

California Montessori Project Governing Board Meeting

July 8, 2024



Roll Call

Roll Call – CMP Board of Directors

	Julia Sweeney Business Representative (1)		Shani Roark Parent Representative – San Juan
	Bob Lewis Business Representative (2)		Jenna Westbrook-Kline Parent Representative – Capitol
	Kim Zawilski 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 on the Agenda and matters not on the agenda.

- **Agenda Items:** For matters on the agenda for this meeting, members of the public may speak during this time or before such agenda items are addressed by the Board. Presentations on agenda items during this portion of the meeting are limited to up to three (3) minutes each and total time allotted to such items shall not exceed fifteen (15) minutes.
- **Non-agenda Items:** For matters not on the agenda, presentations shall be limited for up to three (3) minutes each and a total time allotted for such items will not exceed fifteen (15) minutes. The Board is not allowed to discuss or act on any item which is not on the agenda, except as authorized by Government Code Section 54954.2.

Consent Items:

- **Minutes from the Annual Governing Board Meeting of June 10, 2024**
(Attachment C1)
- **Updated 2024-2025 Governing Board Meeting Schedule** (Attachment C2)
- **CMP Conflict of Interest Code** (Attachment C3)
- **Class 3 Destruction of Documents** (Attachment C4)

Informational Item #1

Board Member Introductions:

- Julia Sweeney, Business Representative 1
- Bob Lewis, Business Representative 2
- Laura Kerr, Charter Representative
- Kim Zawilski, Montessori Representative
- Scott Richards, Community Representative
- Shani Roark, Parent Representative-San Juan
- Jenna Westbrook-Kline, Parent Representative-Capitol
- Aaron Walker, Parent Representative-Elk Grove
- Ann Curtis, Parent Representative-Shingle Springs

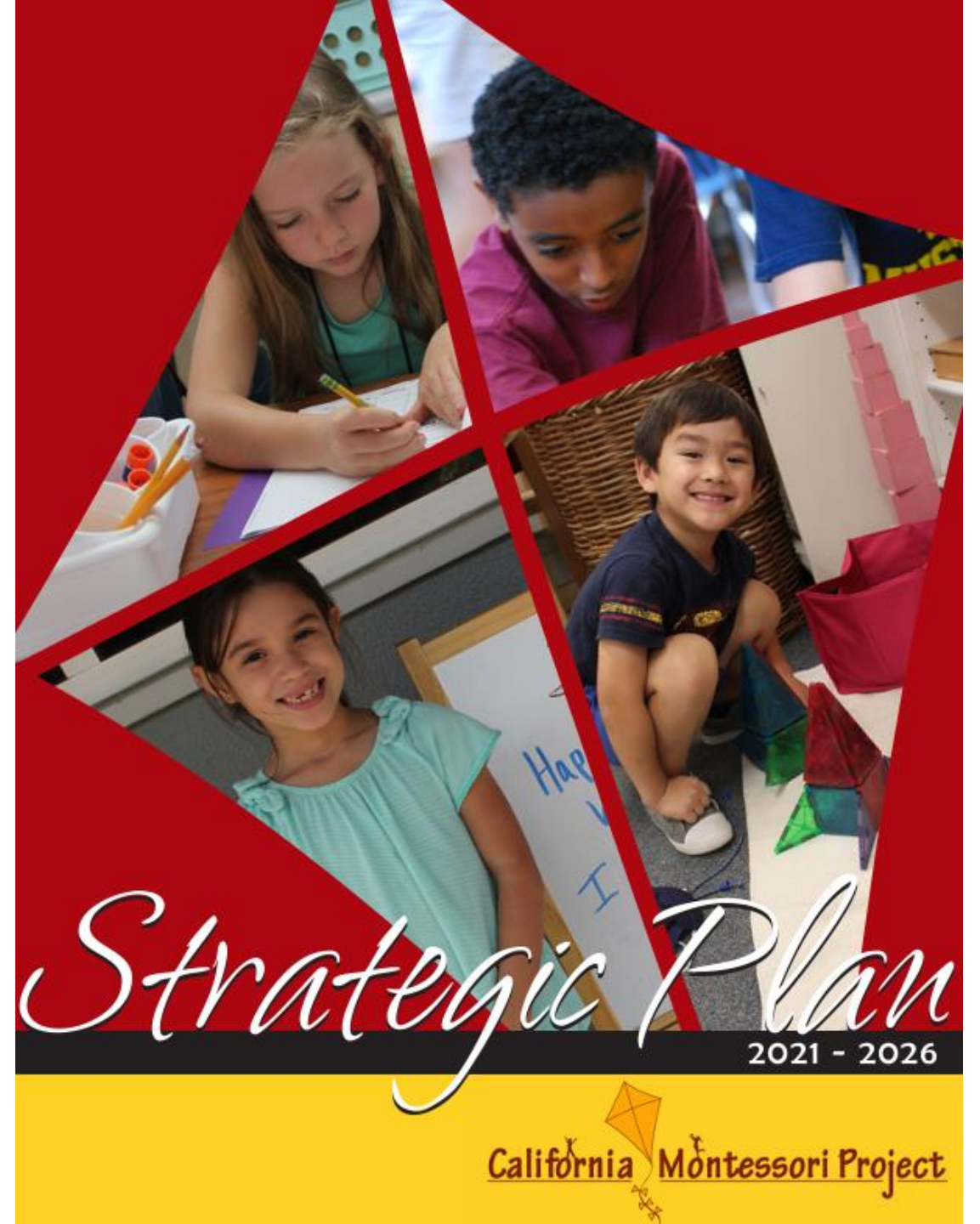


Informational Item #2

**Strategic Plan – Completed items and high priority
24/25 items aligned to Charter Renewal: Rebecca
Marsolais**



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



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

1. All students will have access to a high quality, 21st Century Montessori Education that is California State Standards aligned.
2. All students and staff will have access to a safe, fully functioning, adequate space for learning and working.
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).

Student

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

Teacher

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.
2. 80% of CMP Teachers will be rated effective in combining Montessori and California standards aligned curriculum.
3. All CMP staff will receive concentrated and targeted Professional Development.

