

Charter for the Renewal of the



**Capitol Campus
Charter School**

A California Charter Public School

*Submitted January 19, 2016 to
Sacramento City Unified School District
Revised Petition Submitted February 25, 2016*

**Charter Renewal Term:
July 1, 2016 – June 30, 2021**

“Table of Contents of Legal Requirements”:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for the California Montessori Project – Capitol Campus (“CMP – Capitol”, “School” or “Charter School”), located within the Sacramento City Unified School District (“SCUSD” or “District”) boundaries, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School is committed to the following affirmations:

- The Charter School shall meet all statewide standards and conduct all required pupil assessments pursuant to Education Code Section 60605 and any other statewide standards authorized in statute and pupil assessments applicable to pupils in non-charter public schools.
- California Montessori Project shall be deemed the exclusive public school employer of the employees of CMP – Capitol for purposes of the Educational Employment Relations Act.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The Charter School will not charge tuition.
- The Charter School will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- The Charter School will admit all pupils who wish to attend the Charter School and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).
- The Charter School Governing Board Meetings shall be held in accordance with the Brown Act.
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District without imposing a burden or liability on the District.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- The Charter School will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities.
 - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
 - The Charter School shall comply with the Public Records Act.
 - The Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Charter School shall comply with the Ralph M. Brown Act.
 - The Charter School shall meet or exceed the legally required minimum number of school days.

Gary Bowman, Executive Director

Date

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 supervisory 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 (4th – 8th 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 4th – 8th graders
 - Implementation of Accelerated Reader program
 - Implementation of Accelerated Math and Math Facts in a Flash programs
 - Implementation of Signs for Sounds, and Word Warm Ups programs

- Implementation of Response to Intervention program (RTI)
- Implementation of Character Education
- Professional growth/orientation opportunities
 - Participation in state-authorized Beginning Teacher Support and Assessment (BTSA) Program
 - 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.
 - CMP offers Staff Development days, which include keynote speakers, as well as break-out workshops, and planning sessions facilitated by CMP instructional leaders.
 - 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.
 - 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.

Listed below is what CMP-Capitol projected for the future in the 2011 Charter Renewal document, as well as updates on what was accomplished of those future goals:

- CMP plans to continue its successful program at the CMP-Capitol Campus.
Update: CMP continues to provide a successful program at the CMP-Capitol Campus.
- The CMP-Capitol staff will be looking to provide this educational opportunity to a greater number of families from the College Greens area and explore different ways to outreach into the community.
Update: CMP-CAP currently serves 327 students, of which 80%, or 262, are in-district students and 64 students, or about 20%, are from the College Greens area.

- In Kindergarten through 3rd Grade, CMP plans to continue its practice of honoring the State's Class Size Reduction program, allowing for a maximum of a 20:1 student/teacher ratio (without penalty). In Grades 4-8, the student/teacher ratio will not exceed 27:1. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists will further reduce the student-to-adult ratio. The Charter School will be on a single track school calendar of 185 days for staff, and between 175- 180 for students. More than the minimum annual state-mandated instructional minutes shall be adhered to for all grade levels.

Update: CMP continues to maintain a low student/teacher ratio by keeping small class sizes; 21:1 for Kindergarten through 3rd Grade and not to exceed 27:1 for Grades 4-8. CMP continues to provide Teacher Assistants, Montessori Specialists, parent volunteers and other program specialists that further reduce the student-adult-ratio.
- The CMP recognizes that the optimal campus population is between 250 and 350 students. The CMP-Capitol Campus is approaching this optimal campus size and has a 3 year plan to bring the campus enrollment between 300 and 350 students. CMP believes that this enrollment size allows for programmatic and operational efficiency. More importantly, this enrollment size is conducive to a community atmosphere for the children, enhancing the learning process.

Update: CMP-Capitol has a sustainability plan that will allow for optimal programmatic and operational efficiency.
- As student population increases at CMP-Capitol Campus, we also anticipate an increase in the services provided by the Education Specialist at the site.

Update: CMP has a full time Dean of Students and 1.4 FTE Special Education Teachers.
- CMP as a whole will continue its review of new Montessori materials and state-adopted textbooks to continue to meet the current needs of the student population.

Update: CMP conducts an annual inventory of Montessori and supplementary materials and replaces or updates materials and equipment as necessary. The CMP-CAP Middle School class is piloting a math program as it participates in the state-adoption process.
- CMP will embrace technology tools to further student academic success, parent communications, staff effectiveness, and management of school operations.

Update: CMP provided a one-to-one computer to student ratio for students in Grades 4-8.
- The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized.

Update: Technology is utilized in class in both the academics and the arts.
- CMP-Capitol Campus will continue to develop the Middle School program to fulfill the needs of our current elementary students and families.

Update: A successful Middle School Program is in place and will continue to grow as the lower grades move up grade levels.

- We view this charter renewal as a non-substantive change to the CMP program, but also an opportunity for each of the CMP campuses to further develop their own unique identity in response to the unique needs of the community they serve.
Update: CMP-Capitol continues to thrive as part of the CMP network, but also as a unique campus within the Sacramento City Unified School District.
- CMP-Capitol Campus is excited about what may come from the collaborative spirit between the CMP school and Sacramento City Unified School District and appreciates the mutual benefit derived from this relationship.
Update: CMP-Capitol is appreciative of the collaborative spirit between CMP and SCUSD as we serve the students' needs.

MISSION

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

FOUNDING GROUP

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.

LEADERSHIP TEAM

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).

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.

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>.

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

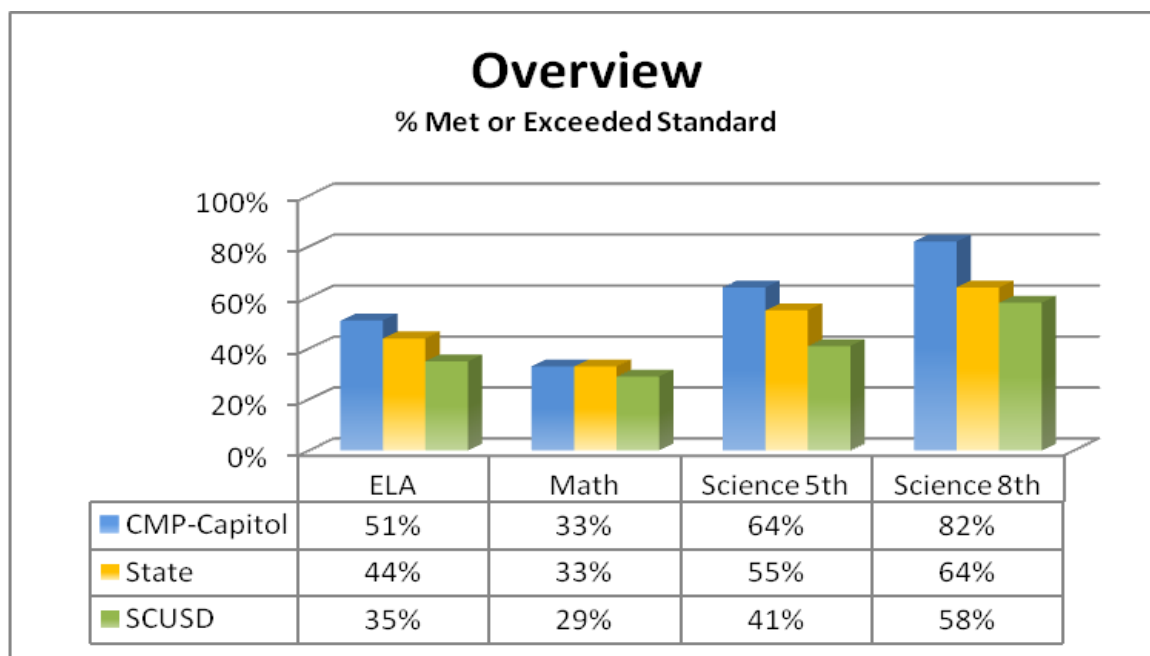
CMP students participated in the pilot of the CAASPP test in 2013-2014 and in the first official test in 2014-2015. Upon receiving the results, CMP staff have analyzed the results to have an understanding of how CMP students test in comparison to other students in the District and the State and to pinpoint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

