SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

<div align="right">Agenda Item 9.1</div>

Meeting Date: February 18, 2016

Subject: **Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol Campus**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☒ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☒ Public Hearing

Division: Office of Strategy and Innovation

Recommendation: To conduct Public Hearing to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus.

Background/Rationale: The Governing Board will hold a Public Hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of California Montessori Project – Capitol Campus (Charter petition expiration date: June 30, 2016). Sacramento City Unified School District received California Montessori Project – Capitol Campus' charter renewal petition on January 19, 2016.

Financial Considerations: Financial and compliance considerations will be made available for this agenda item after staff has thoroughly reviewed the charter renewal petition.

LCAP Goal(s): Family and Community Engagement

Documents Attached:
1. Executive Summary
2. Public Hearing Notice
3. Executive Summary from the Charter Renewal Petition

Estimated Time of Presentation: 10 minutes
Submitted by: Jack L. Kraemer, Charter Oversight, Coordinator
Approved by: Al Rogers, Ed. D., Chief Strategy Officer

Strategy and Innovation Office
Public Hearing on the Renewal of the Charter for California Montessori
Project – Capitol Campus
February 18, 2016

I.   OVERVIEW / HISTORY

Sacramento City Unified School District originally granted California Montessori Project –
Capitol Campus' charter petition for establishment on July 1, 2006. The charter petition was
renewed once for five years and is now due to expire June 30, 2016.

Sacramento City Unified School District received a charter renewal petition from California
Montessori Project – Capitol Campus on January 19, 2016. California Montessori Project –
Capitol Campus is seeking a five-year renewal term for their proposed independent charter
school for students in grade levels K-8. The purpose of the Public Hearing is to consider the
level of support for the renewal of the charter for California Montessori Project – Capitol
Campus.

II.   DRIVING GOVERNANCE

The charter renewal process is guided by Education Code 47607 (b). A charter school seeking
renewal of its charter shall submit a written request to the Board at least 120 days before the
term of the charter is due to expire, but no earlier than September 1 before the term of the
charter is set to expire. Upon receipt of the notice that a charter school wants to renew its
charter and at least 90 days before the expiration date of the charter, the Board shall conduct a
Public Hearing to receive input on whether or not to renew the charter. At least 30 calendar
days before the expiration date, the Board shall either grant or deny the request for renewal.

A charter may be renewed an unlimited number of times; however, each renewal must be for
exactly five years. (EC § 47607). If a school district fails to make written factual findings to
support a denial within 60 days of the district's receipt of a petition, the charter school's
petition is automatically renewed. (Cal. Code Regs., tit. 5, §11966.4(c).) Sacramento City Unified
School District and California Montessori Project – Capitol Campus have mutually agreed to a
30-day extension for approval or denial of the renewal of the charter for California Montessori
Project – Capitol Campus. The 30-day extension is beneficial because it allows staff adequate
time and latitude to review the charter renewal application, and it ensures compliance with
deadlines while considering the set schedule of Board of Education meetings.

III.   BUDGET

The budget for California Montessori Project – Capitol Campus should be detailed within the
charter renewal petition and appendices. District staff will present a review of the charter's
financials and provide the Board with a review of the findings and a recommendation for
approval or denial at the Board Meeting on March 17, 2016.

IV.   GOALS, OBJECTIVES, AND MEASURES

The goal of the Public Hearing is for the Board of Education to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus. District staff will present a comprehensive review of the charter renewal petition and provide the Board of Education with a review of the findings and a recommendation for approval or denial at the Board Meeting on March 17, 2016.

V.   MAJOR INITIATIVES

Not Applicable.

VI.   RESULTS

Not Applicable.

VII.   LESSONS LEARNED / NEXT STEPS

- District staff conducts a thorough and comprehensive review of the charter renewal petition.
- District staff presents the findings and a recommendation for approval or denial of the charter renewal petition at the Board Meeting on March 17, 2016.
- The Board reviews District staff's findings and recommendations, and the Board approves or denies the renewal of the charter at the Board Meeting on March 17, 2016.

Sacramento City Unified School District
California Montessori Project – Capitol Campus

NOTICE OF PUBLIC HEARING

The Sacramento City Unified School District hereby gives notice that a
Public Hearing will be held as follows:

Topic of Hearing:

Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol Campus

Copies of this program may be inspected at:

Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

The Sacramento City Unified School District Governing Board will hold a public hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus. The district received California Montessori Project – Capitol Campus's charter renewal petition on January 19, 2016.

_____

HEARING DATE: Thursday, February 18, 2016

TIME: 6:30 p.m.

LOCATION: Serna Educational Center
 5735 47th Avenue
 Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT: Jack Kraemer at jack-kraemer@scusd.edu or (916) 643-9079.

I. INTRODUCTION

This charter petition is presented to the Sacramento City Unified School District for the renewal of CMP – Capitol in accordance with Education Code Sections 47607 and 47605.