Operational

1. 95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.
2. 95% of CMP Special Education staff will be CMP Employees.
3. **CMP will create an operating reserve that includes 60 days cash on hand.**
4. CMP’s Central Office and Site Administration Teams will work to build stronger systems and processes across the network.

Strategic Plan “strategies” that have been completed

Environmental Goal 1: All Students will have access to a high quality, 21st Century Montessori Education that is California state standards aligned.

Completed Strategies/Actions:

- CMP will continue to ensure that all classrooms have a full complement of Montessori materials and will ensure that Special Education classrooms and Learning Centers will have access to Montessori materials available for student use. (All Campuses)
- CMP will maintain accreditation through American Montessori Society and Western Association of Schools and Colleges. (Capitol, Elk Grove, Shingle Springs)
- CMP will continue to offer all students access to evidence based, personalized digital learning opportunities that follow the unique needs of the student and the technology need to run those programs. (All Campuses)
- CMP will provide a Social Emotional Learning curriculum to all students. (All Campuses)

Environmental Goal 2: All Students will have access to a safe, fully functioning, adequate space for learning and working.

Completed Strategies/Actions:

- CMP will focus on campus safety by ensuring each campus is housed in an enclosed facility; by researching and implementing best practices in regards to security camera installations on school grounds, focusing on the main entry points; by continuing to maintain safety committees at each campus and inviting local law enforcement and safety agencies to participate in the annual update of the safety plan. (American River, Capitol, Carmichael, Elk Grove, Orangevale)
- CMP will maintain a low student to teacher ratio. CMP will commit to maintaining a credentialed, Montessori trained teacher as well as a trained teaching assistant in every classroom, lowering the overall student to adult ratio. CMP will provide all teaching assistants opportunities to become Montessori trained. (All Campuses)
- Based on school optimal Kindergarten enrollment, there will be proper facilities and resources to account for the student's full TK/K-8 continuum and each CMP campus will have adequate, dedicated space and resources to run enrichment, special education testing, IEP testing and counseling programs. (American River)
- CMP will consult with staff to address proper seating and ergonomic screens to ensure a working environment that is designed for efficiency and comfort. (All Campuses)

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).

Completed Strategies/Actions:

- CMP will continue to offer after-school multi-sport opportunities. (All Campuses)
- CMP will continue to ensure that all students have access to a well-rounded education during the traditional school day, including physical education and engaging, standards-aligned field trips. (All Campuses)
- CMP students tested on the California Department of Education Physical Fitness Test will increase their proficiency level. (All Campuses)

Student Goal #1: CMP will see an annual increase in student climate and culture satisfaction.

Completed Strategies/Actions:

- CMP will continue to update the Response to Intervention process to incorporate Social Emotional Learning. (All Campuses)
- CMP will see an annual reduction in the numbers of students chronically absent. (All Campuses)
- CMP will see an annual reduction in the numbers of students suspended. CMP will clearly define and train staff on restorative practices as alternatives to suspensions. (Shingle Springs)
- CMP will research and expand best practices for student leadership opportunities in all grade levels. (Elk Grove, Shingle Springs)

Student Goal #2: CMP will see an annual improvement in Math performance on CMP and state assessments.

Completed Strategies/Actions:

- CMP will hire math intervention teachers and develop additional math support staff to support math interventions at all campuses. (American River, Carmichael, Elk Grove, Orangevale, Shingle Springs)
- CMP students will have opportunities to practice CAASPP testing and CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodations prior to the summative test. (All Campuses)

Student Goal #3: CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.

Completed Strategies/Actions:

- CMP will utilize a Response to Intervention process for students not proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan. (All Campuses)
- CMP will maintain English Language Arts Intervention teachers and develop additional reading and writing support staff to support interventions at all campuses. (All Campuses)
- CMP students will have opportunities to practice CAASPP testing and CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodations prior to the summative test. (All Campuses)

Student Goal #4: CMP will increase and improve services to unduplicated pupils: English Language Learners, Low-Income Students, Foster Youth and Homeless Youth.

All Strategies/Actions are in progress.

Teacher Goal #1: 100% of CMP Teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of employment at CMP) and 50% of CMP Teachers will be considered a “Montessori Mentor” by CMP standards.

Completed Strategies/Actions:

- CMP will continue to support Montessori training for teachers and teaching assistants. (All Campuses)
- 100% of CMP Teachers will have a cleared California Teaching Credential, within 5 years of employment of CMP. (Please note that as a public school, CMP can offer employment to teachers holding their preliminary California Teaching Credential, allowing them time to complete the requirements to finalize their Credential.) (All Campuses)

Teacher Goal #2: 80% of CMP Teachers will be rated effective in combining Montessori and California standards aligned curriculum.

Completed Strategies/Actions:

- CMP will develop and implement standards based report cards and aligned rubrics and curriculum guides. (All Campuses)
- CMP will offer a tuition assistance program to teachers who commit to a certain length of teaching time at CMP. (All Campuses)

Teacher Goal #3: All CMP staff will receive concentrated and targeted Professional Development.

Completed Strategies/Actions:

- CMP will conduct a survey of the needs of all instructional staff for input into the professional development offered, to determine concentrated and targeted needs and will align professional development for instructional staff to academic targets. (All Campuses)
- CMP will provide sustained, job embedded professional development to all teachers for any and all programs and curriculum adoptions. (All Campuses)
- All non-instructional staff will receive professional development to guide them in supporting and improving the CMP instructional core. (All Campuses)
- All CMP counselors will receive Montessori training opportunities. (Elk Grove)
- “Data Driven Professional Learning Community” meetings will be held at all grade levels. (All Campuses)
- The CMP Special Education, Counseling, and Behavior Departments will develop and provide training regarding the Response to Intervention process to support teachers with students showing behavioral challenges. (All Campuses)

Operational Goal #1: 95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.