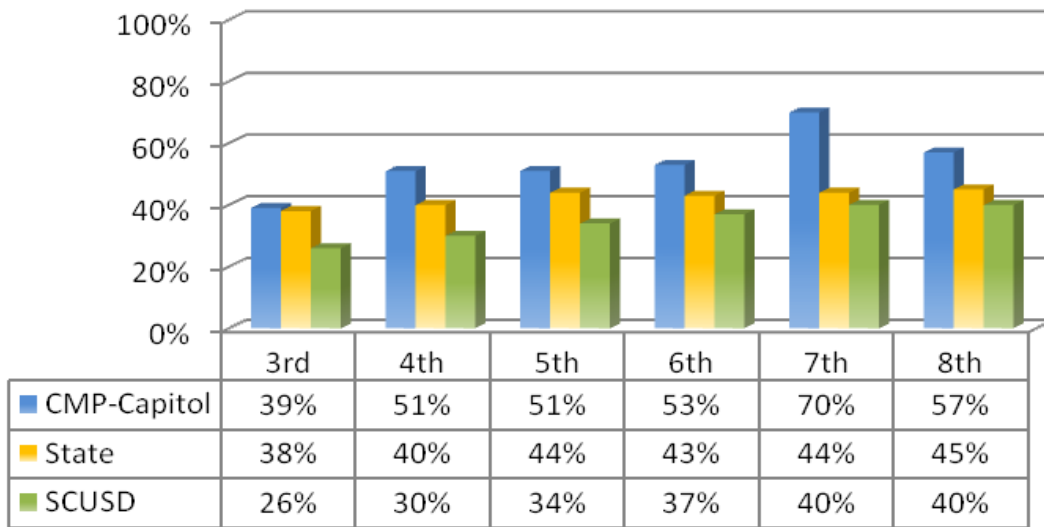
In English Language Arts, CMP-CAP and the State were comparable for 3rd grade. For each grade level, CMP-CAP outscored the District.

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.

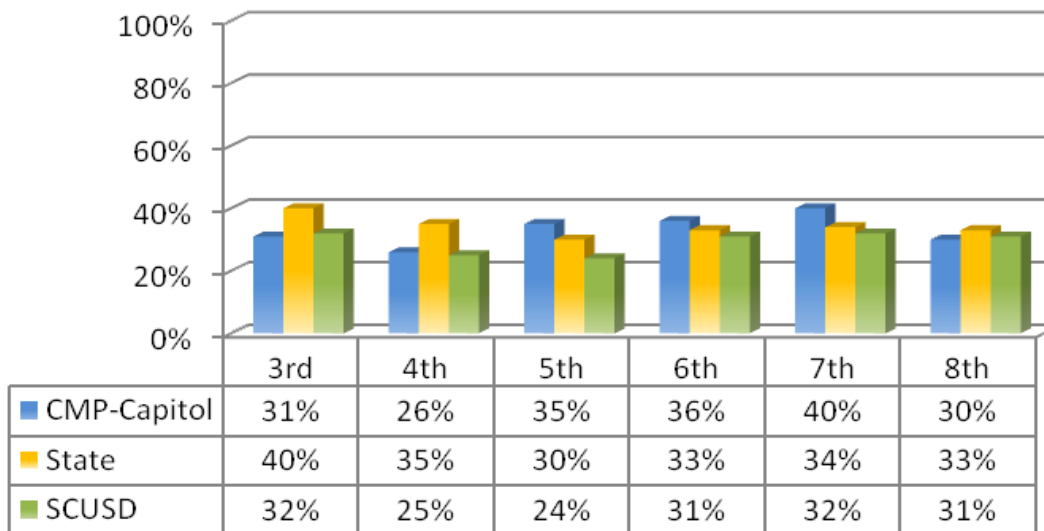
Charts reflecting the Overall, English Language Arts and Mathematics scores are shown below:



ELA Comparison



Math Comparison



CMP-Capitol CAASPP Results Spring 2015 broken out by Grade Level

<i>Exceeded Standard</i>					
Grade	ELA	%	Math	%	Notes
3	5/38	13	2/38	5	
4	4/38	11	1/38	3	
5	10/40	25	6/39	15	
6	7/30	23	4/30	13	
7	3/20	15	1/20	5	
8	4/21	19	2/20	10	

Met Standard					
Grade	ELA	%	Math	%	Notes
3	10/38	26	10/38	26	
4	15/38	39	8/38	21	
5	11/40	28	8/39	21	
6	9/30	30	7/30	23	
7	11/20	55	7/20	35	
8	8/21	38	4/20	20	

Nearly Met					
Grade	ELA	%	Math	%	Notes
3	16/38	42	16/38	42	
4	7/38	18	21/38	55	
5	10/40	25	14/39	36	
6	11/30	37	10/30	33	
7	4/30	20	8/20	40	
8	5/21	24	6/20	30	

Not Met					
Grade	ELA	%	Math	%	Notes
3	7/38	18	10/38	26	
4	12/38	32	8/38	21	
5	9/40	23	11/39	28	
6	3/30	10	9/30	30	
7	2/20	10	4/20	20	
8	4/21	19	8/20	40	

Overall Subject Analysis (Percentage of Students)

Overall	ELA				Math			
	Grade							
3	13%	26%	42%	18%	5%	26%	42%	26%
4	11%	39%	18%	32%	3%	21%	55%	21%
5	25%	28%	25%	23%	15%	21%	36%	28%
6	23%	30%	37%	10%	13%	23%	33%	30%
7	15%	55%	20%	10%	5%	35%	40%	20%
8	19%	38%	24%	19%	10%	20%	30%	40%
Averages	18%	36%	28%	18%	9%	24%	39%	28%
Exceeded and Met Standard	54%				33%			
Exceeded, Met, and Nearly Met	82%				72%			

Subject Analysis by Grade Level (% of Students)

<i>Grade 3</i>	<i>ELA</i>				<i>Math</i>			
	13%	26%	42%	18%	5%	26%	42%	26%
<i>Exceeded and Met Standard</i>	39%				31%			
<i>Exceeded, Met, and Nearly Met</i>	81%				73%			

<i>Grade 4</i>	<i>ELA</i>				<i>Math</i>			
	11%	39%	18%	32%	3%	21%	55%	21%
<i>Exceeded and Met Standard</i>	50%				24%			
<i>Exceeded, Met, and Nearly Met</i>	68%				79%			

<i>Grade 5</i>	<i>ELA</i>				<i>Math</i>			
	13%	26%	42%	18%	5%	26%	42%	26%
<i>Exceeded and Met Standard</i>	39%				31%			
<i>Exceeded, Met, and Nearly Met</i>	81%				73%			

<i>Grade 6</i>	<i>ELA</i>				<i>Math</i>			
	23%	30%	37%	10%	13%	23%	33%	30%
<i>Exceeded and Met Standard</i>	53%				36%			
<i>Exceeded, Met, and Nearly Met</i>	90%				69%			

<i>Grade 7</i>	<i>ELA</i>				<i>Math</i>			
	15%	55%	20%	10%	5%	35%	40%	20%
<i>Exceeded and Met Standard</i>	70%				40%			
<i>Exceeded, Met, and Nearly Met</i>	90%				80%			

<i>Grade 8</i>	<i>ELA</i>				<i>Math</i>			
	19%	38%	24%	19%	10%	20%	30%	40%
<i>Exceeded and Met Standard</i>	57%				30%			
<i>Exceeded, Met, and Nearly Met</i>	81%				60%			

Please find below, additional CAASPP data regarding the Charter School's performance on CAASPP, broken down across all subgroups:

Ethnicity		ELA				Math			
	<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
Black or African American	5.7%	0%	45%	36%	18%	0%	18%	9%	73%
Asian	5.2%	*	*	*	*	*	*	*	*
Filipino	3.1%	*	*	*	*	*	*	*	*
Hispanic or Latino	26.4%	16%	31%	27%	25%	10%	20%	41%	29%
Native Hawaiian or Pacific Islander	0.5%	*	*	*	*	*	*	*	*
White	46.6%	22%	33%	27%	18%	10%	25%	42%	22%
2 or more Races	10.4%	5%	50%	20%	25%	0%	45%	30%	25%

Disability Status		ELA				Math			
	<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
No Disability Reported	82.4%	19%	40%	27%	14%	10%	25%	42%	23%
Students with Disability	15.5%	7%	7%	37%	50%	0%	21%	28%	48%

