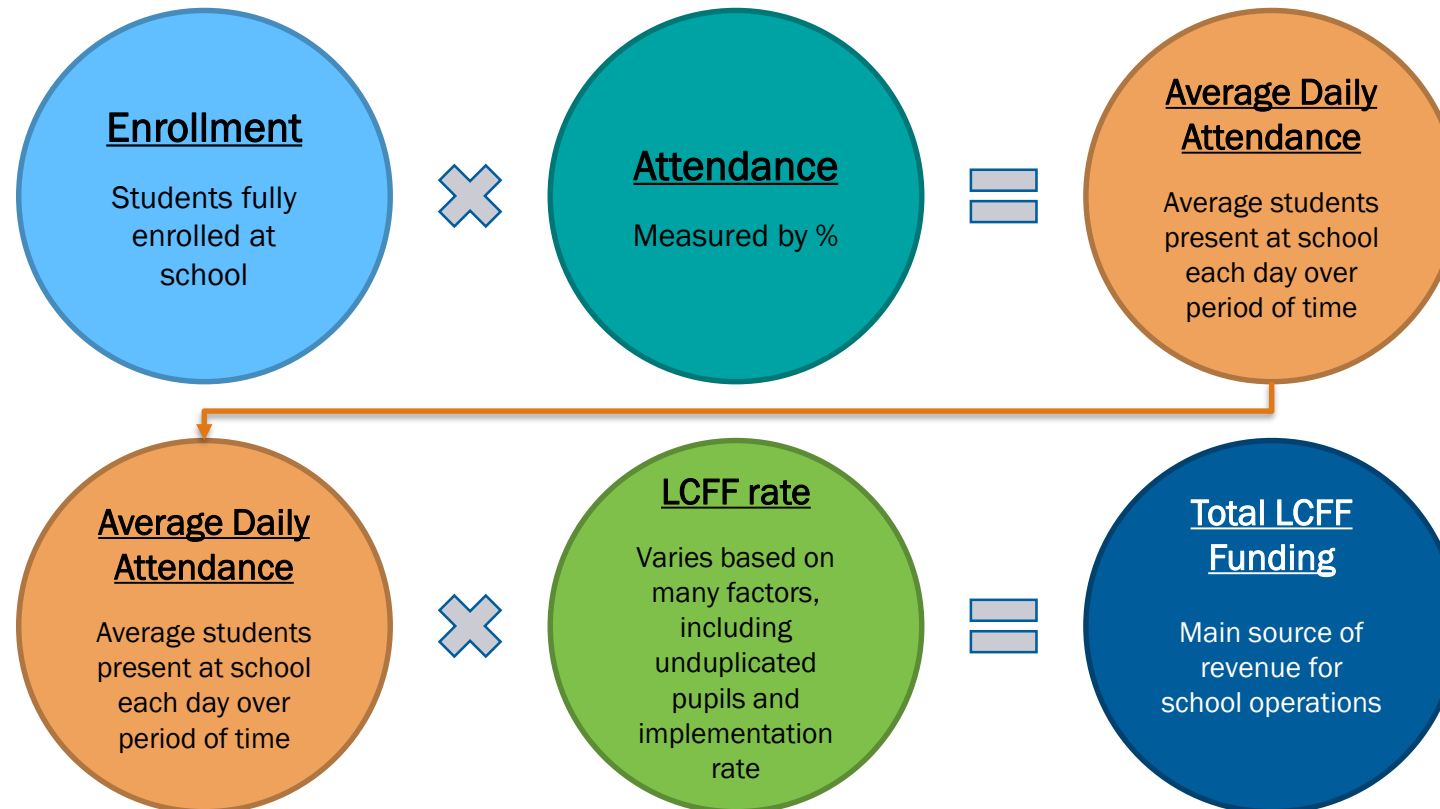
	M	T	W	T	F	
×	Enrollment	100	100	102	105	105
	Attendance %	92%	94%	94%	94%	92%
=	Average Daily Attendance	92	94	96	99	97
						95.6

Average of 5 days of attendance = ADA

ADA is tracked throughout the year, but the cut-off for most funding sources is the ADA through April (P-2)

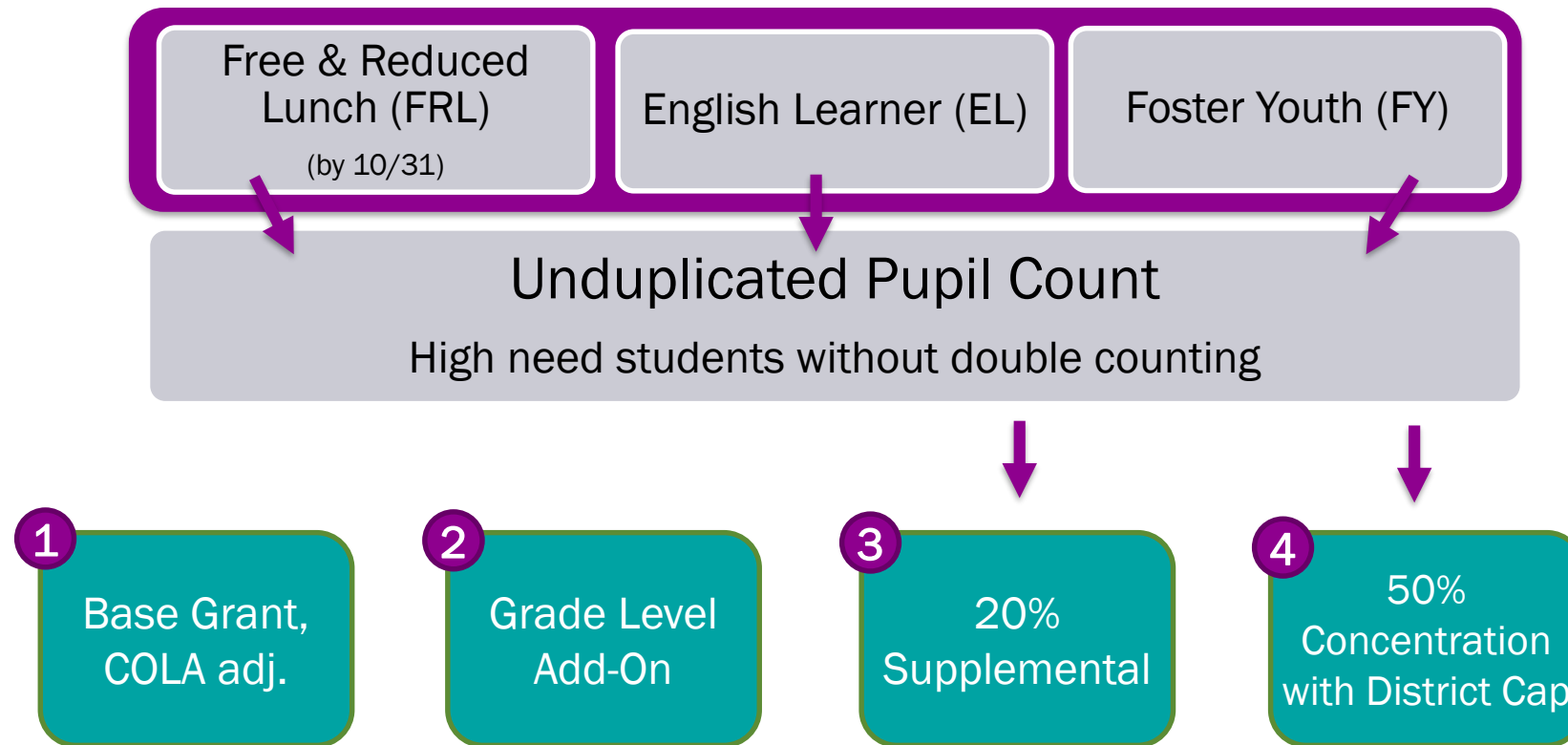
## Enrollment, attendance, and LCFF rate drive general purpose funding