Completed Strategies/Actions:

- CMP will develop professional growth plans for all staff. (Network)
- CMP will recruit substitutes to adequately support each campus. (Network)
- CMP will create salary scales for all positions within CMP. (Network)
- CMP will offer conflict mediation through the Human Resources Department. (Network)
- CMP will increase the classified staff retention rate by offering full time teaching assistant and Club Montessori positions. (Network)
- Provide robust stipend (Montessori, Longevity, and continuing education) and benefit programs to increase staff retention and satisfaction. (Network)

Operational Goal #2: 95% of CMP Special Education staff will be CMP Employees.

Completed Strategies/Actions:

- CMP will develop recruitment best practices and relationships with credentialing entities. (Network)
- CMP will have dedicated space offered for special education services. (Network)
- CMP will provide specialized training for special education staff and professional development focused on special education practices. (Network)
- CMP will provide administrative support for special education services. (Network)
- CMP will hold special education recruitment fairs to assist with hiring. (Network)

Operational Goal #3: CMP will create an operating reserve that includes 60 days cash on hand

Completed Strategies/Actions:

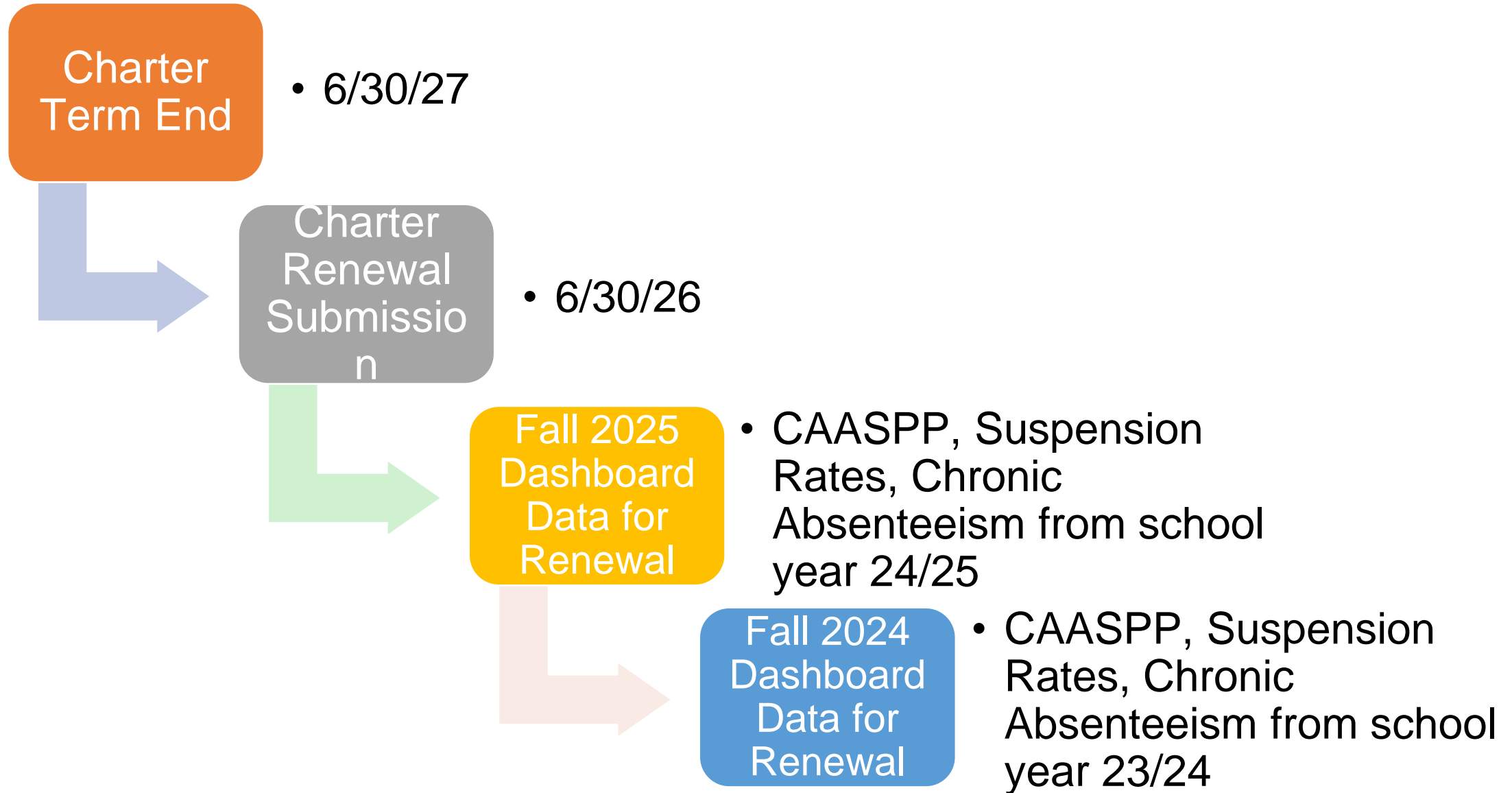
- CMP will hold monthly school and/or department level, Board and Finance Committee, budgets-to-actuals meetings coordinated with a back office service provider. (Network)
- CMP will secure long term leases for all campuses in non-CMP owned facilities. CMP-Shingle Springs is in a CMP owned facility. (All Campuses)
- CMP will commit to targeted enrollment and ADA projections. (Capitol, Orangevale, Shingle Springs)

Operational Goal #4: CMP's Central Office and Site Administration Teams will work to build stronger systems and processes across the network.