Economic Status		ELA				Math			
	<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
Economically Disadvantaged	21.2%	5%	27%	27%	41%	2%	10%	44%	44%
Not Economically Disadvantaged	76.2%	21%	36%	29%	14%	10%	28%	39%	22%

English-Language Fluency		ELA				Math			
	<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
Fluent-English Proficient English Only	97.9%	17%	34%	29%	20%	9%	24%	40%	27%
Initially-Fluent English Proficient (I-FEP)	5.2%	*	*	*	*	*	*	*	*
Reclassified-Fluent English Proficient (R-FEP)	5.2%	*	*	*	*	*	*	*	*
English Learners enrolled in School in US 12 months or more	0%	*	*	*	*	*	*	*	*
English Learner	0%	*	*	*	*	*	*	*	*
English Only	87.6%	18%	36%	28%	18%	8%	24%	39%	28%

Ethnicity for Economically Disadvantaged		<i>ELA</i>				<i>Math</i>			
		<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>
Black or African American	1.6%	*	*	*	*	*	*	*	*
Asian	0.5%	*	*	*	*	*	*	*	*
Filipino	0.5%	*	*	*	*	*	*	*	*
Hispanic or Latino	9.3%	6%	17%	33%	44%	6%	6%	39%	50%
Native Hawaiian or Pacific Islander	0%	*	*	*	*	*	*	*	*
White	6.7%	0%	38%	23%	38%	0%	8%	54%	38%
2 or more Races	2.6%	*	*	*	*	*	*	*	*

Ethnicity for NOT Economically Disadvantaged		ELA				Math			
	<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
Black or African American	4.1%	*	*	*	*	*	*	*	*
Asian	4.7%	*	*	*	*	*	*	*	*
Filipino	2.6%	*	*	*	*	*	*	*	*
Hispanic or Latino	17.1%	21%	39%	24%	15%	12%	27%	42%	18%
Native Hawaiian or Pacific Islander	0.5%	*	*	*	*	*	*	*	*
White	39.9%	26%	32%	27%	14%	12%	28%	39%	20%
2 or more Races	7.8%	7%	53%	27%	13%	0%	53%	20%	27%

Gender		ELA				Math			
	<i>Percent of Enrolled Students Tested</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
Females	54.4%	23%	37%	24%	16%	11%	21%	38%	31%
Males	43.5%	11%	31%	35%	24%	6%	27%	43%	23%

Parent Education		ELA				Math			
	Percent of Enrolled Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Not a High School Graduate	0.5%	*	*	*	*	*	*	*	*
High School Graduate	2.6%	*	*	*	*	*	*	*	*
Some College (Includes AA Degree)	18.7%	3%	36%	25%	36%	3%	14%	56%	28%
College Graduate	33.7%	17%	32%	34%	17%	6%	31%	31%	30%
Graduate School/Post Graduate	42%	26%	37%	25%	12%	14%	25%	38%	23%
Declined to State	0.5%	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students had valid test scores.

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	ELA				Math		
Areas	Reading	Writing	Listening	Research/ Inquiry	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	16%	8%	24%	11%	16%	18%	18%
Met or Nearly Met	63%	74%	71%	63%	37%	53%	68%
Below Standard	21%	18%	5%	26%	47%	29%	13%
Biggest Strength	<i>Listening</i>				<i>Communicate Reasoning</i>		
Biggest Area for Improvement	<i>Research/Inquiry</i>				<i>Concepts/Procedures</i>		

Grade 4	ELA				Math		
Areas	Reading	Writing	Listening	Research/ Inquiry	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	13%	16%	13%	10%	8%	13%	11%
Met or Nearly Met	66%	58%	82%	59%	42%	61%	55%
Below Standard	21%	26%	5%	31%	50%	26%	34%
<i>Biggest Strength</i>	<i>Listening</i>				<i>Problem Solving/Modeling/Data Analysis</i>		
<i>Biggest Area for Improvement</i>	<i>Research/Inquiry</i>				<i>Concepts/Procedures</i>		

Grade 5	ELA				Math		
Areas	Reading	Writing	Listening	Research/ Inquiry	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	21%	33%	26%	28%	21%	18%	15%
Met or Nearly Met	56%	44%	62%	62%	28%	59%	56%
Below Standard	23%	23%	13%	10%	51%	23%	28%
<i>Biggest Strength</i>	<i>Research/Inquiry</i>				<i>Concepts/Procedures</i>		
<i>Biggest Area for Improvement</i>	<i>Reading</i>				<i>Problem Solving/Modeling/Data Analysis</i>		

Grade 6	ELA				Math		
Areas	Reading	Writing	Listening	Research/ Inquiry	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	27%	27%	23%	33%	17%	13%	10%
Met or Nearly Met	47%	53%	67%	57%	47%	57%	70%
Below Standard	27%	20%	10%	10%	37%	30%	20%
<i>Biggest Strength</i>	<i>Research/Inquiry</i>				<i>Communicate Reasoning</i>		
<i>Biggest Area for Improvement</i>	<i>Reading</i>				<i>Problem Solving/Modeling/Data Analysis</i>		

Grade 7	ELA				Math		
Areas	Reading	Writing	Listening	Research/ Inquiry	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	45%	35%	15%	30%	15%	30%	15%
Met or Nearly Met	45%	45%	85%	60%	50%	60%	85%
Below Standard	10%	20%	-	10%	35%	10%	-
<i>Biggest Strength</i>	<i>Listening</i>				<i>Communicate Reasoning</i>		
<i>Biggest Area for Improvement</i>	<i>Writing</i>				<i>Concepts/Procedures</i>		

Grade 8	ELA				Math		
Areas	Reading	Writing	Listening	Research/ Inquiry	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning
Above Standard	43%	19%	19%	29%	15%	20%	10%
Met or Nearly Met	33%	57%	67%	43%	40%	60%	70%
Below Standard	24%	24%	14%	29%	45%	20%	20%
<i>Biggest Strength</i>	<i>Listening</i>				<i>Problem Solving/Modeling/Data Analysis</i>		
<i>Biggest Area for Improvement</i>	<i>Writing</i>				<i>Concepts/Procedures</i>		

CMP-Capitol CAASPP Results Spring 2015 for SCUSD Comparison Schools

English Language Arts

Overall, CMP-CAP students scored higher in English Language Arts than the District and the State. When looking at comparison schools, the largest number of students, 58.9, would have attended Hubert Bancroft Elementary. CMP-CAP outscored Hubert Bancroft by a substantial margin in English Language Arts in Standard Exceeded, Standard Met, and Standard Nearly Met, and had half the percent of students falling in the Standard Not Met category.

CMP-CAP has 18-19 students from each of four SCUSD Elementary Schools: Theodore Judah, O.W. Erlewine, David Lubin, and Caleb Greenwood. In English Language Arts, Standard Exceeded, CMP-Capitol outscored one of the four schools. In Standard met, CMP-CAP outscored all four schools. In Standard Nearly Met, CMP-CAP outscored all four schools and had fewer students in Standard Not Met than all four schools.

CMP-CAP has 5.7 students from California and Sutter Middle Schools. In English Language Arts, CMP-CAP outscored one of the two schools in Standard Exceeded, had slightly lower scores than both in Standard Met, outscored both in Standard Nearly Met, and had fewer students in Standard not met than one of the two schools.

Mathematics

When looking at comparison schools, the largest number of students, 58.9, would have attended Hubert Bancroft Elementary. CMP-CAP and Hubert Bancroft have very comparable scores in Mathematics Standard Exceeded and Standard Met. CMP-CAP had a higher percent in Standard Nearly Met and smaller number of students falling in the Standard Not Met category.

CMP-CAP has 18-19 students from each of four SCUSD Elementary Schools: Theodore Judah, O.W. Erlewine, David Lubin, and Caleb Greenwood. In Mathematics, Standard Exceeded, CMP-Capitol outscored one of the four schools. In Standard met, CMP-CAP outscored one and matched one of the schools. In Standard Nearly Met, CMP-CAP outscored all four schools and had fewer students in Standard Not Met in one of the four schools.

CMP-CAP has 5.7 students from California and Sutter Middle Schools. In Mathematics, CMP-CAP had lower scores than both schools in Standard Exceeded, outscored one and matched the other in Standard Met, outscored both in Standard Nearly Met, and had fewer students in Standard not met than one of the two schools.