CA “general purpose block grant,” also known as Local Control Funding Formula or LCFF, differs from other states that calculate based off single day of attendance or enrollment



# Local Control Funding Formula (LCFF)

Count of high needs or “unduplicated” students drives funding



Target calculated based on grade level and demographics served

1 Base Grant (FY21-22)	K-3	\$9,166
	4-6	\$9,304
	7-8	\$9,580
	9-12	\$11,102
2 Grade Level Add-Ons	K-3	\$951
	9-12	\$289
3 Supplemental Grant		20%*
4 Concentration Grant		65%**

\* Added based on number of FRPM, ELL or foster student (no double-counting)

\*\* Added for FRPM, ELL or foster students above 55% of student population

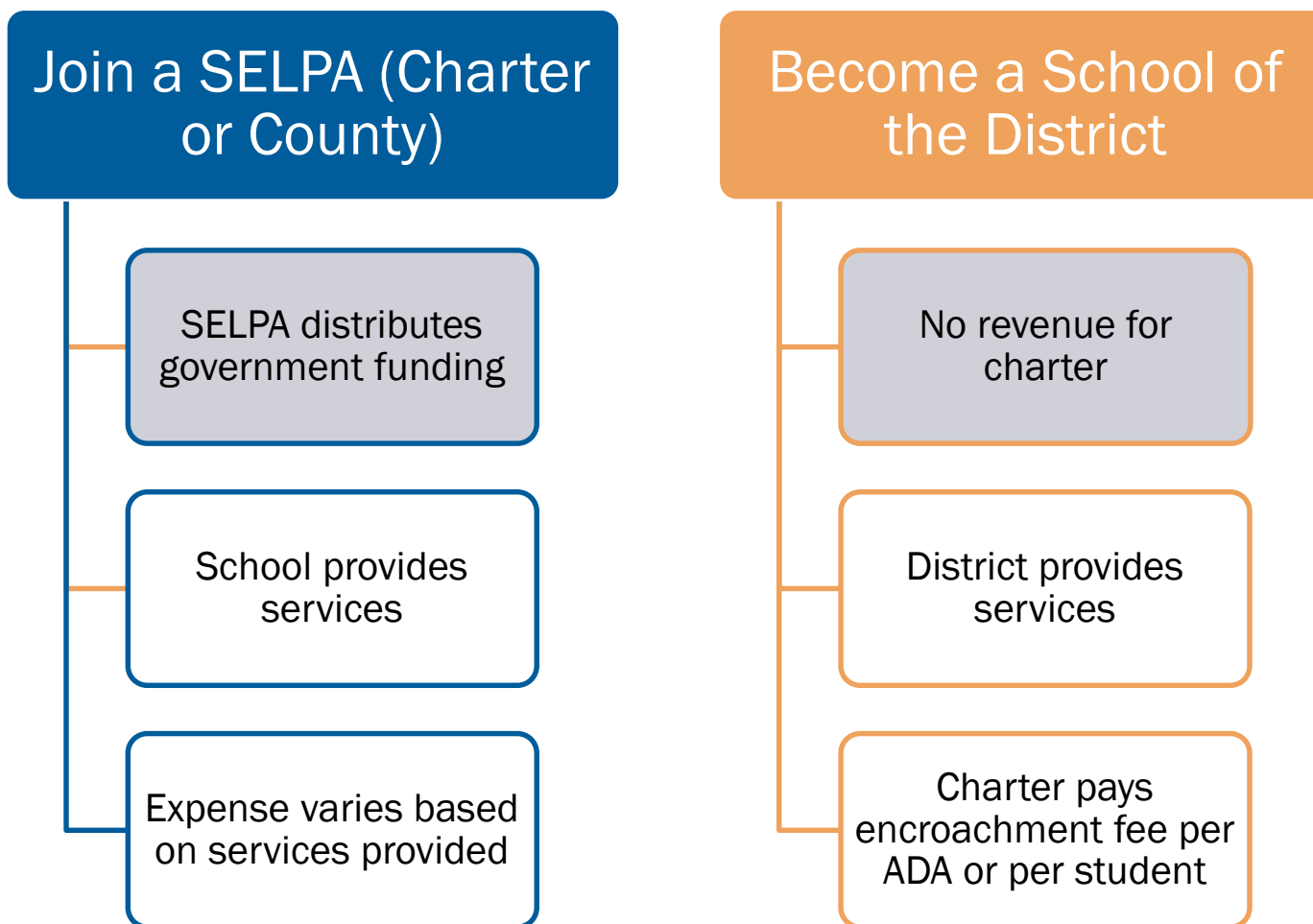
# Revenue Limit vs. Basic Aid Districts

- State aid fills in shortfall between LCFF and available funds from in lieu and EPA
- For Basic Aid districts, in-lieu property tax revenues are higher than LCFF, so “minimum” state aid is provided.
  - Charters in Basic Aid districts only receive their calculated LCFF funding.
  - Basic Aid districts, however, keep all the surplus in-lieu property tax funding above their calculated LCFF entitlement.