Completed Strategies/Actions:

- More streamlined and efficient communication systems with families through an online parent communication system. (Network)
- More streamlined and efficient communication systems within and across CMP Departments and school sites. (Network)

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...	Denial (or 2-Year Renewal) EC§ 47607.2(a) Shall not renew if...	5-Year Renewal (or Denial) EC§ 47607.2(b) May deny only 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	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	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.
*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.	*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.	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.
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.	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.	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

Chronic Absenteeism Indicator

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

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

SS

CAP

EG

SJ

Chronic Absenteeism Indicator

	Chronic 22/23	Chronic 23/24	Goal
SJ	21.90%	12.5%	Under 10%
CAP	21.00%	11.2%	Under 10%
EG	25.70%	16.6%	Under 10%
SS	23.70%	7.2%	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 SS
High 10.1% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow SJ EG CAP
Very High 20.1% or greater in Current Year	Red	Red	Red	Orange	Yellow

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

School Suspension: Elementary

	Rate 22/23	Rate 23/24	Goal
SJ	2.4%	2.7%	2.4% or less/ Decline by .3
CAP	1.10%	0.8%	1% or less
EG	1.8%	1.5%	1.2% 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 SS	Blue
Low 0.6% to 1.0% in Current Year	N/A	Yellow	Green	Green CAP	Blue
Medium 1.1% to 3.0% in Current Year	Orange	Orange	Yellow	Green EG	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



2024-2025 Strategic Plan Priorities

Student

1. CMP will see an annual increase in student climate and culture satisfaction.
2. CMP will see an annual improvement in Math performance on CMP and state assessments.
3. CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.

Operational

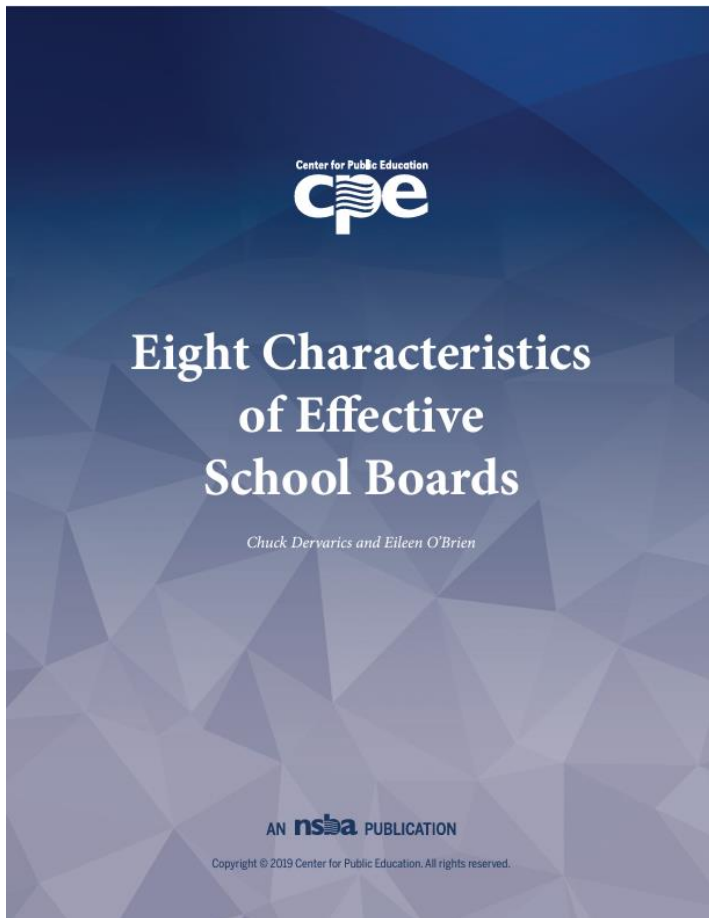
1. CMP will create an operating reserve that includes 60 days cash on hand.

Essential for Dashboard Performance and/or Charter Renewal

Informational Item #3

**Board Governance and Handbook Review & Self
Evaluation Timeline: Julia Sweeney & Rebecca Marsolais**





1. **Commitment to the visions of high expectations** and quality instruction and defiance clear goals towards that vision.
2. 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 the children at a high levels**.
3. **Accountability driven**, spending less time on the operations issues and more time focused on policies to improve student achievement.
4. Have **collaborative relationships with staff and the community** and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Are **data savvy**; embracing and monitoring data, even when the information is negative and use it to **drive continuous improvement**.
6. **Align and sustain resources**, such as professional development, to meet district need goals.
7. **Lead as a united team with the superintendent**, each from their respective royals, with **strong collaboration and mutual trust**.
8. **Take part in team development and training**, sometimes with their superintendents, to **build shared knowledge, values and**



Board Governance Handbook

This 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 reviewed by the governance team on an annual basis to ensure that it is an effective tool.

Adopted: January 8, 2024

Effective Governance

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

At the California Montessori Project, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to:

- Maintain a unity of purpose;
- Agree on and govern within appropriate roles;
- Create and sustain a positive governance culture; and
- Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school organization and maintain the focus on improved student learning and achievement.

Governing Board Norms

1. Consider the welfare and safety of all students.
2. Establish priorities and remain focused, keeping our mission and vision at the forefront.
3. Assume best intentions and commit to developing understanding and trust.
4. Respect all people and ideas and keep lines of communication open and flowing.
5. Make decisions professionally and support policies or decisions once established.
6. When speaking with the public, speak only for yourself, not for CMP or the Board.
7. Refer all relevant complaints to the Dispute Resolution Policy and address incidents of concern to the school Principal, Superintendent, or Board Chair.
8. Before voting, check all information with the appropriate source to establish accurate facts.
9. Come prepared to all meetings by reading the documentation beforehand and informing the Governing Board Secretary if you will not be able to attend a meeting. It is expected that Board Members attend every meeting.
10. Exhibit and promote Montessori core values and principles, and be an advocate for school programs and philosophies.

Governance Team Practices

As a Governance Team, we commit to . . .

Placing Something on the Agenda

- Board members may request that an issue be placed on a board agenda for discussion without extensive staff work (defined as more than fifteen minutes). After the discussion, the Board may direct the Superintendent to prepare materials for a deeper board discussion and/or to take action at a future board meeting.
- Superintendent will endeavor to provide at least 10 days' notice of a topic being agendized for discussion.
- The Superintendent will work with the Board Chair to ensure that the Board has an opportunity to discuss significant issues before they appear as an action item.

Board Meeting Agendas

- When a significant or high-profile item is brought to the Board for action, the Superintendent shall present a summary of the perspectives and issues considered in arriving at the recommendation.
- When an item with revisions is brought to the Board for action, the Superintendent shall inform the Board of the revisions.
- The Board will receive the final agenda on the Thursday before a board meeting.
- Board members will endeavor to submit their board packet questions to the Superintendent by 8:00 am on Monday mornings. Questions may be communicated via email or voice mail.