BACKGROUND

- ***The Charter Schools Act***

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, former State Superintendent Jack O'Connell reaffirmed the significance of this Legislative action through his recognition of California Montessori Project ("CMP"), along with other charter schools in the state, for "the dedicated service they provide to our youth and public school system." In this Certificate of Recognition, State Superintendent O'Connell boldly reiterated the success of California's charter schools, as they have:

- Improved pupil learning
- Increased learning opportunities for all pupils
- Encouraged the use of different and innovative teaching methods
- Created new professional opportunities for teachers
- Provided parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Shown accountability in meeting measurable pupil outcomes
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools

California Montessori Project embraces, and strives to fully honor, the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by the former State Superintendent.

In 2002, the California legislature approved Assembly Bill 1994 ("AB 1994") which requires a charter school to locate within the boundaries of its authorizing agency. AB 1994 provided a limited grandfather clause for a charter school in operation prior to July 1, 2002, and located outside of its authorizing agency, to remain in its current location through the expiration of its current charter.

The California Montessori Project ("CMP") was initially granted a charter in 2000 through the Wheatland School District, operating five (5) campuses located within the boundaries of four (4) school districts.

Capitol Campus	Sacramento City Unified School District
Carmichael Campus	San Juan Unified School District
American River Campus	San Juan Unified School District
Elk Grove Campus	Elk Grove Unified School District
Shingle Springs Campus	Buckeye Union School District

In accordance with the terms of AB 1994, CMP sought and received approval of a charter within each of the school districts in which the school operated. CMP-Shingle Springs originally received a 3-year approval, and subsequent 5-year renewals. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified applied for, and received, 5-year renewals, effective July 1, 2011. CMP – Capitol is now in its fifteenth year of successful operation, including nine-plus years under the supervisorial oversight of the Sacramento City Unified School District ("District"). The District, again, has an opportunity to review the performance of CMP – Capitol while considering approval. In preparation for this renewal, CMP encourages the District's thorough review of CMP – Capitol's past and present operations. CMP aspires to continue its transparent, positive, and collaborative relationship with the District.

HISTORY AND ACCOMPLISHMENTS

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential. Today, the CMP network serves over 2,500 students at seven campuses throughout the greater Sacramento region. The CMP – Capitol Campus currently serve 329 students in Kindergarten through eighth grade.

Components of the current California Montessori Project program include:

- Learning environment
  - Comprehensive academic development using Montessori-based curriculum
  - Social development to address the "whole" child strength of a program
  - Curriculum alignment to Common Core State Standards
  - Quality Montessori learning materials
  - State-adopted core instructional materials ($4^{th} – 8^{th}$ grade)
  - Field-based learning for all grade levels
  - Focus on peaceful school community through character education and Montessori peace curriculum
- Teaching Staff
  - Highly-qualified, CA State-Credentialed & Montessori-Certified teachers (dual certification)
  - Participation in state-accredited Teacher Induction Programs (BTSA)
  - Low Student-to-Teacher ratios
- Family Support
  - Parent education events (Understanding the Montessori Classroom, Love & Logic, Parenting, Volunteer Training and others)
  - Extended Care Programs
  - Afterschool Academic Intervention, Enrichment and Sports Programs
  - Before/After School Child Care Programs
  - Extracurricular Programs (Glee Club, Odyssey of the Mind, Early Engineers, Theater, Dance)
- Technology-based curriculum
  - Individual access to technological devices at all grade levels
  - Implementation of Rosetta Stone (technology-based, foreign language program)
  - Implementation of Learning.com integrated technology program, for $4^{th} – 8^{th}$ graders

- o Implementation of Accelerated Reader program
- o Implementation of Accelerated Math and Math Facts in a Flash programs
- o Implementation of Signs for Sounds, and Word Warm Ups programs
- o Implementation of Response to Intervention program (RTI)
- o Implementation of Character Education
- Professional growth/orientation opportunities
  - o Participation in state-authorized Beginning Teacher Support and Assessment (BTSA) Program
  - o CMP offers an annual orientation for new instructional staff. The sessions include orientation and overview addressing alignment of state standards and Montessori curriculum, use of Montessori materials, classroom management, and application of technology in the classroom. The orientation served between 80 new instructional staff in preparation for the 2015-2016 school year.
  - o CMP offers Staff Development days, which include keynote speakers, as well as break-out workshops, and planning sessions facilitated by CMP instructional leaders.
  - o CMP has adopted a calendar which includes two Early Release Days per month to focus on Staff Professional Development, which may include behavior management, curriculum implementation, positive communication, etc.
  - o CMP provides extensive training and mentoring of new teachers not yet trained on Montessori pedagogy at site-based, accredited Montessori Training Centers and Teachers Colleges.

Highlights of the 2011-2015 school years include the following:
- CMP is currently analyzing CAASPP results.

- All of the schools in the CMP network, including CMP – Capitol, received re-accreditation through the Western Association of Schools and Colleges (WASC), following an extensive review by the WASC accreditation team for a full six year term. CMP is currently in a self-study phase for reaccreditation in 2016-2017.