## Funding depends on whether part of district or member of SELPA



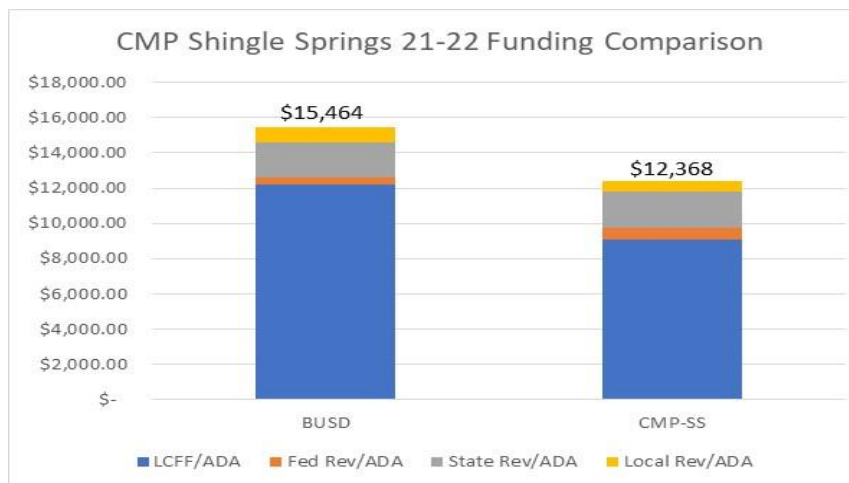
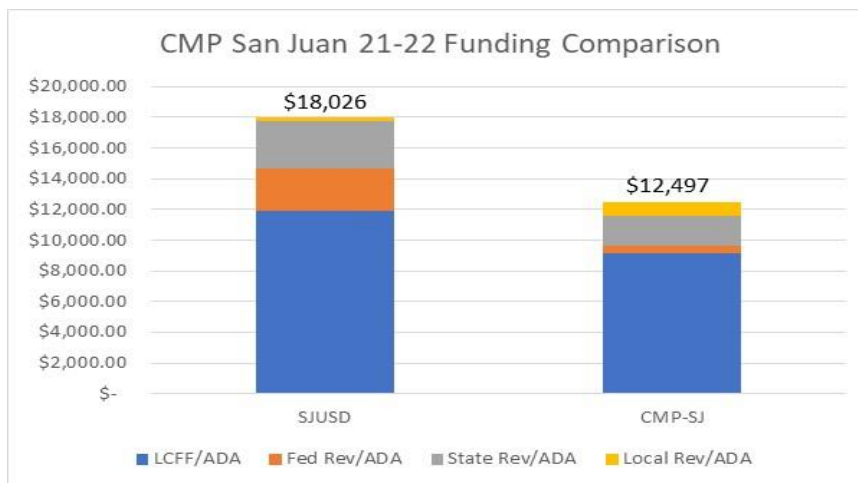
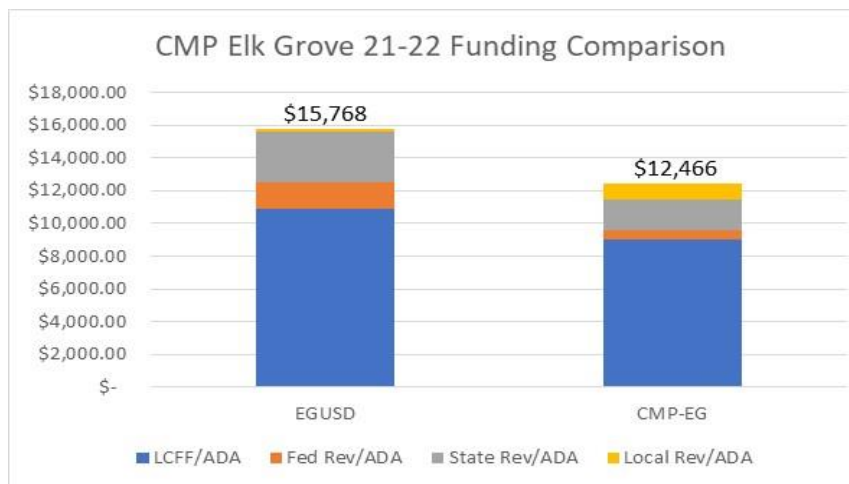
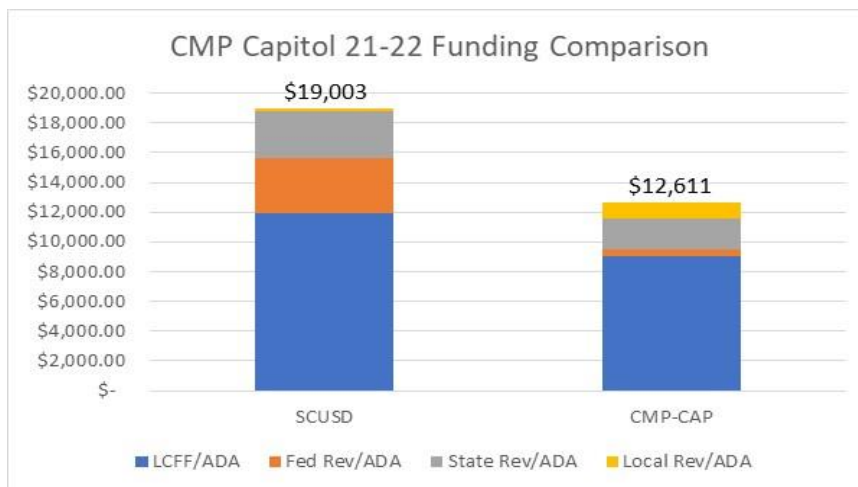
- **Federal Revenue**
  - Title I, II, IV
  - Special Education
  - One-Time Funding (ESSER)
- **Other State**
  - Lottery Funding – \$249 per ADA
  - Mandated Cost Reimbursements - \$20 per PY ADA
  - Expanded Learning Opportunities Program – \$1,803 per PY UP TK-6 ADA
  - Special Education - \$1,000/ADA
  - One-Time Funding (IPI, ELO-G, etc.)
- **Other Local**
  - Club M, Fundraising