Board Meeting Agendas

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Handling complaints from the community

- The Board and Superintendent are committed to having parent/staff complaints handled as close to the source as possible.
- Board members will refer complainants back to the appropriate teacher or principal and also notify the Superintendent. If the complainant has already been to those levels, the Board member will refer the complaint to the Superintendent.
- A board member forwarding a complaint will not be perceived to be endorsing the complaint.
- The Superintendent (or designee) will respond in a timely way to the complainant, investigate the complaint, and communicate back to the complainant and the board member in order to close the loop.

Individual Members' Request for Information

- In order to ensure that all Board members receive the same information and to keep the Superintendent informed of Board member's questions and concerns, requests for information shall come to the Superintendent's Office. The Board member will receive the information, and it will be included in periodic updates.

Surprises

- The Superintendent and Board members commit to sharing information with each other to avoid surprises to any member of the governance team.
- The Superintendent can be reached by email and cell phone.

Maintaining Confidentiality

- The Board, Superintendent, and any attendees agree to maintain the confidentiality of all closed sessions and privileged communication as required by Education Code. Such matters relating to personnel issues, litigation, real property negotiations, and labor negotiations.
- The periodic updates are not confidential; however, the intended audience is the board and everything that is confidential will be clearly marked as such – whether by fax, email or mail.

Board Member Role in Public

- School and community invitations for board members to attend events will be coordinated through the Superintendent's Office. The Superintendent's Office staff will provide details for board members regarding costs and expectations for attendance.
- Board members will be introduced at all school and district events unless they are attending only as a parent or spectator. When in doubt, the administrator in charge will ask the board member whether they wish to be introduced.
- Board members will make the administrator in charge of an event aware of their attendance when they arrive.

Clearly Communicate and Establish Priorities

- The Board and Superintendent will establish annual priorities that will be used to evaluate the Superintendent and measure the CMP's progress toward its goals.

School Visits

- Board members will work with the Superintendent to coordinate school visits to observe firsthand the instructional program and school operations.

Handling the Media

- All board members will refer contacts by the media to the Superintendent.
- The Superintendent shall contact all board members to inform them of the content of the communication.

Governing Board Member Duties

The CMP Board Members will be responsible for the operation and fiscal affairs of the School including but not limited to:

- The general policies of the School;
- Approval and monitoring of the School's annual budget;
- Receipt of funds for the operation of the School in accordance with the charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of the School;
- Oversight and final approval of the hiring, discipline or dismissal of School employees as recommended by the Principal, or by the Superintendent for the hiring of principals;
- Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees; and
- Hiring and evaluating the Superintendent;
- Prescribe powers and duties for corporate officers, agents and employees, fix their compensation, and require them security for faithful service;
- Approval of contracts with outside entities or persons over thirty thousand dollars;
- Financial audit oversight;
- Approval of School calendar;
- All matters related to Charter accountability including approval, amendment, or revocation;
- Change the location of the principal office within the state of California or cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country;
- Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes; and
- Adopt and use a corporate seal.

The Governing Board delegates the management of the day-to-day operation of the business of California Montessori Project to the Superintendent.

Governance Team Protocols

Purpose

The Governing Board is the educational policy making body for California Montessori Project. To effectively meet CMP's challenges, the Board and the Superintendent must function together as a governance team. To ensure unity among team members, effective operating procedures or protocols must be in place. There are general protocols and those that are specific for the Board and the Superintendent.

General – The Board and Superintendent will:

1. Keep learning and achievement for all students as the primary focus.
2. Understand, uphold, and model Montessori principles and values.
3. Value, support, and advocate for Montessori education, public charter schools, and public education.
4. Operate openly with trust, integrity, transparency, grace, and courtesy.
5. Govern in a dignified and professional manner, treating everyone with civility, and respect while honoring the right to disagree with each other.
6. Govern within Board adopted policies and procedures.
7. Define and respect the difference between administration and policy-making and respect the roles of each.
8. Keep confidential matters confidential. Uphold the legal requirement for confidentiality on all matters arising from Board Meeting Closed Sessions; keep all conversations taking place in Closed Session absolutely confidential.
9. Keep communication open and courteous; agree that email and text messages should not be used to address personnel matters nor resolve governance team issues.

Board Members will:

1. Attend Board Meetings.
2. Work with all members of the Board and the Superintendent to become a team devoted to students; be dedicated to making all members of the team successful.
3. Act with dignity and understand the implications of demeanor and behavior.
4. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the community.
5. Focus on policy making, planning, and evaluation for student success.
6. Communicate a common vision.
7. Understand authority rests with the Board as a whole and not with individuals.
8. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
9. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
10. Acknowledge individual requests for reports and projects will be directed only to the Superintendent.
11. Participate in establishing annual expectations and goals for the Superintendent.
12. Objectively evaluate the Superintendent's performance and provide appropriate feedback.
13. Periodically evaluate its own effectiveness; review its protocols and practices.
14. Take collective responsibility for the Board's performance.

15. Communicate directly with the Superintendent whenever a question or concern is raised by a staff member, student, parent, or community member.
16. Contact the Superintendent, and Board Chair, whenever contacted by the media regarding an incident, event, or agenda item.
17. Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the “no surprises” rule.
18. Communicate one-on-one with the Superintendent when an individual concern arises; do not allow a matter to fester.
19. Cast a vote on all matters except when a conflict of interest arises.
20. Listen to and recognize individual constituents and special interest groups while understanding the importance of using one’s best judgment to represent all members of the community.
21. Visit school sites and attend school functions, as time permits, but avoid interrupting instruction or interrupting employees at work.
22. Support with outreach and fundraising.