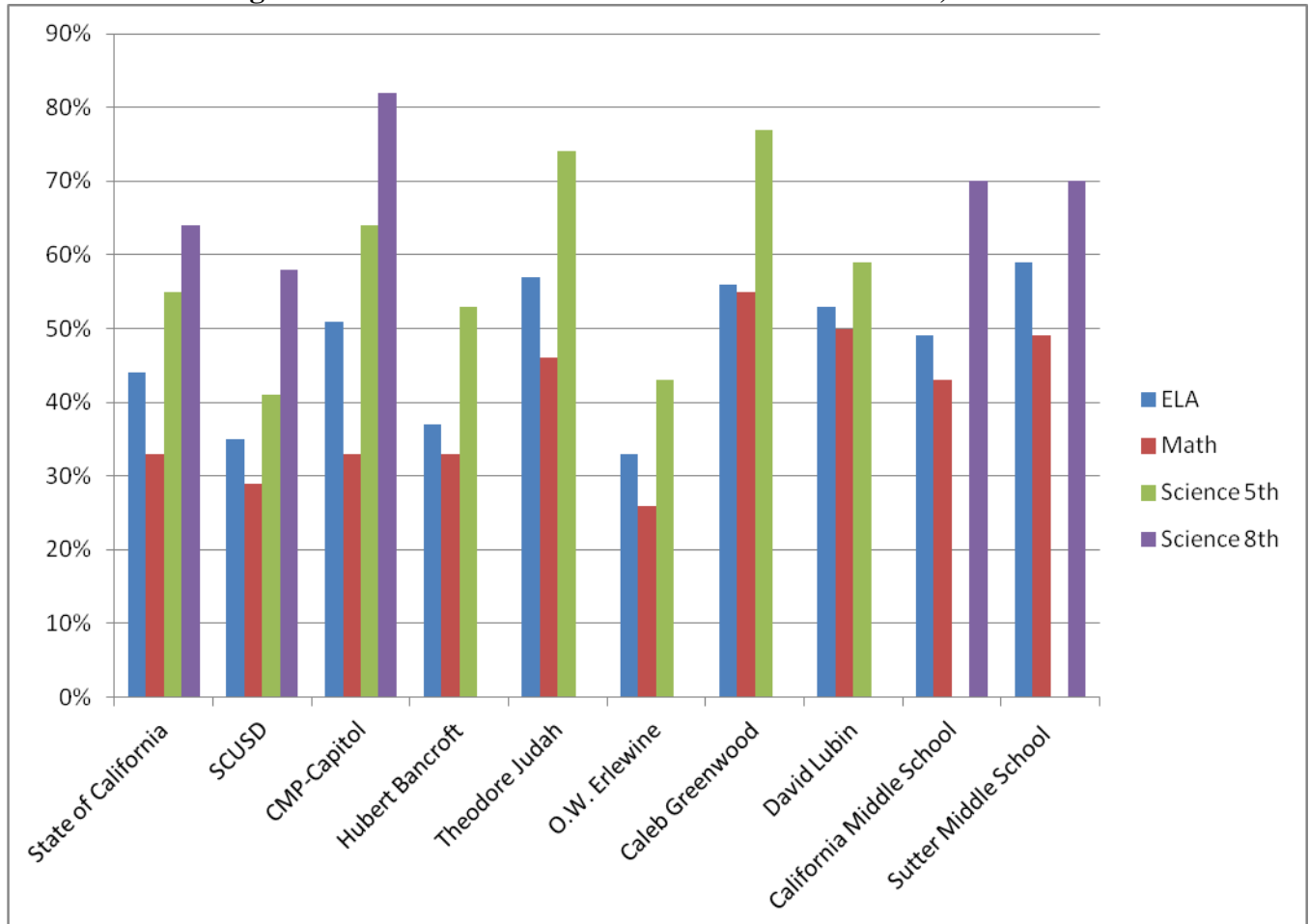
While striving to bring up scores in all areas, CMP-CAP is placing emphasis on Math scores for 3rd, 4th and 8th grade students. In further analysis of CAASPP scores, the biggest area for improvement for increasing the Math scores for these grades is ‘Concepts/Procedures’. The CMP team is strategizing on ways to assist students in this area.

Please find below, additional CAASPP data comparing achievement at CMP-Capitol to academic achievement of District operated schools the CMP-Capitol in-district students would have otherwise attended:

CMP – Capitol Campus Compared to Similar Schools

As defined by schools where 6+ of our students would have otherwise attended

Overall Percentage of Students Who Exceeded or Met Standard ELA, Math and Science



**ELA Comparison of CMP-Capitol and SCUSD Schools
% Met or Exceeded Standard**

School Sites	Overall	3rd	4th	5th	6th	7th	8th
CMP Capitol Campus	51%	39%	51%	51%	53%	70%	57%
A. M. Winn	24%	21%	17%	31%	27%	0%	36%
Albert Einstein MS	48%					50%	44%
Brett Harte	13%	7%	15%	14%	20%		
Caleb Greenwood	56%	57%	43%	64%	55%		
California MS	49%					47%	50%
Caroline Wenzel	27%	26%	25%	28%	26%		
Crocker/Riverside	68%	62%	66%	74%	71%		
David Lubin	53%	43%	56%	57%	58%		
Edward Kemble	18%	18%					
Elder Creek	27%	13%	23%	31%	45%		
Ethel I. Baker	17%	14%	14%	17%	22%		
Ethel Phillips	16%	13%	23%	15%	15%		
Fern Bacon	31%					28%	34%
Fr. Keith B. Kenny	32%	33%	25%	37%	29%	31%	0%
Genevieve Didion	64%	59%	51%	59%	74%	78%	63%
Golden Empire	44%	40%	36%	52%	51%		
Hollywood Park	24%	16%	21%	17%	34%		
Hubert Bancroft	37%	26%	37%	42%	43%		
Isador Cohen	30%	39%	22%	30%	30%		
James Marshall	28%	18%	34%	27%	35%		
John Cabrillo	23%	18%	21%	27%	25%		
Kit Carson MS	24%					25%	24%
Mark Twain	25%	14%	20%	32%	35%		
Matsuyama	43%	37%	40%	52%	43%		
Nicholas	15%	16%	11%	13%	20%		
O. W. Erlewine	33%	31%	36%	17%	45%		
Oak Ridge	20%	14%	18%	18%	29%		
Peter Burnett	22%	17%	18%	29%	26%		
Poney Express	44%	37%	22%	52%	61%		
Sam Brennan	43%					34%	49%
Sequoia	42%	40%	37%	52%	40%		
Sutter	59%					61%	58%
Tahoe	24%	25%	26%	28%	17%		
Theodore Judah	56%	60%	59%	53%	50%		
William Land	39%	41%	35%	41%	40%		