# CMP Revenue Focus



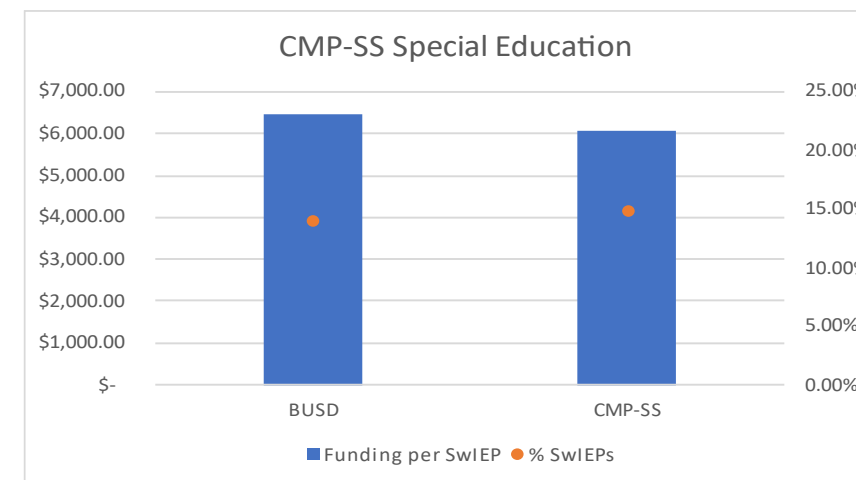
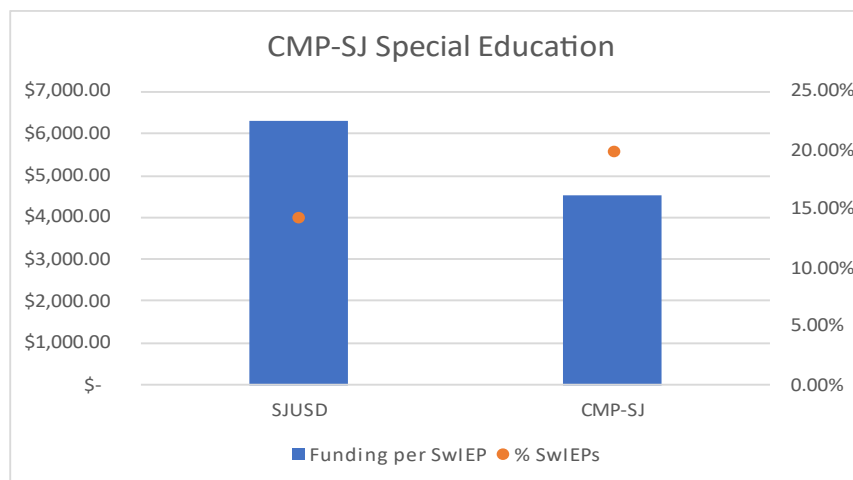
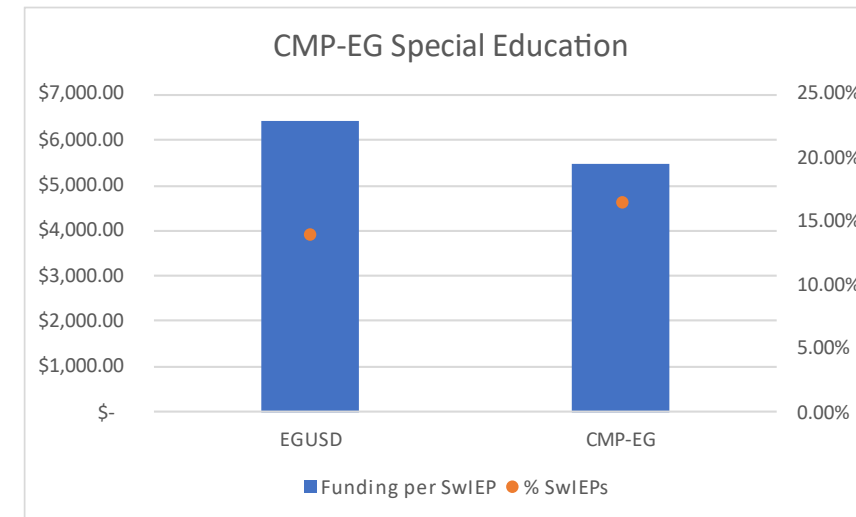
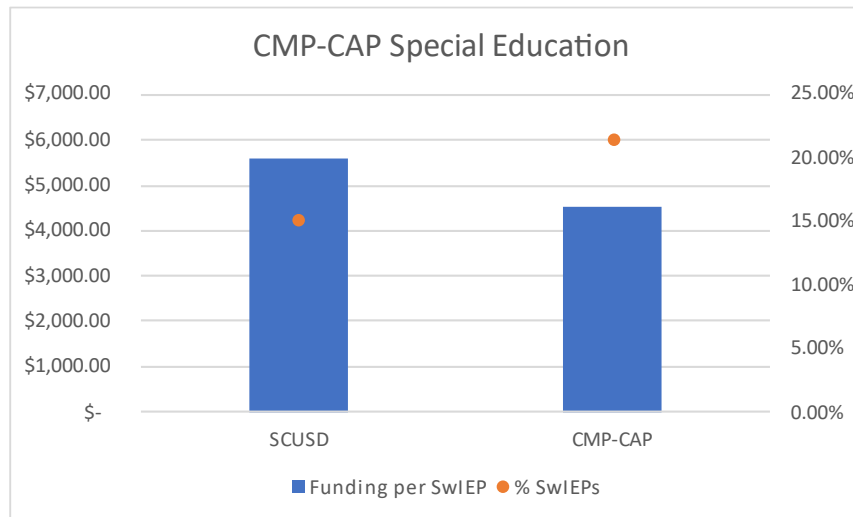
# Public Funding Comparison