- Through a coordinated, collaborative effort, CMP was awarded accreditation status by the American Montessori Society (AMS) in May of 2012 and will be going through the reaccreditation process in the 2016-2017 school year.

- During the 2014-2015 school year, the California Montessori Project embarked on a project to upgrade its network infrastructure. The project was driven by CMP's desire to improve the students' network environment and enable them to meet online state testing requirements and better utilize the web-based teaching programs, including Rosetta Stone, Renaissance Place and Typingweb. With this goal in mind, CMP contracted with vendors to assist in building a robust, wired and wireless environment and increase bandwidth and productivity. Accordingly, CMP has built an MPLS infrastructure which connects all of the campus' internally and then feeds internet traffic out through servers and switches located at the Central Administration offices. Aerohive Wireless Access Points have been placed in every classroom, ensuring student access to the internet, and optimizing student usage of Chromebooks for technology-based lessons and electronic state testing. The CMP Network recently

purchased 700 Chromebooks, with additional purchases forthcoming, as CMP remains committed to providing students with innovative technology.

- Free tutoring, before- and after-school, to eligible students (Not Met and Nearly Met on state testing)

Highlights specific to the CMP – Capitol campus include the following:

- CMP – Capitol students were successful on the state standardized testing:

  - 51% of CMP – Capitol's students met or exceeded the ELA standard on the online Smarter Balanced testing. When ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 3rd after Didion (64%) and Capitol Collegiate Academy (52%). CMP exceeded the California state average percentage of students who met or exceeded the ELA standards by 8 percentage points. CMP exceeded the SCUSD average percentage of students who met or exceeded the ELA standards by 16 percentage points.

  - 33% of CMP – Capitol's students met or exceeded the Math standard on the online Smarter Balanced testing, when ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 3rd after Didion (55%) and Alice Birney (35%). CMP scored the same as compared to the California state average percentage of students who met or exceeded the Math standards. CMP exceeded the SCUSD average percentage of students who met or exceeded the Math standards by 4 percentage points.

  - 64% of CMP – Capitol's 5th graders were proficient or advanced on the Science standardized test, this compares to a 41% average for SCUSD. When ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 2nd after Didion (67%).

  - 82% of CMP – Capitol's 8th graders were proficient or advanced on the Science standardized test, this compares to a 58% average for SCUSD. When ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 3rd after PS7 (91%) and Leonardo Da Vinci (86%).

- CMP-Capitol's Dean of Students provides curricular/instructional support to staff

- CMP-Capitol has a credentialed Physical Education teacher on staff serving K-8th grade students

- CMP-Capitol's Athletic Programs include volleyball and basketball for 4th – 8th graders

- CMP-Capitol implemented Typing Web for 1st – 8th graders

- CMP-Capitol has raised over $50,000 in fundraising over the last two years through the Fundraising Committee

- CMP-Capitol's Outreach Programs include: Food donated to Kids Can, cash donations to the Leukemia and Lymphoma Foundation and toys during the holiday season to Chips for Kids

THE PRESENT

Current projects and program goals include:

- CMP – Capitol offers a holistic Montessori education, while upholding rigorous academic standards.

- CMP – Capitol's enrollment is 327 Kindergarten through 8th grade students.

- CMP will continue to embrace technology tools to further promote student academic success, parent communications, staff effectiveness, and management of school operations. The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized. Through the LCAP, CMP has designated funding to support technology usage. The CMP – Capitol teaching staff has increased technology use on campus and currently offers multiple technology-based student programs, including:

  - Rosetta Stone
  - Accelerated Reader
  - Accelerated Math
  - Math Facts in a Flash
  - Learning.com

- CMP's leadership team has expanded to include Deans of Students at each campus. Deans are responsible for Professional Development and overall staff support. In addition to overseeing WASC and AMS re-accreditation efforts, the Deans provide leadership in facilitating Response to Intervention and Student Success Team meetings, as well as coordinating the use of the Digital Library, Interim assessments and summative standardized testing through CAASPP.

- The Charter School is on a single track school calendar of 180 days. CMP – Capitol will continue to offer in excess of the annual state-mandated instructional minutes at all grade levels.

- Pursuing dual accreditations, the CMP- Capitol Campus is currently engaged in the re-accreditation process for Western Association of Schools and Colleges (WASC) and American Montessori Society (AMS) accreditation.

THE FUTURE

- CMP – Capitol is committed to providing a quality, tuition-free K-8 Montessori program

- A plan for sustainable enrollment of 367 students has been developed for CMP- Capitol

- CMP plans to continue its practice of honoring low student to teacher ratios in grades K-3, not to exceed 22:1. In grades 4-8, the student to teacher ratio will not exceed 24:1. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists will further reduce the student to adult ratio.

- CMP - Capitol will be on a single track school calendar of 185 days for staff, serving approximately 360 students in 2016-2017.

- CMP - Capitol will continue to offer in excess of the annual state-mandated instruction minutes at all grade levels.

- The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized.

- CMP - Capitol will continue to develop the Middle School program to fulfill the needs of the current elementary students and families.

- CMP will continue updating Montessori materials and bring in state-adopted curriculum and materials to meet the current needs of the student population.