The Superintendent will:

1. Create a team with the Board dedicated to students.
2. Work with the Board to establish a clear vision and mission, core values, and strategic goals for the organization.
3. Communicate the common vision and mission, core values, and strategic goals.
4. Recognize that the Board/Superintendent governance relationship requires support from CMP's management team.
5. Understand the distinction among Board, Superintendent, and staff roles and respect the role of the Board as the representative of the CMP community and as the maker of policy.
6. Accept leadership responsibility and be accountable for implementing the vision, mission, goals, and policies of the organization.
7. Prepare preliminary goals annually for the Board's consideration.
8. Provide data to the Board members so data-driven decisions can be made.
9. Make personnel recommendations and changes in consultation with the Board as appropriate.
10. Communicate with Board members promptly and effectively.
11. Inform the Board prior to critical information becoming public; apprise all Board members in a timely manner of any major incident or when they may be called on to answer or explain.
12. Distribute information fully and equally to all Board members.
13. Provide information requested by one Board member to every Board member as appropriate.
14. Distribute the Board agenda in a timely fashion and with enough time for Board study and clarify information prior to scheduled meetings.
15. Never bring a matter to a public meeting that is a surprise to a Board member or cabinet member.
16. Provide requests for additional information through a Board update, special report, Board agenda items, or as a Board workshop.
17. Present major decisions initially as an information item, then place it on the next Board agenda for action.
18. Treat all Board members professionally.

19. Communicate with individual Board members to determine if concerns exist prior to a possible problem developing and respect the right to disagree with each other.
20. Keep the Board informed regarding significant issues and/or serious situations to honor the “no surprises” rule.
21. Bring to the attention of the Board matters that affect relationships.
22. Visit school campuses regularly.
23. Represent the organization by being visible in the community.
24. Model the value of lifelong learning.
25. Will endeavor to notify Board members when the media or noteworthy visitors are on campus.

Board Governance & Self Evaluation Timeline:

- July Meeting: Review Governance Handbook & Board Best Practices
- August Retreat Mtg: Formal Board Governance Training with YM&C & Review the Self-Evaluation Responses



Informational Item #4

Director of Development Update: Stephanie Cardenas



California Montessori Project

Director of Development



Who is Stephanie Cardenas?

- Sacramento Native, Wife, Mom, Daughter, Sister, Friend and Community Lover
- Volunteering and fundraising in the Sacramento community for over 20 years
- Rogging (run-jogging), self-identified foodie, lover of sunshine and fresh air

"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style." - Maya Angelou



Year 1 Approach

Creating a Strategic Plan focusing on:

Building Relationships

- Board
- Principals, Dean of Students, Teachers, all staff
- Campuses - CAC's, Fundraising Committees, Key parent volunteers & Stakeholders, vendors, etc.

Funding the Mission

- Utilizing The Montessori Project Foundation
- Government & Foundation Grants
- Annual Giving Campaign -
 - BDOG, GT, & End of Year.
- Fundraising events - District & Campus Wide
- Corporate Engagement

Driving Awareness & Community Engagement

- Increasing community awareness
- Highlighting students - sharing the story



July - September

Building & Strengthening Stakeholder Relationships

- Focusing on campus, network, board, committees, key campus & community leaders, event supporters, etc. to gain institutional knowledge and evaluate enrichment programs and growth opportunities
- Networking w/ vendors, industry partners, and community members

Refreshing Systems

- CAC and Montessori Project Foundation
 - Shift all fundraising to MPF & begin utilizing as intended - a supporting entity
- Buildout of MPF budget
- Buildout of MPF webpage and giving options

Fundraising

- Annual Giving Campaign - launch at Meet & Greet Back to School Nights
- Research & Creating Grant & Corporate/Business prospect list
- Creating necessary documents
 - overview of CMP/MPF, Impact/Annual Reports, etc.
- Campus specific fundraising strategy meetings

Montessori Project Foundation

MPF is a supporting entity for California Montessori Project established for the specific purpose of support the California Montessori Project

The mission of the Montessori Project Foundation is to exclusively serve the goals of the California Montessori Project by delivering exceptional, tuition-free Montessori education. We are dedicated to empowering CMP students to reach their full potential.

Benefits -

Fundraising Flexibility

Opens doors to more opportunities, corporate giving, institutional foundations, etc.

Separation of school funds & charitable funds

Fewer restrictions on use of funds - Broader allowable activities

Donor Privacy



October - December

Building & Strengthening Stakeholder Relationships

- Ongoing attendance of campus meetings -to support the focus on driving revenue
- Board member meetings
- Vendors, Funders, industry partners
- Networking

Fundraising Campaigns

- Giving Tuesday & End of Year - launches December 3rd
 - Direct Mail Appeals
 - 2024 Annual/Impact Report
 - Letter from Superintendent/Board Chair & Student
 - Campus fall events support

Federal, State, Local, & Foundation Grants

- Timelines for budget approvals and renewals
- Develop annual engagement opportunities

Corporate Giving, Grants, & Sponsorships

- Timelines for budget approvals and renewals
- Develop annual engagement opportunities



January - March

Building & Strengthening Stakeholder Relationships

- Ongoing community & stakeholder meetings
- Networking

Grants - Governments & Foundations

- Proposals and applications submitted to key opportunities

Corporate partners - Grants & Sponsorships opportunities

- Identify key community partners with focuses on CMP's mission
 - Strong emphasis on enrichment programs - VAPA, STEM, Field Trips, etc.
- Proposals submitted for specific fundraising campaigns, campuses, and events

Fundraising Campaigns & Events

- Preparation for Big Day of Giving
- Campus spring event support

April - June

Building & Strengthening Stakeholder Relationships

- End of year check-ins with board members, principal's, campuses, and key stakeholders
- Deliver partner reports

Fundraising Campaigns

- Big Day of Giving - May 1, 2025
- Wrap-up 24/25 fundraising
 - Campus & network wide events & campaigns
- Solicit & evaluate feedback from community
- Prepare for 25/26
 - Goal setting & budget planning

Additional Funding Strategy Build Out

- Campus Opportunities
 - Bricks, buildings, Murals
- Network Wide Events – led by volunteers, middle school & leadership students
 - Pancake breakfasts, spaghetti feeds, art auctions, galas
- Creation of 3 year fundraising plan