## All CMP schools receive less per ADA funding than host districts

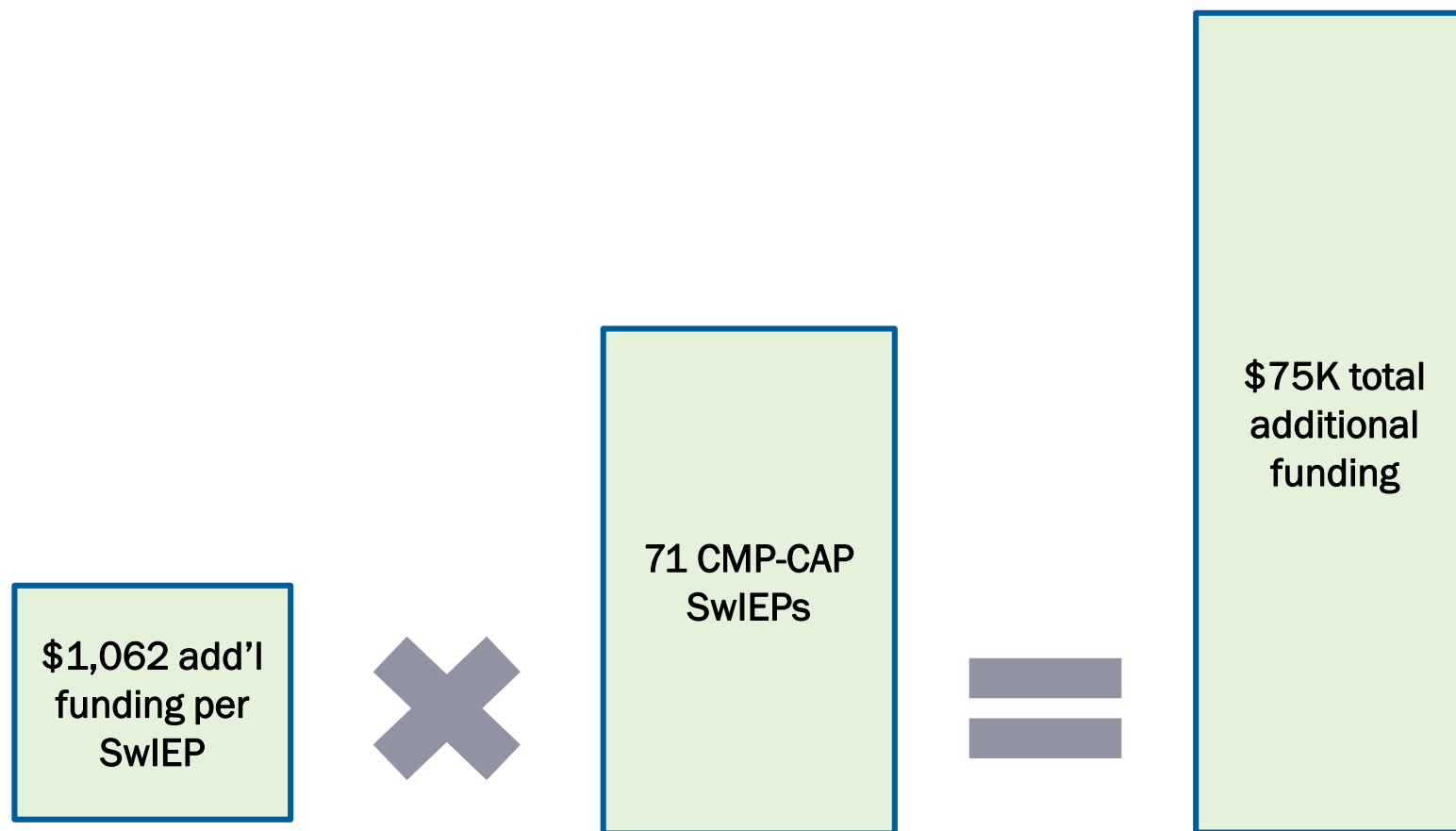


# Special Education Funding

**All CMP schools serve higher percentages of SwIEPs than host districts**



**Host districts retain additional funding per SwIEP by serving lower percentages than CMP schools**



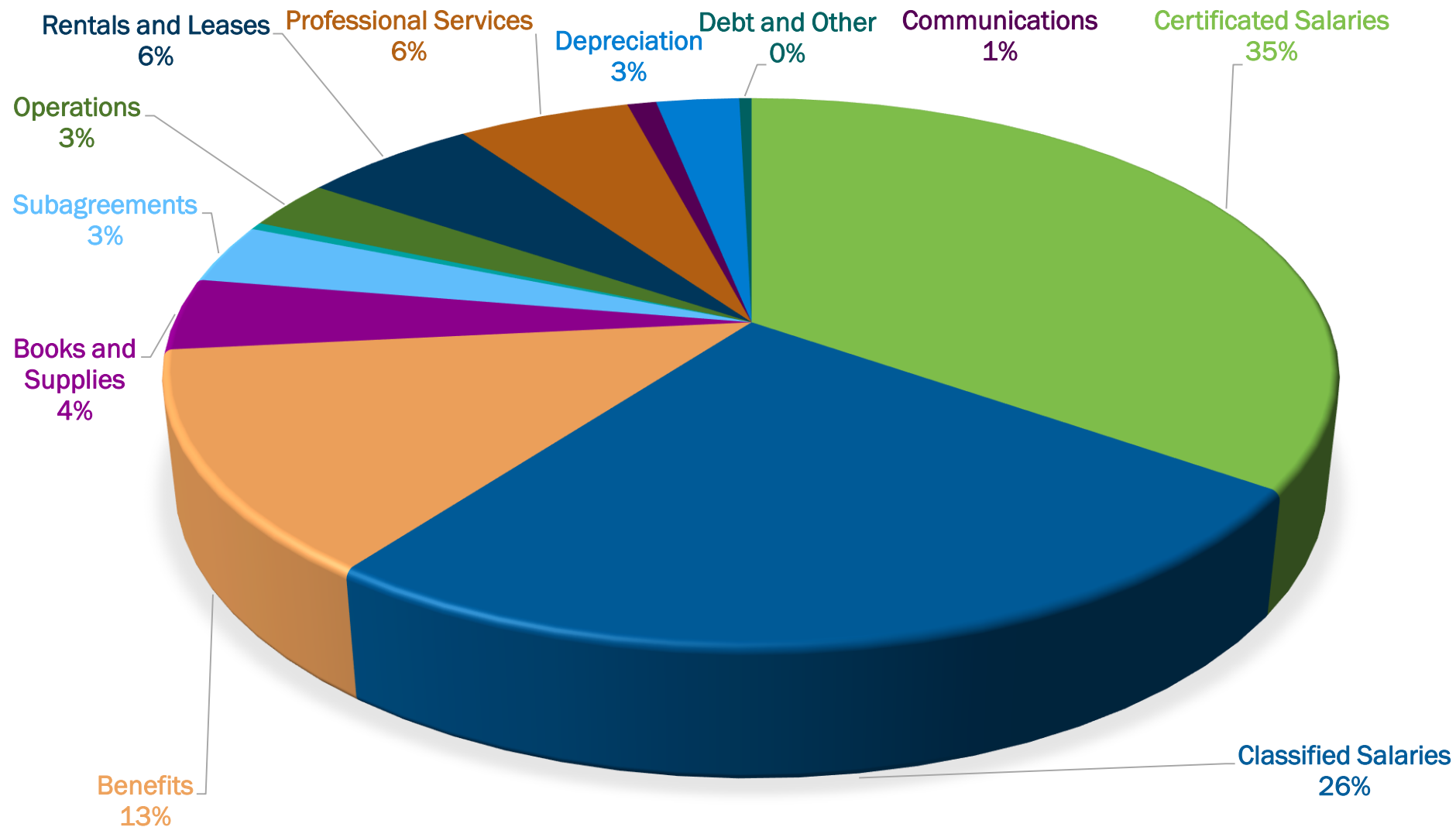
In 21-22, each SCUSD SwIEP earned approximately \$1,062 more than each CMP-CAP SwIEP