- CMP – Capitol will continue to develop a peaceful school community through its Character/Peace Education (Anti-Bullying) Program in order to create an environment more conducive to learning.

- CMP will continue to provide instruction focusing on Common Core through the Montessori methodology and by reviewing data from the Smarter Balanced Assessment Consortium (SBAC) and California Assessment of Student Performance and Progress (CAASPP).

- CMP will provide further focus to being a data-driven organization by creating a Network Testing Coordinator position who will work in conjunction with the Executive Director, Student Data Manager and site Principals.

- CMP will implement an inquiry-based, Montessori curriculum through data-driven instruction.

- CMP will embrace technology tools to further student academic success, parent communications, staff effectiveness, and management of school operations.

<u>**MISSION**</u>

A.   Mission Statement

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential.

CMP offers an environment which has the programs, resources and school climate to enable students to become educated to high academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This mission is achieved through the dedication and commitment of the CMP Learning Community: parents, teachers, community groups, the legislature, CMP Governing Board, Campus Advisory Committee (CAC), and, most importantly, the individual child.

B.   Fundamental Values

•   Comprehensive academic/social skills development using Montessori-based curriculum
•   High academic standards and expectations, with emphasis on core subjects
•   Full curriculum alignment to California state standards
•   Quality Montessori learning materials for all students
•   Small total school population and mixed-age classrooms
•   Creative, passionate, progressive teachers (California State Credentialed and Montessori-certified) who are committed to Montessori philosophy
•   Participation in state-authorized BTSA Teacher-Training Program
•   Responsibility, accountability, and freedom for individual student progress
•   Critical thinking, creativity, and service learning
•   High, unwavering standards of conduct, emphasizing *respect, honesty and courtesy*
•   Collaboration, peer governance and goal-setting according to developmental readiness
•   High parental involvement and collaboration in education and governance
•   Before, after school and intersession programs
•   School-wide technology-based foreign language program

<u>**FOUNDING GROUP**</u>

Through the collaborative vision and effort of parents and educators representing the greater Sacramento area, California Montessori Project was founded in the year 2000. Led by founders Keith Alpaugh, Marion MacGillivray, Deanna Gardner and Norman Lorenz, and authorized by the Wheatland School District, CMP initially opened its doors to 466 students on five campuses in August, 2001.

<u>**LEADERSHIP TEAM**</u>

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

- Gary S. Bowman (Executive Director/Superintendent)

The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, an educator with 30 years of extensive experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary's College (Moraga, CA) and Chico State University.

Mr. Bowman has earned statewide recognition for his work with Native-American students and families, receiving awards at the Governor's Mansion and at the Lawrence Livermore National Lab. He has presented numerous workshops for CSDC (Charter School Development Center), CCSA (California Charter Schools Association) and AMS (American Montessori Society).

In addition to an extensive teaching career, he has served as a site and/or District administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville USD. Mr. Bowman was recently elected to serve as a Board Member for the American Montessori Society.

- Mickey Slamkowski (Director of Program)

Mickey Slamkowski has over 20 years of experience in education and education management including human resources, marketing, operations and testing. She has worked in both private and public schools, with infants through middle school students, including experience with at risk students in the Elk Grove Unified School District. Ms. Slamkowski served for seven years as Principal of the CMP - Elk Grove Campus, and currently serves as the Director of Program for CMP. This position allows Mickey to work closely with the Executive Director, Principals, Deans of Students, mentors, and instructional staff to achieve academic objectives of the network as well as promote programmatic consistency and excellence. Ms. Slamkowski is currently a Commissioner for School Accreditation for the American Montessori Society.

A Northwestern University graduate, she held the positions of Administrative Coordinator and Consultant for the Montessori Teachers College, a teacher training center in Sacramento. Ms. Slamkowski also served as a Board Member on the National Center for Montessori Education.

- Shelley Carman (Special Education and Section 504 Coordinator)

Shelley Carman, M.A., Special Education and Section 504 Coordinator, has been with California Montessori Project for twelve years. She received her Masters of Education Degree with an emphasis in Special Education, and a clear Education Specialist Credential, Mild/Moderate, from California State University Chico. She also holds a clear secondary credential in English, a clear Multiple Subject credential, and a CLAD from California State Universities. She has 35 years of experience as a teacher and administrator for school programs in the areas of early childhood education, special education, general education, English Learners and developmental college classes.

- Dorothy Hilts (Network Testing Coordinator/Dean of Students – Elk Grove @ Elk Grove Blvd/)

Dorothy Hilts, a graduate of California State University, Sacramento, began her career in public education 20 years ago. She was introduced to Montessori education when her youngest son attended Montessori preschool and soon realized the Montessori Methodology was the perfect fit for her. She began to teach for Deanna Gardner, a CMP founder, at Ms. Gardner's Cameron Park Montessori School in 1993. When the California Montessori Project was established it was a wonderful opportunity for Dorothy to be able to reach students who could not access private Montessori education. She has taught Montessori preschool through 3rd grade for 12 years. Her passion to provide the best possible learning environment for students and teachers lead her into administration at the CMP - Shingle Springs Campus, as well as Dean of Students serving the CMP - Elk Grove and CMP - Carmichael Campuses, and subsequently as Principal of the CMP - Orangevale Campus. Dorothy has also served 11 years on multiple Governing Boards. She served on the California Montessori Project Governing Board as the Teacher Representative from CMP - Shingle Springs for five years and is currently the Network Testing Coordinator and the Dean of Students at the Elk Grove Campus @ Elk Grove.