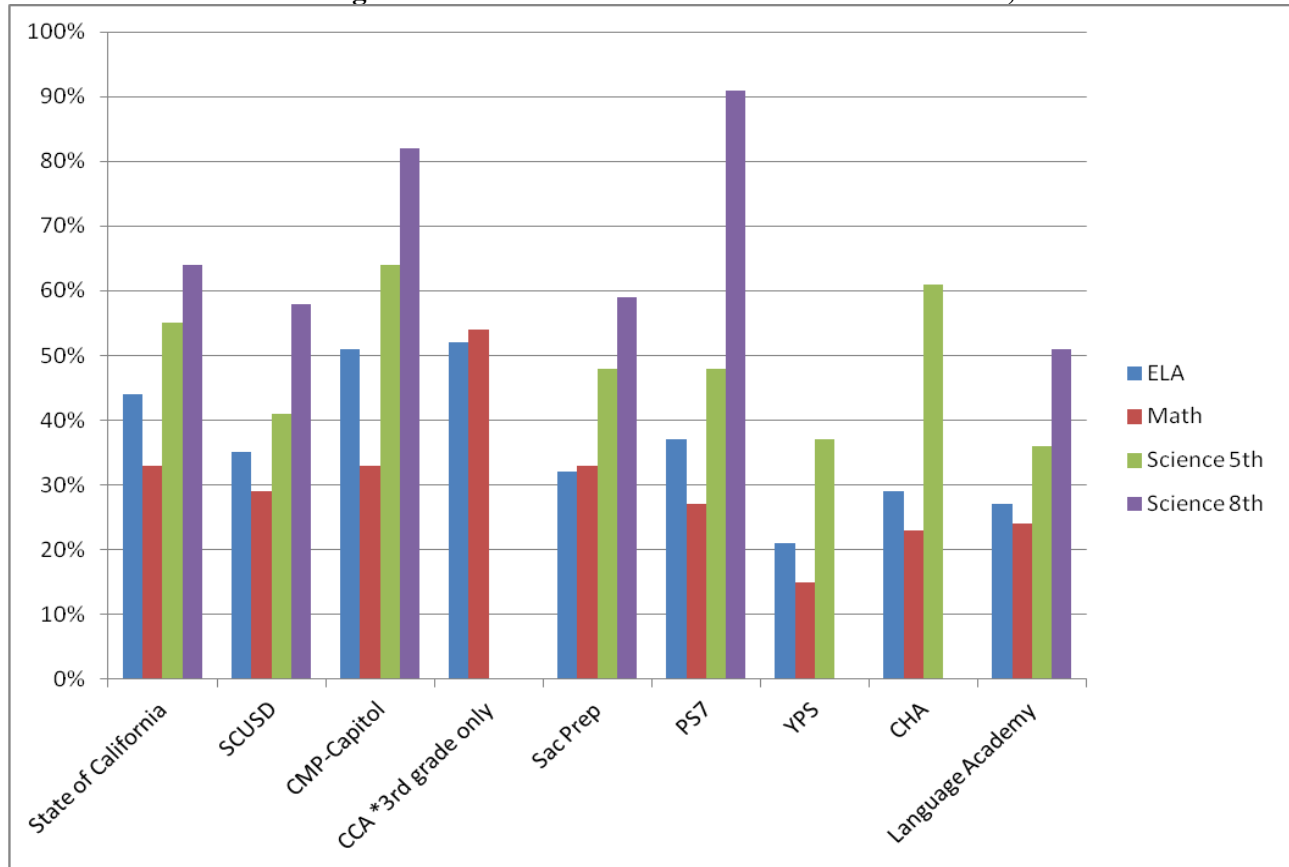
**Math Comparison of CMP-Capitol and SCUSD Schools-
% Met or Exceeded Standard**

School Sites	Overall	3rd	4th	5th	6th	7th	8th
CMP Capitol Campus	33%	31%	26%	35%	36%	40%	30%
A. M. Winn	23%	28%	7%	28%	29%	0%	29%
Albert Einstein MS	36%					36%	36%
Brett Harte	10%	7%	13%	8%	14%		
Caleb Greenwood	55%	66%	45%	58%	49%		
California MS	43%					44%	42%
Caroline Wenzel	26%	33%	25%	17%	24%		
Crocker/Riverside	64%	70%	62%	56%	70%		
David Lubin	50%	46%	58%	54%	39%		
Edward Kemble	18%	18%					
Elder Creek	26%	31%	25%	19%	29%		
Ethel I. Baker	12%	19%	7%	4%	16%		
Ethel Phillips	14%	14%	25%	5%	12%		
Fern Bacon	23%					21%	24%
Fr. Keith B. Kenny	20%	33%	10%	22%	13%	10%	
Genevieve Didion	55%	70%	45%	49%	75%	60%	22%
Golden Empire	40%	48%	32%	41%	39%		
Hollywood Park	14%	26%	11%	4%	19%		
Hubert Bancroft	33%	48%	32%	22%	33%		
Isador Cohen	33%	45%	29%	25%	33%		
James Marshall	27%	28%	27%	19%	33%		
John Cabrillo	23%	26%	26%	15%	23%		
Kit Carson MS	11%					10%	10%
Mark Twain	16%	13%	11%	15%	26%		
Matsuyama	41%	61%	30%	33%	39%		
Nicholas	15%	27%	9%	7%	14%		
O. W. Erlewine	26%	38%	34%	12%	23%		
Oak Ridge	16%	15%	14%	15%	21%		
Peter Burnett	17%	25%	16%	16%	11%		
Poney Express	49%	39%	38%	51%	60%		
Sam Brennan	35%					25%	42%
Sequoia	36%	42%	28%	30%	41%		
Sutter	49%					50%	48%
Tahoe	16%	22%	13%	10%	21%		
Theodore Judah	46%	53%	49%	39%	41%		
William Land	40%	49%	24%	35%	52%		

Please find below, additional CAASPP data of in-District CMP-Capitol students, broken down by school of residence:

Overall Performance									
		ELA				Math			
<i>Comparison School</i>	<i>Number of Students in residence area of SCUSD school</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>	<i>Standard Exceeded</i>	<i>Standard Met</i>	<i>Standard Nearly Met</i>	<i>Standard Not Met</i>
California Montessori Project Capitol Campus		17%	34%	29%	20%	9%	24%	40%	27%
Hubert Bancroft	58.9	11%	26%	22%	41%	10%	23%	31%	35%
Theodore Judah	18	26%	30%	18%	25%	22%	24%	29%	24%
O.W. Erlewine	19	9%	24%	30%	38%	7%	19%	35%	39%
David Lubin	18	24%	29%	23%	23%	21%	29%	23%	26%
Caleb Greenwood	18	26%	30%	20%	25%	26%	29%	28%	18%
California Middle School	5.7	14%	35%	26%	25%	23%	20%	25%	31%
Sutter Middle School	5.7	20%	39%	23%	17%	25%	24%	31%	21%

**CMP – Capitol Campus Compared to other SCUSD Charter schools
CAASPP Overall Percentage of Students Who Exceeded or Met Standard ELA, Math and Science**



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).

II. EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

INTRODUCTION

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment to facilitate the child's discovery of knowledge and skills.

Montessori education emphasizes self-motivation. The classroom is a carefully prepared environment that promotes individual instruction and self-paced learning. Teaching techniques and materials are designed to maximize children's learning experiences in the classroom. Teachers model for students how to appreciate and create order, and to discover concepts through the carefully demonstrated lessons that can then be practiced at will.

Dr. Montessori believed that a child's spirit should be nurtured by addressing individual needs, celebrating cultural differences, and the modeling and teaching of problem-solving skills. Opportunities are provided for quiet individual work, as well as cooperative activities. The child's independence is promoted, allowing the child to be responsible and accountable for their choices. Community is fostered through the sharing of responsibility and collaboration in the caring of their environment and all that it contains.

The Montessori Method of education has been successful for students with diverse abilities and age ranges for over 100 years. California Montessori Project (CMP) continues to provide this teaching methodology to our students.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE:

CMP educates students in Transitional Kindergarten/Kindergarten through Eighth Grade from diverse cultural, academic, and socioeconomic backgrounds in the greater Sacramento area. As a charter public school, we implement an open enrollment policy.

We offer an environment which has the tools, programs, resources and support to prepare students for college and career readiness. CMP is committed to the goal of developing self-motivated, competent, life-long learners. All stakeholders are focused on student success.

Families will find that students who are self-motivated, have the ability and capability to work independently, and who are responsible and accountable for their own actions are a good match for Montessori methodology.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY:

CMP's Expected Student Learner Results:

- Students make safe, respectful, and responsible choices for themselves and empower others to do so, as well.
- Students are Montessori learners who work independently, demonstrate initiative, utilize the power of concentration, and think critically.
- Students are ambassadors of grace and courtesy who celebrate the diversity in our global community.
- Students are agents of change who have a strong sense of community, are socially responsible, are connected to their environment, and are advocates for themselves and others.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in “Section III: Measurable Student Outcomes” of the charter for a description of CMP – Capitol’s goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control Accountability Plan (“LCAP”)

Please find attached the 2015-2018 CMP-Capitol LCAP (Appendix B). The current LCAP was submitted to SCUSD and the Sacramento County Office of Education and is also available on the website at www.cacmp.org.

CMP – Capitol shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. In accordance with Education Code Section 47606.5, CMP – Capitol shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. CMP – Capitol shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

CURRICULUM AND INSTRUCTIONAL DESIGN

CMP has aligned its Montessori curriculum with state standards, and will continue the dialogue as we implement and modify that alignment as appropriate. CMP curricular teams have aligned the K-6 Curriculum Guides with the California Common Core State Standards and are in the process of updating the Middle School Curriculum Guide to Common Core and Upper Elementary Science Curriculum Guide to Next Generation Science Standards. Please find attached the CMP Curriculum Guides for as Appendix B.2-B.16.