# Charter School Finance 101: Expenses



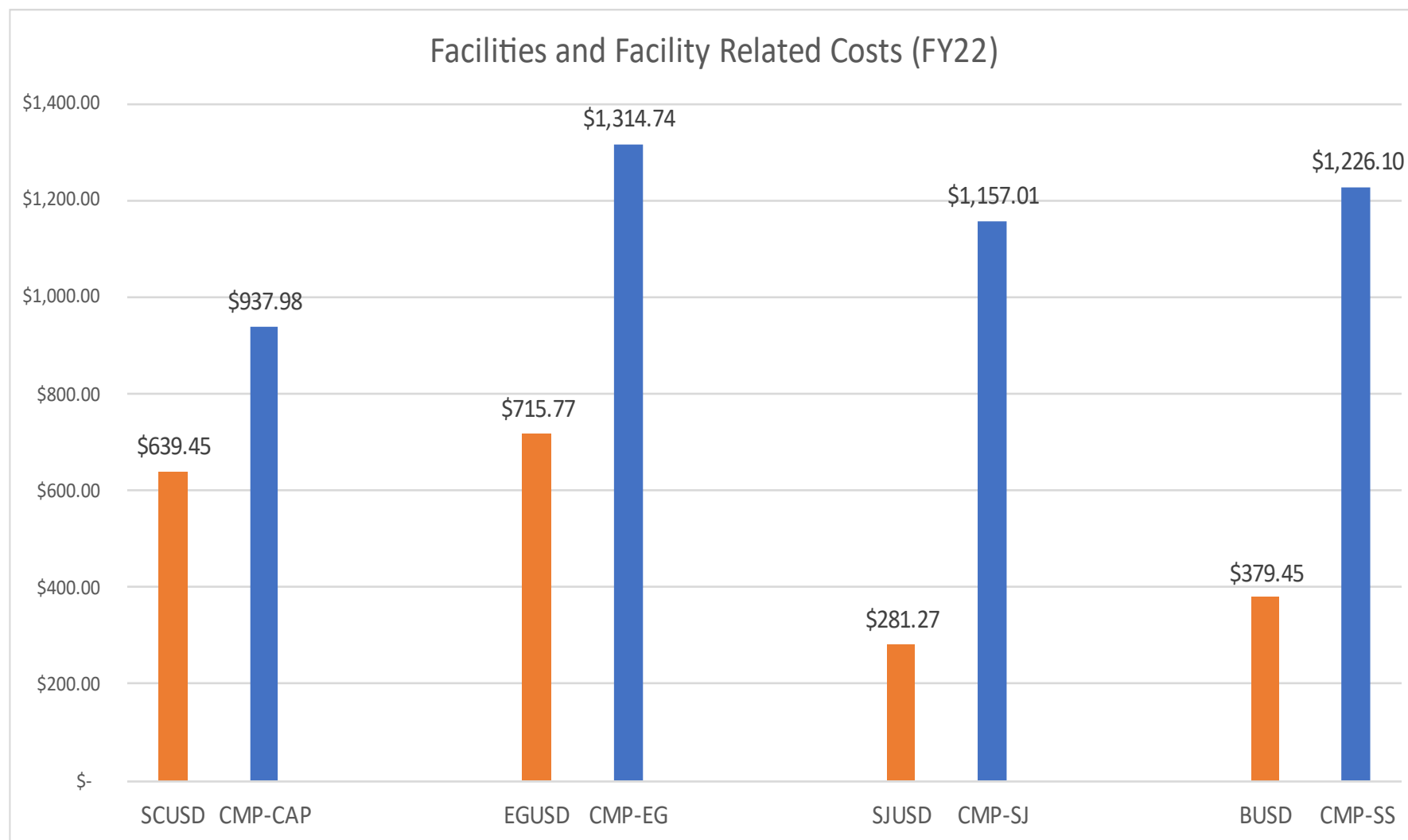
# CMP 2022-23 Expense Breakdown

Approximately 74% of CMP expenses are for salaries and benefits

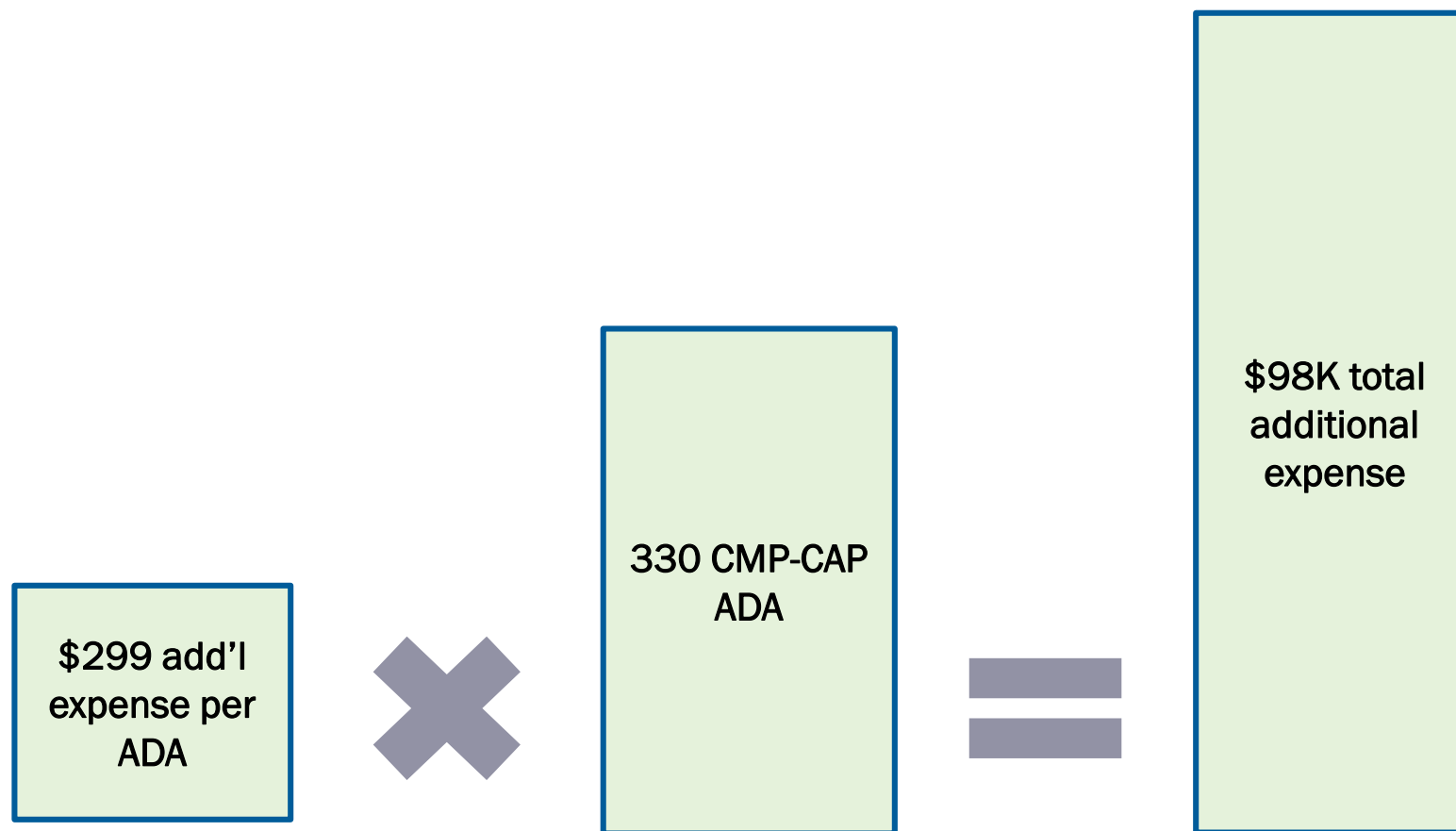




## All CMP schools spend more than host districts on facilities costs



**Host districts retain additional income by having lower facilities costs**



In 21-22, CMP-CAP spent \$299 more per ADA on facility related costs than SCUSD

# Overview of Key Metrics & Financial Statements



# Key Financial Terms and Metrics

<b>Budget</b>	Board-approved revenues and expenses for fiscal year (Required: June 30 <sup>th</sup> , can approve mid-year)
<b>Forecast</b>	Current expectation of revenues and expenses for fiscal year
<b>Operating Income</b>	Revenues minus expenses, monthly or yearly
<b>Fund Balance / Reserve</b>	Sum of all operating incomes for all years of operation
<b>Cash Balance</b>	Amount of cash that a school has at given time
<b>Balance Sheet</b>	List of all current assets and liabilities (snapshot in time)

# Operating Income (Example Data)

Revenues	
Public revenue	\$3,841,575
Fundraising & grants	\$235,000