- Bernie Evangelista (Principal – Capitol)

Bernie Evangelista was in the field of Human Resources prior to her involvement in Montessori education. She was engaged in Training & Development and later as Personnel Supervisor in charge of hiring and benefits for a multinational firm. Her Montessori involvement first started when she signed up her three-year-old daughter in a Montessori preschool. Inspired by the academic and social development of her child, she enrolled in the Montessori teacher training program and obtained an Early Childhood certification (3-6). Over the next 18 years, she completed the AMS Lower Elementary (6-9) & Upper Elementary (9-12) programs from San Leandro, California, and the Middle School teacher training program (12-15) from Houston Montessori Center. She taught pre-school thru 8th grade over the years in various private, Montessori, magnet and charter schools. In addition, Bernie completed the CalState Teach Program and obtained her multiple subject California teaching credential in 2003. She has a Bachelor of Arts degree, with a Major in Behavioral Sciences (Magna Cum Laude) and has completed all the units towards a Master in Business Administration. She has been with California Montessori Project since its inception, and is currently the Principal of the Capitol Campus.

- Maria Ostendorf (Dean of Students – Capitol)

Maria Ostendorf is the Educational Specialist at the Capitol Campus. She received her Bachelor's degree in Elementary Education from the University of Dayton in Ohio. After completing her undergraduate studies, Maria joined the United States Peace Corps. She was a Peace Corps Volunteer in Morocco for three years, teaching Orientation and Mobility to visually impaired children. Upon returning to the United States, Maria earned her Master's degree in International Affairs at California State University, Sacramento. Maria has worked with elementary aged children for 20 years in many different capacities. For the past eight years Maria has been teaching upper elementary & middle school aged children at CMP Capitol Campus. In 2009, Maria began supporting the administrative team as the Educational Specialist at Capitol

Campus for part of the school day. In the 2010-2011 school year, Maria is teaching part of the day in the middle school class and supports the whole school in implementing BEST practices and Response to Intervention.

CHARTER RENEWAL PETITION

In accordance with Education Code Section 47600 *et seq.*, CMP petitions the Sacramento City Unified School District (hereafter referred to as "District") for the renewal of the K-8 charter for the California Montessori Project – Capitol Campus for a term of five (5) school years beginning July 1, 2016 and ending on June 30, 2021.

The Charter School shall continue to operate as one Charter School within the geographic boundaries of Sacramento City Unified School District, as authorized pursuant to Education Code Section 47605. The school facilities are currently located at:

- 2635 Chestnut Hill Drive, Sacramento, CA 95826

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1)   Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2)   Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3)   Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4)   The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that CMP – Capitol exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Please see DataQuest Reports attached as Appendix A):

- CMP-Capitol attained its API growth target in 2013, 2012 and 2011 (the prior year and 2 of the last 3 years), both school wide and for all groups of pupils served by the charter

school. These growth targets satisfy the requirement in Education Code Section 47607(b)(1).

- CMP-Capitol has achieved a statewide API rank of 6 in 2013, 6 in 2012 and 6 in 2011. These ranks exceed the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, CMP-Capitol had the following API scores:

2011-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2011-2012	6	1	813	A (+3)	Yes
2012-2013	6	1	815	A (-3)	Yes
2013-2014	6	1	State testing and API calculation suspended; no data reported* 3-Year Average API: 813		
"A" means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed November 2, 2015.)					

*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

CMP-Capitol clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "the most recent API calculation" and "an average of the three most recent annual API calculations" as allowed per Education Code Section 52052(e)(4)(A).

The California Department of Education ("CDE") published the following chart,[1] which summarizes available state level API data in order to analyze "the most recent API calculation," including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

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[1] See CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal,* available at: http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp.

Year	API Growth	Assessment Data	School Rankings
2015-16 School Year	No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures	Use 2015 SBAC scores for math and ELA; can compare results with local schools	No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.

Analysis of Charter Renewal Criteria – Schoolwide

As seen in the CDE chart above, in the 2015-2016 school year (the year that CMP-Capitol's charter renewal petition will be considered), the CDE directs us to evaluate CMP-Capitol's "2012 and 2013 rankings for 2 of last 3 years."