Board Support - Best Practices

Actively contribute to advancing CMP's fundraising efforts and leverage your collective strengths and networks to support CMP's sustainability and growth

- **Network and Connections:**
 - Utilizing board members' networks and connections to identify potential donors and community partners. Assist in introductions & securing meetings.
- **Donor Cultivation:**
 - Participating in donor stewardship activities to strengthen relationships and encourage ongoing support.
- **Board Giving and Leadership Gifts:**
 - Demonstrating commitment to fundraising efforts through personal contributions.
 - Encouraging fellow board members to make meaningful gifts and participate in fundraising campaigns.
- **Fundraising Committee:**
 - Committee comprised of 3-4 board members who work alongside DOD in the planning, support, and monitoring of fundraising initiatives.
- **Fundraising Goals:**
 - Work together to establish clear and achievable fundraising targets aligned with CMP's mission and vision.
- **Event Support:**
 - Attending and actively participating in campus and network wide fundraising events, and donor recognition activities.
- **Accountability:**
 - Monitoring fundraising progress and outcomes, ensuring alignment with established goals and strategies.
- **Skills and Expertise:**
 - Supporting staff and volunteers with strategic advice, mentorship, and professional guidance.

Checks & Balances

Monthly written reports

- Provide monthly updates on fundraising progress, including key metrics on total funds raised, grants applied for & rewarded, major gifts secured.
- Highlighting top achievements, challenges, and opportunities
- Upcoming events & ways to support

Quarterly board meeting reports - October, January, April

- Fundraising summaries to date, detailing revenue generated from campaigns, grants, events, and individual donations
- Donor cultivation efforts
- Campaign updates and share strategies and responses from community
- Share upcoming fundraising events, campaigns and initiatives
- Provide updates on board giving participation and encourage continued involvement in fundraising activities.

Informational Item #5

Health and Puberty Committee Update: Bernie Evangelista



HEALTH & PUBERTY EDUCATION COMMITTEE UPDATE

BERNIE EVANGELISTA

JULY 8, 2024



HEALTH & PUBERTY EDUCATION COMMITTEE UPDATE

COMMITTEE MEMBERS

- AR: RYANN ASHBY
- CAP: LESLEY MORRIS
- CAR: RENEE RIVERA
- EG: LISA LAFFAN
- OR: TECI JARNAGIN
- SS: SAM PURCELL
- CAT: BERNIE EVANGELISTA

HEALTH & PUBERTY EDUCATION COMMITTEE UPDATE

- **IMPORTANCE OF HAVING A SEX ED CURRICULUM:**

- TO ENABLE STUDENTS TO HAVE A SAFE ADULT THEY CAN GO TO
- TO PROVIDE FACTUAL INFORMATION, AS OPPOSED TO WHAT THEY LEARN FROM FRIENDS OR SOCIAL MEDIA
- TO DISCUSS CHANGES IN THE BODY AS THEY GO THROUGH PUBERTY
- TO DISCUSS PROPER HYGIENE
- INFORMATION SHARING REGARDING MALES AND FEMALES

- **REQUIREMENTS THE COMMITTEE WOULD LIKE TO HAVE:**

- TWO ADULTS WILL GIVE THE LESSONS TO THE GROUP.
- THE CURRICULUM WILL BE SHARED WITH PARENTS
- THERE WILL BE AN OPT OUT FORM WHICH COULD BE BY UNIT/LESSON.
- THE CLASS WILL BE TOGETHER.
- CHANGE THE COMMITTEE NAME TO HEALTH AND PUBERTY EDUCATION COMMITTEE.

CURRICULUM REVIEW

- **CURRICULUM USED IN THE PAST:**

- ALWAYS CHANGING
- FAMILY LIFE
- THE BLOOD RIVER (MONTESSORI LESSON)
- POSITIVE PREVENTION PLUS (FOR MIDDLE SCHOOL)

- **CURRICULUM REVIEWED BRIEFLY:**

- STUDIES WEEKLY
- POSITIVE PREVENTION PLUS FOR UPPER ELEMENTARY
- ADVOCATES FOR YOUTH
- WE ALSO LOOKED AT THE DISTRICT WEBSITES AND CHECKED ON WHAT THEY USE.

CURRICULUM REVIEW

- THE TEAM SHARED THE CURRICULUM OUR CHARTER AUTHORIZES USE:
- SAC CITY CURRICULUM- RIGHTS, RESPECT AND RESPONSIBILITY BY ADVOCATES FOR YOUTH.
- BUCKEYE USES THE SAME CURRICULUM AS SAC CITY.
- SAN JUAN USES THE POSITIVE PREVENTION PLUS ELEMENTARY CURRICULUM.
- ELK GROVE UNIFIED CREATED THEIR OWN 5TH GRADE COMPREHENSIVE SEXUAL HEALTH CURRICULUM WHICH WAS ADOPTED BY THEIR BOARD.
- THE LAWS REGARDING TEACHING SEX ED IS BASED ON THE CALIFORNIA HEALTHY YOUTH ACT:
- MUST BE TAUGHT ONCE IN MIDDLE SCHOOL AND ONCE IN HIGH SCHOOL
- MAY ALSO BE TAUGHT IN K TO 6
- IF TAUGHT IN K TO 6, THE WHOLE CURRICULUM ADOPTED MUST BE TAUGHT
- ED CODE 51930-51939
- WE MAY GIVE PARENTS THE OPT OUT OPTION.

PPP CURRICULUM UNIT TOPICS

- Getting Started: Setting Classroom Ground Rules
- Friendships
- Bullying
- Behaviors
- Puberty
 - Human Reproduction
 - Hygiene
 - Diseases and their Transmission
 - Staying Healthy

[HTTPS://POSITIVEPREVENTIONPLUS.COM/HOME/UPPER-ELEMENTARY/](https://positivepreventionplus.com/home/upper-elementary/)

THE LINK ABOVE WILL TAKE YOU TO A CURRICULUM PREVIEW OF THE ENTIRE MANUAL.