Local revenue	\$25,624
<b>Total revenues</b>	<b>\$4,102,199</b>
Expenses	
Compensation & benefits	\$2,799,728
Books & supplies	\$314,586
Other operating expenses	\$880,158
Depreciation expense	\$31,667
<b>Total expenses</b>	<b>\$4,026,139</b>
<b>Operating Income</b>	<b>\$76,060</b>

- Operating income contributes to long-term reserve (“fund balance”)
- Can be referenced in dollar terms or % terms
- Revenue – Expenses = \$76,060

**Reserve built up over time; sum of all operating income**



# Budget versus Forecast: Key Comparison



Revenues	Budget	Forecast	Variance
Public revenue	\$3,841,575	\$3,839,442	(\$2,133)
Fundraising & grants	\$235,000	\$270,000	\$35,000
Local revenue	\$25,624	\$15,391	(\$10,233)
Total revenue	\$4,102,199	\$4,124,833	\$22,634
Expenses	Budget	Forecast	Variance
Compensation & benefits	\$2,799,728	\$2,856,899	(\$57,171)
Books & supplies	\$314,586	\$314,586	\$0
Other operating expenses	\$880,158	\$917,129	(\$36,971)
Depreciation expense	\$31,667	\$31,667	\$0
Total expenses	\$4,026,139	\$4,120,281	(\$94,142)





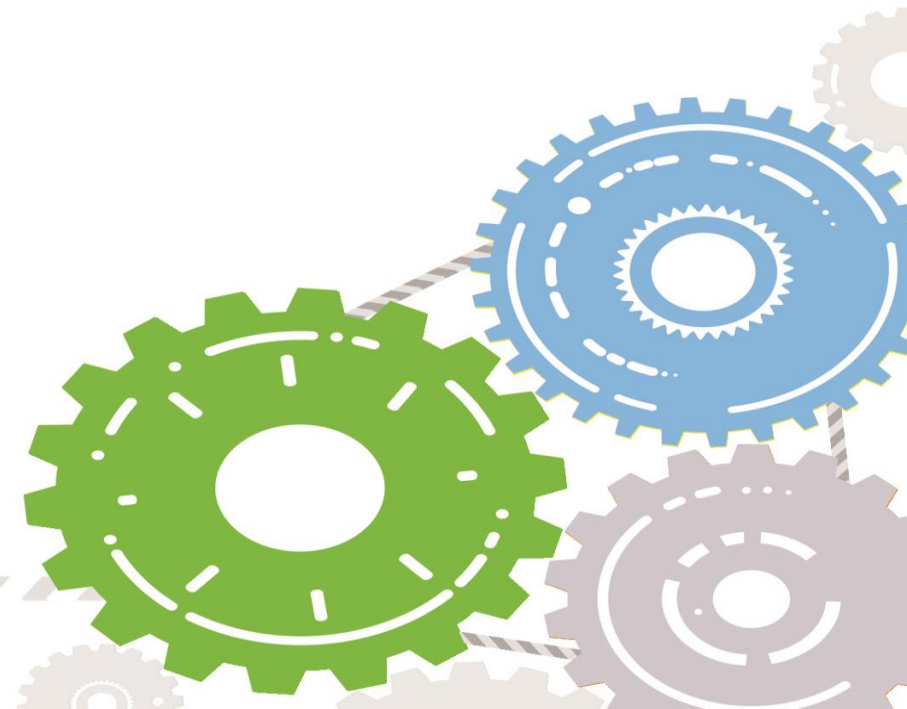
# Thank you!

ADDITIONAL QUESTIONS?