CMP-Capitol had a statewide API rank of 6 in 2012 and 6 in 2013, exceeding the minimum statutory threshold of a "4" statewide ranking. Therefore, CMP-Capitol has met the charter renewal standards of Education Code Section 47607(b)(2), and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Additional Justification for Charter Renewal: PUPIL OUTCOMES

2012-2013 was the last year that the California Standardized Testing and Reporting (STAR) was offered, accordingly, this was the last year that an Academic Performance Indicator and an Adequate Yearly Progress Criteria was calculated. CMP-Capitol students participated in the California Assessment of Student Performance and Progress (CAASPP) Field Test in the Spring of 2014, and participated in the first real testing round in the Spring of 2015.

At this time, CMP – Capitol only has one year of CAASPP scores to report out. As such, CMP will provide STAR, AYP, API and CAASPP data.

Standardized Testing and Reporting – California Standards Tests Results 2012-2013							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Reported Enrollment	45	45	31	29	22	15	9
English-Language Arts							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students Tested	44	45	29	28	21	14	9
% of Enrollment	97.8 %	100%	93.5 %	96.6 %	95.5 %	93.3 %	100 %
Students with Scores	43	45	29	28	21	14	9
% Advanced	19 %	22 %	34 %	50 %	29 %	36 %	*
% Proficient	42 %	36 %	38 %	39 %	38 %	43 %	*
% Basic	28 %	29 %	21 %	7 %	19 %	21 %	*
% Below Basic	7 %	9 %	7 %	4 %	5 %	0 %	*
% Far Below Basic	5 %	4 %	0 %	0%	10 %	0%	*

Mathematics							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students Tested	45	45	29	29	20	13	
% of Enrollment	100 %	100 %	93.5 %	100 %	90.9 %	86.7%	
Students with Scores	44	45	29	29	20	13	
% Advanced	14 %	18%	17 %	3 %	25 %	23 %	
% Proficient	27%	40 %	31%	31 %	10 %	8%	
% Basic	34 %	20 %	28 %	34 %	35 %	46 %	
% Below Basic	23 %	22 %	24 %	24 %	25 %	23 %	
% Far Below Basic	2%	0 %	0 %	7 %	5 %	0 %	
General Mathematics							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students Tested							5
% of Enrollment							55.6%
Students with Scores							5
% Advanced							*
% Proficient							*
% Basic							*
% Below Basic							*
% Far Below Basic							*
Algebra 1							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students Tested						1	4
% of Enrollment						6.7%	44.4%
Students with Scores						1	4
% Advanced						*	*
% Proficient						*	*
% Basic						*	*
% Below Basic						*	*
% Far Below Basic						*	*

History – Social Science							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students Tested							9
% of Enrollment							100%
Students with Scores							9
% Advanced							*
% Proficient							*
% Basic							*
% Below Basic							*
% Far Below Basic							*
Science							
Result Type	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students Tested				29			9
% of Enrollment				100%			100%
Students with Scores				29			9
% Advanced				24%			*
% Proficient				52%			*
% Basic				21%			*
% Below Basic				3%			*
% Far Below Basic				0%			*

2012-2013 Accountability Progress Reporting

- Met 8 of 13 AYP Criteria
- 2013 Growth API score of 815, exceeds the minimum of maintaining an API of at least 800
- Met the 2013 API Growth Target for Schoolwide, All Student Groups and All Targets
- Comparative 2013 API Scores:
    - CMP-Capitol: 815
    - SCUSD: 760
    - California: 790
- Comparative API Growth (2012 to 2013):
    - CMP-Capitol: -3 pts
    - SCUSD: -10 pts
    - California: -1 pts
- CMP-Capitol Participation Rates exceeded the Federal Accountability Criteria of 95%
    - English-Language Arts – 99%
    - Mathematics – 100%
- Annual Measurable Objectives
    - CMP – Capitol English-Language Arts proficiency rate of 67.5% (Schoolwide) did not meet the AYP Criteria

- o CMP – Capitol English-Language Arts proficiency rate of 52.8% (Hispanic/Latino) did not meet the AYP Criteria
- o CMP – Capitol English-Language Arts proficiency rate of 73.3% (White) met the AYP Criteria through the Safe Harbor Alternative Method
- o CMP – Capitol Mathematics proficiency rate of 43.2% (Schoolwide) did not meet the AYP Criteria
- o CMP – Capitol Mathematics proficiency rate of 41.5% (Hispanic/Latino) did not meet the AYP Criteria
- o CMP – Capitol Mathematics proficiency rate of 44.4% (White) did not meet the AYP Criteria

3 – Year Average API 2010/2011 – 2012-2013					
Groups	2011 Growth API	2012 Growth API	2013 Growth API	Non-Weighted 3-Year Average API	Weighted 3-Year Average API
Schoolwide	810	813	815	813	813
Black or African American	814	796	745	785	787
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	750	781	786	772	774
Native Hawaiian or Pacific Islander	*	*	*	*	*
White	833	822	830	828	828
Two or More Races	*	*	796	*	*
Socioeconomically Disadvantaged	726	740	726	731	731
English Learners	*	*	*	*	*
Students with Disabilities	625	630	654	636	635