ACADEMIC OVERVIEW



Who was Dr. Maria Montessori?

Maria Montessori was a medical doctor, research scientist, and educator who opened her first school in 1907 in Rome, Italy. The Montessori approach to education is based on Dr. Maria Montessori's life's work of observing children. She observed children to have a natural desire to learn and recognized distinct stages of development. She designed corresponding educational environments with purposeful, hands-on materials, and devoted her life to educating teachers on the developmental needs of children at each stage and how to prepare these environments.

HOW LEARNING BEST OCCURS

The Montessori Approach to Education

The primary goal of a Montessori program is to help each individual child reach their full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination, as well as, cognitive preparation. The curriculum and the environment empower children, encourage their creativity, and build a strong sense of self, allowing them to enjoy the process of learning and the excitement of accomplishment.

- ***Prepared Environment***- Children learn by utilizing all of their senses. A prepared environment ignites a child's natural desire to learn through exploration and discovery. The Montessori classroom encompasses the following:
 - An orderly and beautiful environment that encourages the child to explore and learn
 - The placement of Montessori and supplemental materials on shelves for easy accessibility in a sequential order
 - The fostering of independence which is the vital foundation for the development of freedom and self-discipline
- ***Sensitive Periods***- The Teachable Moment - A sensitive period is a time in a child's life when he or she is deeply interested in and highly motivated to learn a particular skill or understand a piece of information. It is during this unique time that the child learns a task easily. It is the role of the teacher to identify these sensitive periods in each individual child and link the child to the appropriate learning activities and materials found in the prepared environment.

- **Montessori Materials**- Montessori materials are beautiful and enticing. They are designed to spark the child’s imagination, isolate the concept to be learned, and self-correct for a specific activity or skill. The materials are multi-sensory, and demonstrate concepts first at the concrete level and then move to the abstract.
- **Multi-Age Classroom**- Multi-age spans in classrooms are based on the philosophy of the family unit. Just like in a family environment where younger members learn from the experience of the older ones, children in a multi-age group setting learn from each other. Children develop the skills to negotiate, cooperate, and accept ideas other than their own. Since all children are at different stages in their learning and development, negative competition between children is practically non-existent. Younger students benefit by having mentors and role models, and learning from peers as well as adults. The older, more advanced student gains confidence and leadership skills. By mentoring the younger peer, the older student reinforces his/her own academic knowledge.
- **Peace Education**-The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong community. Lessons in “Grace and Courtesy” begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant, and related consequences, is utilized.
- **Normalization**- Normalization refers to the focus, concentration, and independence of the children, by their own choice. It means they have acquired the internal freedom to initiate work, be independent, and adhere (by choice) to the rules of the environment. A well prepared Montessori environment facilitates the process of Normalization by offering engaging, hands-on materials, and long, uninterrupted work periods.

ACADEMIC PROGRAM LEVELS:

The adopted California Common Core State Standards are aligned with CMP’s Montessori curriculum.

Transitional Kindergarten / Kindergarten Program:

Kindergarten is the culmination of the Montessori Early Childhood Program which addresses the needs of the child during the first plane of development. The goal is to provide a Montessori education for students, which prepares them for the lower elementary program, focusing on learning experiences in the major curriculum areas:

- Practical Life: care of self, environment, grace & courtesy
- Sensorial: development of the senses
- Mathematics
- Language
- Handwriting
- Science: Zoology, Botany
- Geography
- History
- Introduction to Technology
- Peace Education

- Visual & Performing Arts / Public Speaking
- Physical Education
- Introduction to a Second Language
- Field Trips: outdoor extensions of the Montessori curriculum

Lower Elementary Program: First through Third Grade Levels (ages 6 to 9)

The Lower Elementary Program consists of multi-age groupings, which builds upon skills and concepts introduced in the Kindergarten program, focusing on the following curricular areas:

- Practical Life: care of self, environment, grace & courtesy
- Language
- Writing
- Mathematics
- Geometry
- Science: Zoology, Botany, Earth and Physical Sciences, Astronomy
- Geography
- History
- Peace Education
- Visual & Performing Arts / Public Speaking
- Physical Education
- Technology
- Second Language Exploration
- Field Trips: outdoor extensions of the Montessori curriculum

The Lower Elementary students work towards increasing self-direction and independence. In achieving these goals, the students gain strong self-concepts and effective roles of direction in self-responsibility. CMP's learning environments encourage opportunities for reflective thinking, problem solving, and critical evaluation while providing for creative expression and divergent thinking skills. This allows and encourages every student's personal rate of learning.

Upper Elementary Program: Fourth through Sixth Grade Levels (ages 9 to 12)

The Upper Elementary Program consists of multi-age groupings, which builds upon skills and concepts introduced in the Lower Elementary program, focusing on the following curricular areas:

- Practical Life: care of self, environment, grace & courtesy
- Language
- Writing
- Mathematics
- Geometry
- Science: Earth and Physical Sciences
- History: Ancient Civilizations, California, United States
- Health
- Peace Education
- Visual & Performing Arts
- Physical Education
- Technology
- Presentations / Public Speaking

- Second Language Studies
- Field Trips: outdoor extensions of the Montessori curriculum culminating in an overnight milestone trip

The Upper Elementary program provides opportunities for individual and community service projects, and cooperative group work. Writing, research, and communication skills are further developed. Technology is used as a resource for research, writing, publishing, and presentation.

Middle School Program: Seventh and Eighth Grade Levels (ages 12 to 15)

CMP recognizes that adolescence is an age of rapid change. It is a time of metamorphosis in the physical, emotional, social, and intellectual growth of the child, leading him or her toward adulthood. A strong part of the Montessori philosophy is to consider the unique developmental stages of adolescent students in order to support their changing needs.

CMP's Middle School Program consists of multi-age groupings, which builds upon skills and concepts introduced in the Upper Elementary Program, focusing on the following curricular areas:

- Practical Life: care of self, environment, grace & courtesy, student run business
- Language
- Writing
- Mathematics
- Science: Life and Physical Science
- History: United States, World
- Health
- Peace Education
- Visual & Performing Arts
- Physical Education
- Technology
- Presentations / Public Speaking
- Second Language Studies
- Immersion Trips: day and overnight excursions following the completion of each learning cycle

In the Middle School Program, cooperative skills are enhanced through community service and community building activities. Class businesses allow students to exercise cooperative and practical applications of skills. Writing, research, and communication skills are further developed. Technology is used as a resource for research, writing, publishing, and presentation.

CHOOSING MONTESSORI AND OTHER INSTRUCTIONAL MATERIALS FOR THE CLASSROOM

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular and supplemental materials and programs, our process is to gather input from a variety of stakeholders to present to the administrative leadership team for determining implementation.

Montessori focuses on the continuation of the student's education by introducing materials and concepts at varying levels, depending on the student's ability level and plane of development. The same Montessori material may be used at each grade level, but for a more complex concept.

Students work on more advanced concepts first through the use of the concrete materials. The goal is always to bring the student from the concrete to the abstract.

Attached as Appendix C, please find a current list of instructional resources (including state-adopted materials).

Technology-based Curricula

CMP has adopted a number of on-line programs that allow students to progress at their own pace. These include:

- Rosetta Stone Second Language Program (TK through 8th grade)
- Accelerated Reader (1st through 8th grade)
- Accelerated Math (1st through 8th grade)
- Learning.com (4th through 8th grade)

Extra-curricular Activities:

CMP campuses offer a variety of after-school activities, which may include:

- Art
- Drama
- Engineering
- Music (instrumental and voice)
- Nature Bowl
- Odyssey of the Mind
- Robotics
- Science
- Science Olympiad
- Sports

HOMEWORK

CMP acknowledges that homework is a valuable way to extend the classroom lessons, giving students more time to practice and review concepts they have learned. Homework benefits the student by developing good study skills, discipline, and responsibility. It also provides parents the opportunity to be involved in and stay current with their child's education.

Homework assignments may consist of weekly math computations, spelling practice, reading or research projects, and practical life assignments. Homework relates to classroom instruction, reinforce and extend learning, promote immediate recall of basic skills, and match the student's needs and academic level. CMP teachers develop their own homework practices that are shared with parents during a Back to School Night at the beginning of each school year. When there is no assigned homework, students are encouraged to read.