# California Montessori Project Board Financial Update

SABRINA SILVER  
JANUARY 8, 2024



## 1. State Budget Update

# State Budget Update



## LAO Fiscal Outlook

- Dec 2023
  - \$68B deficit
  - 1.27% FY25 COLA
- Dec 2022
  - \$24B deficit
  - 8.38% FY24 COLA

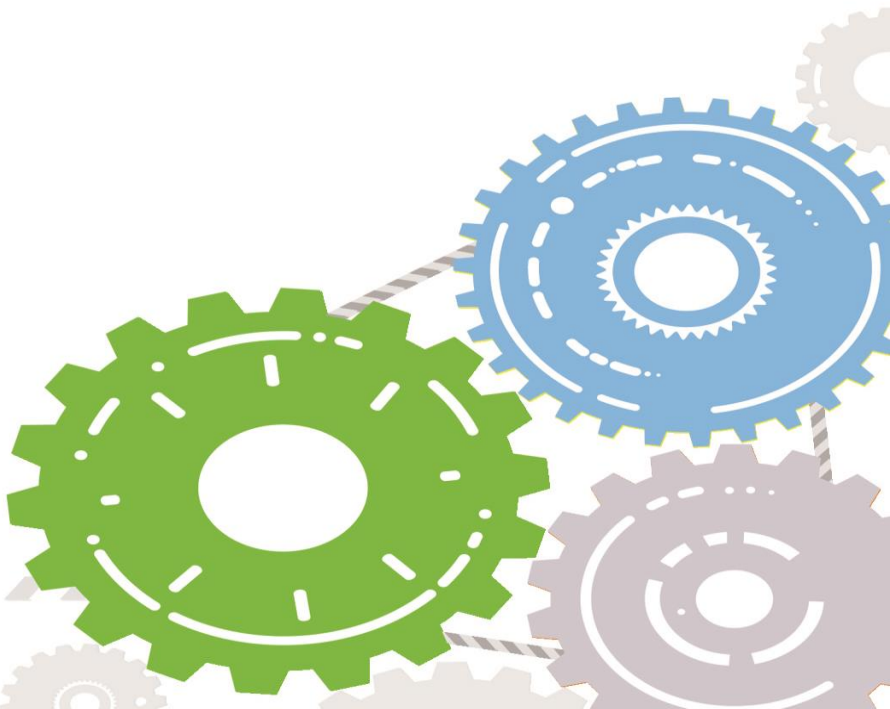
## State's Options

- Used for FY24
  - Reductions & pullbacks
  - Funding delays across multiple years
  - Internal borrowing
- Deferrals

## Waiting on More Info

- Multiple tax deadlines pushed, November tax collections not yet released
- January Proposal

edtec



# Public Hearing

## **Public Hearing: Safety Operations Plan**

The CMP-Governing Board shall adopt a Safety Operations Plan by March 1, 2024 in a public meeting. Prior to its adoption, the Safety Operations Plan shall be presented at a public hearing of the Governing Board for review and comment by members of the public.



# Mission of the SOP

CMP's mission for the Safety Operations Plan is to provide a Comprehensive Safety Plan and a Site Emergency Response Plan for ensuring a safe, healthy and productive learning environment for all educational partners.





# CMP's Safe School Vision

1. CMP will provide a safe, orderly and secure environment to learning.
2. CMP will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
3. CMP will solicit the participation and views of stakeholders to promote a safe and healthy environment.
4. CMP will develop a plan to work cooperatively and collaboratively with parents, students, staff, administrators and community agencies to provide a safe and orderly school and neighborhood.
5. CMP will provide training opportunities to staff and students which will promote preparedness in the event of an emergency.



# Requirements of SOP

State law requires schools to develop a comprehensive safety plan to address the policies and procedures in place that provide for a safe, orderly, school environment conducive to learning (California Education Code 32280 through 32289).

The Comprehensive School Safety Plan will describe programs put in place by California Montessori Project (CMP) to assist in offering a safe environment for all educational partners.



# Requirements of SOP

Comprehensive School Safety Plan &  
Site Emergency Response Plan



# Plan 1: Comprehensive Safety Plan

Comprehensive School Safety Plans must include the following elements:

1. School Climate
2. Child Abuse Reporting
3. Student Discipline Procedures
4. Suspension and Expulsion Policy
5. Teacher Notification of Dangerous Students
6. Title IX, Harassment, Intimidation, and Discrimination Policy
7. Dress Code
8. Peace Education/Anti-Bullying Policy
9. Safe and Orderly Learning Environment
10. Procedures of Safe Ingress and Egress of Stakeholders
11. Suicide Prevention Policy
12. Individual Emergency Response Plan

# Plan 2: Site Emergency Response Plan

The Site Emergency Response Plan describes, to the extent possible, the standard operating procedures and responsibilities the school, along with the Network and external cooperating and assisting agencies, will use for responding to an emergency affecting the educational partners and/or property of CMP.

It also provides for an orderly means to prevent or minimize, prepare for, respond to and recover from emergencies.

# Public Hearing

## Safety Plan Updates

- Changed ‘stakeholder/s’ to ‘educational partners’ throughout the document
- Policy Updates:
  - Plan 1: Section 11: Suicide Prevention Policy
  - Plan 1: Section 12: Individual Emergency Response Plan
- Legislative Updates:
  - Plan 2: Introduction: Added: Public Agency Use of Facilities and Equipment During an Emergency
  - Plan 2: Section 2.3.1.17: Threat of Violence

# Public Hearing

In conclusion, the Network Safety Coordinator worked collaboratively with Students Services, Risk Management, Special Education, the Lead School Counselor, and local Sheriff and Fire Departments to update the Network Safety Plan and will be bringing the Network Safety Plan forward to the Board for approval for each of the CMP Schools: CMP-American River, CMP-Capitol, CMP-Carmichael, CMP-Elk Grove, CMP-Shingle Springs, and CMP-Orangevale at the February 12<sup>th</sup> Board Meeting.

# Action Item #1

## **CMP Governance Handbook** (Attachment #A1)

- **Comment:** The CMP Governing Board handbook reflects the governance team's work on the development of a framework for effective governance. The intent of this document is to put into place norms, procedures and protocols that will enable the governance team to perform its responsibilities in an effective manner while maintaining the focus on students and learning. This is a living document that will be regularly reviewed by the governance team.
- **Recommendation:** The Board is requested to approve the CMP Governance Handbook as presented.



# Action Item #2

## **Suicide Prevention Policy** (Attachment #A2)

- **Comment:** CMP's Suicide Prevention Policy has been updated in accordance with new legislation and best practices.
- **Recommendation:** The Board is requested to approve the Suicide Prevention Policy as presented.

# Discussion Items & Closing Comments



# Meeting Adjournment

## **Recommendation:**

The CMP Governing Board is requested to approve the adjournment of the January 8, 2024 Governing Board Meeting.