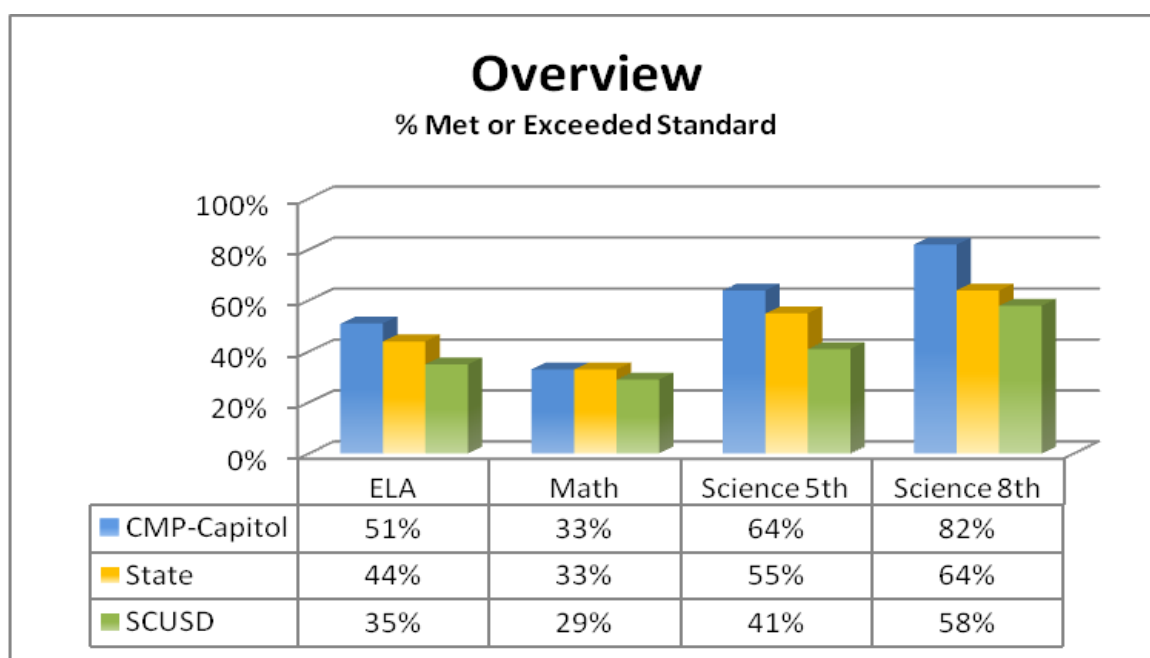**California Assessment of Student Performance and Progress – 2014-2015**

CMP students participated in the pilot of the CAASPP test in 2013-2014 and in the first official test in 2014-2015. Upon receiving the results, CMP staff have analyzed the results to have an understanding of how CMP students test in comparison to other students in the District and the State and to pinpoint areas of focus for the teachers and students.

Overall, CMP-CAP students scored higher in ELA than the District and the State. In Math, CMP-CAP and the State were comparable, outscoring the District. CMP-CAP was especially strong in 5th and 8th grade Science scores.
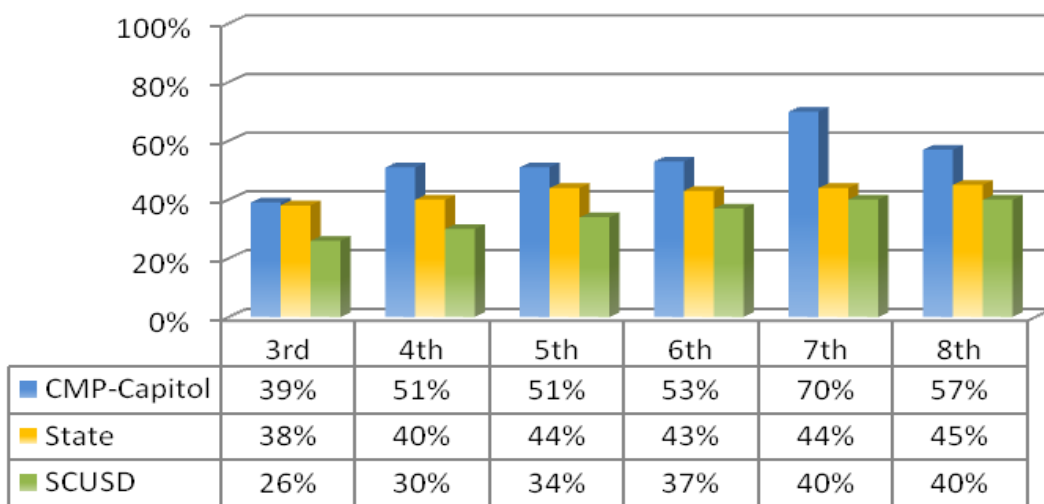
In English Language Arts, CMP-CAP and the State were comparable for 3rd grade. For each grade level, CMP-CAP outscored the District.

In Mathematics, CMP-CAP outscored the District and the State in 5th, 6th and 7th grades. Both CMP-CAP and SCUSD were comparable, and below the State, in 3rd and 4th grades. 8th grade scores were comparable for CMP-CAP, the District and the State.