RECOMMENDATIONS

- THE TEAM RECOMMENDS THE POSITIVE PREVENTION PLUS ELEMENTARY CURRICULUM:
- THE PPP CURRICULUM IS RESEARCH BASED AND IS MORE RELEVANT NOW THAN IT WAS IN 2018.
- THERE IS AN UPDATED 2023 EDITION AND IT HAS INTERACTIVE POWER POINTS THAT MEETS TEACHER AND STUDENT NEEDS.
- THERE IS AN EASE IN TEACHING THE CURRICULUM THE WAY IT IS PRESENTED.
- IT IS CONSISTENT WITH THE MIDDLE SCHOOL CURRICULUM.
- IT ALIGNS WITH THE SAN JUAN DISTRICT WHERE THREE OF OUR CAMPUSES BELONG.
- PRINCIPALS RECOMMENDED TO TEACH IT TO 5TH GRADERS BY THE P.E. TEACHER.
- SEND THE P.E. TEACHERS TO THE TRAINING REQUIRED.

WHAT'S NEXT

- SCHEDULE A PARENT INFO NIGHT.
- HAVE THE CURRICULUM AVAILABLE FOR PARENT REVIEW IN THE OFFICE.
- HAVE AN OPT OUT FORM FOR PARENTS AT THE START OF THE SCHOOL YEAR AND TWO WEEKS BEFORE THE LESSONS WILL BE GIVEN.
- MAKE THE OPT OUT FORM BY LESSON.
- DO THE ALL GENDER LESSONS IN THE SPRING TIME DURING CAASPP TESTING OR DIAGNOSTIC WEEK.

COST

- ONE BINDER IS \$340 EACH OR \$450 FOR A BINDER AND 30 WORKBOOKS
- 30 WORKBOOKS ARE \$224 A PACK
- VIRTUAL ONLINE TRAINING IS \$225 – ONE DAY ZOOM AND 4 HOURS OF SELF-PACED LEARNING
- WE RECOMMEND ONE TEACHER PER CAMPUS TO ATTEND THE VIRTUAL TRAINING.
- WE RECOMMEND BUYING THE \$450 BINDER PACK PER CLASSROOM PLUS AN ADDITIONAL PACK FOR EACH CAMPUS, AS THE WORKBOOK IS A GOOD FOLLOW UP OPTION AND A GOOD ENGAGEMENT AND DISCUSSION TOOL AND SERVES AS A HOME-SCHOOL CONNECTION.
- THE TOTAL COST FOR ADDING THE CURRICULUM IS LESS THAN \$6,000.

Informational Item #6

Insurance Policy Update: Joanne Ahola



Action Item # 1

PayScale / Job Description: Assistant Superintendent for Business Services
(Attachment A1)

- **Comment:** The Ad Hoc Committee is recommending transitioning the Senior Director of Operations role into an Assistant Superintendent for Business Services.
- **Recommendation:** The Board is requested to approve the creation of the Assistant Superintendent for Business Services PayScale.

Action Item #2 & #3

Approval of Provisional Internship Permit for Esmeralda Perez (Attachment A2)

- **Comment:** The EG Campus is trying to fill several teacher positions but have had no viable applicants despite being posted for six weeks. These two individuals have worked as teachers for CMP for a year and just need more time to complete the requirements to obtain an intern credential.
- **Recommendation:** The Board is requested to approve the Provisional Internship Permit for Esmeralda Perez for the 2024-2025 school year.

Approval of Provisional Internship Permit for Vanessa Rodriquez (Attachment A3)

- **Comment:** The EG Campus is trying to fill several teacher positions but have had no viable applicants despite being posted for six weeks. These two individuals have worked as teachers for CMP for a year and just need more time to complete the requirements to obtain an intern credential.
- **Recommendation:** The Board is requested to approve the Provisional Internship Permit for Vanessa Rodriquez for the 2024-2025 school year.

Action Item #4

Creation of Ad Hoc Committee for Superintendent Search

- **Comment:** The Board needs to create an Ad Hoc Committee for the Superintendent Search as outlined in the Superintendent Search Plan.

Proposed Process & Timeline: The Governing Board will appoint an Interim Superintendent for the 2024/2025 school year from an internal search and conduct a national candidate search for a multi-year contract to commence service for the 2025/26 school year.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Appoint Interim Superintendent Before the end of the 2023/24 school year, the CMP Community will provide input and the Governing Board will appoint an Interim Superintendent from an internal search for the 2024/25 school year. Superintendent Brett Barley will coordinate the transition with the Appointed Interim Superintendent.	Plan & Launch Community Engagement In June 2024, CMP will begin planning a robust Community Engagement Initiative to gather input from educational partners (e.g. parents, staff, students) on the profile of an ideal superintendent to lead the organization. Engagement events and activities will begin in October 2024 after the classroom normalization period.	Advertise & Recruit Superintendent Position In December 2024, the Governing Board will approve the essential documents (e.g. job description, leadership profile) and post the Superintendent position for applicants. The Superintendent position will be advertised as a three-year term.	Review Candidates & Select Finalists In February and March 2025, the Governing Board will review applicants and select finalists for the Superintendent position. The Governing Board process will include checking references, conducting interviews, etc.	Superintendent Selection & Contract Finalized In April 2025, the Governing Board will engage in negotiations for a multi-year contract and appoint a Superintendent.	Superintendent Transition In May 2025, the Interim Superintendent and designated staff will coordinate with the appointed Superintendent to ensure a smooth transition.

Action Item #5

Creation of Ad Hoc Organization Structure Committee

- **Comment:** This is an opportunity to review CMP's organizational structure to provide greater efficiency and support across the organization. The Ad Hoc Committee would be supported by CMP staff during the 2024-2025 school year and provide recommendations regarding organizational structure.
- **Recommendation:** Approve the creation of the Ad Hoc Organizational Structure Committee.

Action Item #6

Selection of members for the Finance and Audit Committee

- **Comment:** The Board needs to choose members of the Board to serve on the Finance and Audit Committee to assist the Superintendent in reviewing organizational finances every fiscal year.

Discussion Items & Closing Comments



Meeting Adjournment

Recommendation:

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