SUPPORT FOR ACCELERATED LEARNERS

While CMP does not subscribe to a GATE-specific program, the Montessori Methodology meets the advanced educational needs of the School's gifted individuals, within the regular classroom, as well as through administration of extra-curricular activities. In substance, our programs are similar to GATE while not a GATE specific program. In the Montessori classroom, students are

assessed in math, language arts, reading, and geometry in order to determine placement in each of these curriculums at the beginning of the year. Based on these assessments, an individualized work plan is prepared for each student. Students working above grade level are placed in the curriculum at the appropriate level, which allows them to work in their own classroom, in an age-appropriate environment. For example, a 4th grade student may be working in the 4th grade curriculum in language arts and reading, but at a 5th grade curriculum level in math and geometry. This allows for individualized instruction at an advanced level in the coursework area that is appropriate for the student. When these students advance to the Middle School environment, where they are pushing the envelope on the 8th grade curriculum, additional programs are available to meet their advanced needs.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention, RTI, is a program that focuses on proactive strategic methods of providing student interventions for behavior, attendance and academic goals. An RTI Coordinator facilitates the program usage throughout the school year by providing teacher support, documentation tools, and guidance to individual teachers. Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation that supports student interventions. The tiers are described as follows: RTI Tier 1 includes all students in the general education classroom. Teachers complete documentation on: student assessment results (beginning, mid, and end of year), classroom logs for students with behavior or academic concerns, student observations, and early intervention accommodations. Teachers conduct a parent meeting to discuss concerns and strategize early intervention accommodations. Interventions may include:

- Additional reading or math support
- Attendance contracts
- Behavioral support plans
- Free after-school tutoring
- Low student/teacher ratios
- Small group instruction

After a period of 6-8 weeks, the student will either remain RTI Tier 1, with his or her progress continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to RTI Tier 2. RTI Tier 2 level interventions include more intense support in one or more areas or through a specialized school program that may include small group instruction either inside or outside of the classroom. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to RTI Tier 3 level interventions. At this time a Student Success Team process begins.

A Student Success Team, SST, meeting includes the parent, teacher, administrator and other school personnel or interested persons, while using a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. An RTI Tier 3/SST referral includes, but is not limited to those students achieving below grade level; those who are achieving above grade level and require greater challenge; and students who have experienced emotional trauma, behavioral issues, or

language issues. On a case by case basis depending upon the needs of the student, RTI may not be utilized prior to an SST meeting being called. For example a student for whom there are serious concerns academically or behaviorally, may benefit from bypassing the time requirements of the RTI process for an RTI Tier 3/SST referral.

CMP has a well defined tiered approach (Response to Intervention/Student Success Teams) to initially identify and support students who require additional academic/behavior/attendance intervention. Anyone who has a concern for a student can refer that student to RTI for consideration. Anyone who is connected with that student can be included in the RTI to provide information to share about the student strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement.

CMP's twelve SST meeting steps include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Pertinent information and accommodations that are already in place are documented and listed.
6. Concerns are discussed and prioritized.
7. Questions pertaining to the prioritized concerns are presented.
8. Strategies to address concerns are brainstormed.
9. Team prioritizes the best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Follow-up date is set.

During the RTI Tier 3/SST follow-up meeting, it may be determined that the student is making progress with the interventions in place. The student will either remain in RTI Tier 3 with interventions remaining in place as is, or may be moved back to RTI Tier 2 or RTI Tier 1, with RTI Tier 3 being repeated as necessary. If the student has not made the anticipated progress, he or she may be referred for additional resource intervention/testing. An RTI Tier 3 follow-up meeting (2nd follow-up SST meeting) is scheduled and resource personnel are invited to participate in this process. A referral for special education assessment might be deemed appropriate through the SST process.

SUPPORT FOR ENGLISH LEARNERS

CMP meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CMP implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

CMP administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing²

All students who indicate that their home language is other than English are California English Language Development Test ("CELDT") tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

CMP shall notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

² All references in the charter petition to the CELDT will be understood by CMP and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Students who enter the CMP program as Kindergarten students that are identified as EL are re-classified within two years.

In addition, students that have been identified as EL prior to enrolling in the CMP program are re-classified within two years upon enrolling in CMP.

CMP Capitol EL Data

Student#	Grade	LangFlu	School Enter Date	EL Start Date	EL End Date	Redes Date	YrsInPgm (EL SD-EL ED=Years in Pgm)
XX567	1	3	8/13/2014	9/3/2013			2
XX650	0	3	8/12/2015	9/2/2014			1
XX641	1	3	8/12/2015	9/10/2014			1
XX648	0	3	8/12/2015	8/25/2015			0
XX665	7	3	8/19/2015	9/2/2014			1
XX044	7	4	8/13/2008	9/11/2008	10/25/2010	10/25/2010	2
XX051	7	4	8/13/2008	9/11/2008	10/27/2011	10/28/2011	3
XX101	6	4	8/17/2009	9/23/2009	10/11/2010	10/11/2010	1
XX213	5	4	8/23/2010	9/16/2010	10/27/2011	10/28/2011	1
XX291	6	4	9/8/2010	9/8/2010	10/28/2011	10/31/2011	1
XX299	5	4	1/31/2011	1/31/2011	10/22/2012	10/23/2012	1
XX319	4	4	8/17/2011	10/5/2011	10/23/2012	10/23/2012	1
XX391	4	4	8/15/2012	9/13/2012	10/24/2013	10/25/2013	1
XX399	3	4	8/15/2012	9/13/2012	10/24/2013	10/25/2013	1
XX375	4	4	8/15/2012	9/14/2011	10/22/2012	10/22/2012	1
XX459	8	4	8/17/2012	8/17/2007	7/20/2008	7/21/2008	0
XX471	5	4	1/23/2013	5/9/2010	8/28/2015	8/28/2015	5
XX508	2	4	8/14/2013	9/13/2013	9/2/2014	9/2/2014	0
XX582	2	4	8/13/2014	8/29/2014	8/26/2015	8/26/2015	0
XX544	1	4	8/13/2014	8/27/2014	8/27/2015	8/27/2015	1
XX591	1	4	8/13/2014	8/28/2014	8/19/2015	8/19/2015	0

The curricular strategies and programs in place to improve English Proficiency for students who advanced beyond the Emerging Proficiency level include:

- CMP is a full inclusion school. Not only are individualized work plans utilized but project-based activities are also fundamental strategies used by teachers.
- Programs used to improve English proficiency for students who have advanced beyond the emerging proficiency level include: reading fluency and comprehension such as Read Naturally; word automaticity programs such as Word Warm Ups; vocabulary building, reading fluency and comprehension building such as Accelerated Reader, as well as ongoing SDAIE techniques.

- Language/Reading extension activities based on skill level are routinely offered to students.

Strategies for English Learner Instruction and Intervention

The Montessori classroom contains multiple supports for EL students. There is a diversity of materials and concrete lessons provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The Montessori philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners. Montessori-trained teachers encourage peer tutoring and cooperative learning, which are recommended strategies for English Learners.

The Montessori materials in the classroom and the methodology by which teachers teach, address the needs of English Learners and Bi-Lingual students.

First, labels (or name cards) are used to name the objects in and around the classrooms. This helps the students learn the names of objects around them.

Second, the different subject matters have three part cards that have picture cards, names, and definitions. As an example, in Science, CMP offers 3 part cards for different vertebrates, invertebrates, plants, landforms, planets, and many others. For Social Studies, CMP provides 3 part cards about Presidents, different countries, and other topics. For Language, CMP provides numerous word and picture cards that teach different concepts and skills, such as antonyms/synonyms, homonyms/homophones, singular/plural, and many others. CMP also provides 3 part cards for music (composers and musical instruments from all over the world) and practical life (family, grocery, self-help, etc.)

To further enhance the learning of English, CMP uses workbooks, which have words and pictures to help English Learners make the connection between words and objects. In addition, the Montessori Language curriculum is rich in 3-part graphic matching jobs, where students match pictures and words in the Language Arts curriculum, the Science curriculum, and the History curriculum.