Charts reflecting the Overall, English Language Arts and Mathematics scores are shown below:

Overview
% Met or Exceeded Standard

	ELA	Math	Science 5th	Science 8th
CMP-Capitol	51%	33%	64%	82%
State	44%	33%	55%	64%
SCUSD	35%	29%	41%	58%

ELA Comparison

	3rd	4th	5th	6th	7th	8th
CMP-Capitol	39%	51%	51%	53%	70%	57%
State	38%	40%	44%	43%	44%	45%
SCUSD	26%	30%	34%	37%	40%	40%

Math Comparison

	3rd	4th	5th	6th	7th	8th
CMP-Capitol	31%	26%	35%	36%	40%	30%
State	40%	35%	30%	33%	34%	33%
SCUSD	32%	25%	24%	31%	32%	31%
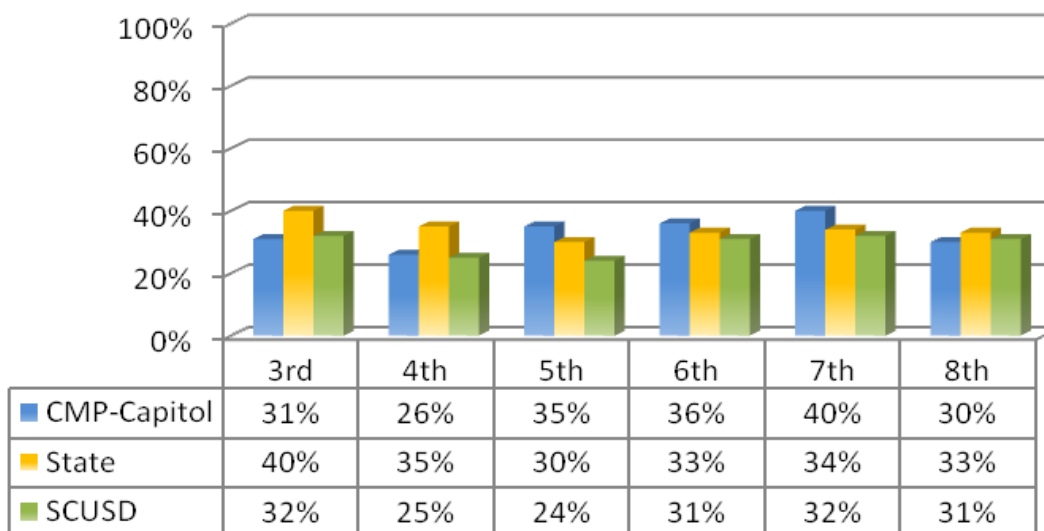
While striving to bring up scores in all areas, CMP-CAP is placing emphasis on Math scores for 3rd, 4th and 8th grade students. In further analysis of CAASPP scores, the biggest area for improvement for increasing the Math scores for these grades is 'Concepts/Procedures'. The CMP team is strategizing on ways to assist students in this area.

Grade 3	Math		
Areas	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	16%	18%	18%
Met or Nearly Met	37%	53%	68%
Below Standard	47%	29%	13%
Biggest Strength	*Communicate Reasoning*		
Biggest Area for Improvement	*Concepts/Procedures*		

Grade 4	Math		
Areas	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	8%	13%	11%
Met or Nearly Met	42%	61%	55%
Below Standard	50%	26%	34%
Biggest Strength	*Problem Solving/Modeling/Data Analysis*		
Biggest Area for Improvement	*Concepts/Procedures*		

Grade 8	Math		
Areas	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	15%	20%	10%
Met or Nearly Met	40%	60%	70%
Below Standard	45%	20%	20%
Biggest Strength	*Problem Solving/Modeling/Data Analysis*		
Biggest Area for Improvement	*Concepts/Procedures*		

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

> The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

In 2010-2011, 2011-2012 and 2012-2013, CMP-Capitol had one numerically significant student subgroup (White). Following are the API scores for these student subgroup for the past three years:

2010-2011 API Growth Scores: Significant Student Subgroups			
Subgroup	**2011 API Growth**	**API Growth Target (Actual Growth)**	**Met Student Group's Growth Target?**
White	833	A (-51)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2010. (Source: CDE DataQuest, accessed November 2, 2015.)			

2011-2012 API Growth Scores: Significant Student Subgroups			
Subgroup	**2012 API Growth**	**API Growth Target (Actual Growth)**	**Met Student Group's Growth Target?**
White	822	A (-11)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2011. (Source: CDE DataQuest, accessed November 2, 2015.)			

2012-2013 API Growth Scores: Significant Student Subgroups			
Subgroup	**2013 API Growth**	**API Growth Target (Actual Growth)**	**Met Student Group's Growth Target?**
White	830	A (+4)	Yes

CMP-Capitol's API growth scores have exceeded the statewide performance target of 800 in the prior charter term; in 2013, the API growth score was 830. For the past five years, CMP-Capitol has had a statewide API rank of 4, 6 or 8. Therefore, CMP-Capitol has met and exceeded the charter renewal standards of Education Code Section 47607(b).