CMP also has numerous computer programs for different subject matters that help the English Learner and Bi-Lingual students. CMP uses the Rosetta Stone (English and foreign language programs), Accelerated Reader, Read Naturally, etc. The English language is offered to English Learners. All these make it easier for EL and Bi-Lingual students to assimilate the language.

Lastly, CMP's Montessori/State Certified teachers teach language, grammar and writing daily and across the curriculum through the use of multiple intelligences.

Teachers with CLAD certification serve EL students and can assist in adapting Montessori materials for EL instruction.

Please find attached a Glossary of SDAIE Strategies as Appendix C.2.

CMP is a full inclusion school with a robust language program, based on our Montessori curriculum that is aligned with Common Core State Standards. CMP's curriculum guide is reviewed, evaluated, and modified annually by our curriculum level lead teachers, network wide.

CMP Montessori Classrooms-

- have low student/teacher ratios. Each classroom has one teacher and one teacher assistant with an average classroom size of 22 students in our lower elementary program.
- are multi-aged. Students are exposed to the vocabulary of their older peers daily (1st-2nd-3rd grades grouped together).
- offer uninterrupted 2-3 hour work periods daily with students working on their own individualized work plan. This individualized work plan offers students the ability to work on English Language acquisition skills.
- have individualized and small group lessons based on skill level.
- regularly utilize SDAIE techniques. (Please find attached a SDAIE Matrix as Appendix C.3)

PLAN FOR STUDENTS WITH DISABILITIES

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

The Montessori classroom provides flexibility and multiple learning modalities to support diverse learners. Implementation of Special Education service begins with RTI and pre-referral intervention and monitoring of low achievers by Student Success Team members. The team, including students' teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of intervention programs and strategies, they may be referred for evaluation under Section 504 or the IDEA.

Special Education Services under the IDEA

The School will continue to function as a local educational agency for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a).

In 2006, in preparation for the initial Charter authorization by Buckeye USD, Elk Grove USD, Sacramento City USD and San Juan USD, California Montessori Project requested, for Special Education purposes, participation as a Local Education Agency (LEA) in the Yuba County SELPA. This request was unanimously approved by both the Yuba County SELPA Operations Council (January 23, 2006) and the Yuba County Superintendent’s Council (February 27, 2006). Fully sanctioned by the California Department of Education, CMP and the Yuba County SELPA operated as part of a Special Education Pilot Program until December 2009, when the California State Board of Education recommended that CMP be released from pilot status.

As an LEA, CMP is fully responsible for Special Education compliance under state and federal law. While CMP operates as an LEA, Sacramento City Unified School District shall have no responsibility for the oversight or provision of Special Education instruction or related service to the students enrolled in and attending the Charter School. CMP follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who

may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

All children will have access to CMP and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Attached as Appendix D, please find the Memorandum of Understanding with CMP and the Yuba County SELPA, which delineates the respective responsibilities of CMP and the SELPA. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. CMP is subject to the allocation plan of the Yuba County SELPA.

The Charter School pledges full compliance with the IDEA, SELPA policies and practices, and Education Code provisions regarding special education. All teachers and special education providers (employees and contractors) shall hold appropriate credentials and/or licenses.

As of this renewal submission, CMP-Capitol currently has forty-seven students with IEPs. The students are eligible for services in the following disability areas:

- 210 Intellectual Disability
- 240 Speech/Language Impairment
- 260 Emotional Disturbance
- 280 Other Health Impairment
- 290 Specific Learning Disability
- 320 Autism

Student services include: specialized academic instruction, occupational therapy, speech and language, behavior intervention and mental health.

CMP-Capitol seeks to build capacity in the special education department by hiring highly qualified special education providers. Students are currently served by a combination of CMP and NPA providers.

CMP-Capitol Campus is served by a .8 FTE Special Education Teacher, a .6 FTE Special Education Teacher, a .4 Speech and Language Therapist, a .2 FTE SLPA, a .4 FTE NPA Occupational Therapist and four .8 FTE Special Education Assistants. Clinical Psychologist, Board Certified Behavior Analysts, Behavior Intervention Case Managers (BICMs) and School Psychologists are contracted from a pool of independent evaluators for Initial and Triennial eligibility assessments. The CMP Special Education Coordinator, in collaboration with the Campus Principal, provides program oversight and compliance monitoring, including submission of monthly CASEMIS reports to the SELPA.

CMP-Capitol is an inclusive environment. Special Education teachers provide a combination of “push in” and “pull out” services as needed, to provide the least restrictive environment for each student. Multiple materials and strategies are used in the provision of Specialized Academic Instruction (SAI), including Montessori materials and curriculum.

Attached as Appendix E, please find CMP's Board Policy and Procedures with regard to the School's implementation of the child find, assessment, identification, and service requirements of the IDEA and State law.

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Section 504 is the responsibility of the general education program and administration. The CMP 504 Coordinator and site Principals will be the primary 504 coordinators at the CMP-Capitol campus. 504 plans are developed by a school based 504 team.

Further, the School maintains a policy which outlines the requirements for identification of eligible students and implementation of 504 plans. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the School.

A 504 team will be assembled by the Principal, or designee, and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team and provided in writing to the parent or guardian of the student in their primary language along with a copy of procedural safeguards. If during the

evaluation, the 504 team obtains information indicating possible eligibility of the student for special education under the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents and guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Attached as Appendix F, please find CMP’s Board Policy and Procedures with regard to the School’s Identification, Evaluation and Education under Section 504.

ATTENDANCE GUIDELINES

California Montessori Project shall maintain and implement an attendance policy and shall offer or exceed the minimum number of instructional minutes as set forth in Education Code Section 47612.5(a)(1) for the appropriate grade levels and will provide, at minimum, the required number of 180 instructional days. Please find CMP-Capitol’s Instructional Minutes broken down by grade level for 2016-2017 attached as Appendix F.2. CMP expects that students will attend school on a daily basis, unless ill (CMP requires documentation in the form of a physician’s note if the student is absent for three or more consecutive days due to illness). Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

School Day

CMP provides a school day from 8:15 a.m. to 3:15 p.m., and offers optional extended care from 7:00 a.m. to 6:00 p.m., Monday through Friday. Due to school traffic requirements, some campuses have variations in the actual school drop off and pick up times.

Calendar

CMP has a modified traditional school calendar. School starts in August and ends in June, with an extended winter and spring break. It is our belief that this calendar format allows parents and students a balanced school year with time off at various times during the year. During these intersession periods, families can celebrate traditional holidays and have additional opportunities to vacation outside of peak travel seasons. Additionally, this type of calendar provides students with more educational advantage by limiting the length of time they are out of school during the summer, which has been shown to reduce the loss of learning that traditionally occurs.

The school calendar is established and approved on an annual basis by the CMP Governing Board of Directors and is subject to change. Attached as Appendix G, please find the proposed 2016-2017 school calendar.

BEFORE AND AFTER SCHOOL CARE - CLUB MONTESSORI

CMP offers an optional fee-based extended care and intersession care program to provide year-round care options for our CMP families.

The Club Montessori Program is available for our CMP families for a fee. Families may utilize the program from 7AM to 6PM, both during regular school days and during CMP intersessions. The number of currently enrolled students in the Club Montessori Program at the CMP – Capitol Campus is reported to the Governing Board in the Principal’s Report each month. In addition to regular enrollees, families may purchase Club M punch cards, which they periodically use to cover the costs of intermittent hourly care.

III. MEASURABLE STUDENT OUTCOMES, ASSESSMENTS AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (d) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Goals, Actions and Measurable Pupil Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship).
ACTIONS TO ACHIEVE GOAL	New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction.
MEASURABLE OUTCOME	90-100% of teachers will hold a valid California teacher credential with appropriate English Learner authorization.
METHODS OF MEASUREMENT	Initial and annual verification of lead teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of SARC

GOAL TO ACHIEVE SUBPRIORITY	All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered).
ACTIONS TO ACHIEVE GOAL	Lead teachers are required to hold Montessori Certification. CMP will provide financial support for the training, as needed. Total annual expense will vary, depending on the number of new hires.
MEASURABLE OUTCOME	90-100% of teachers will possess the appropriate Montessori certification for their level.
METHODS OF MEASUREMENT	Initial and annual verification of lead teacher certification done by CMP HR.
GOAL TO ACHIEVE SUBPRIORITY	CMP will maintain small student-to-teacher ratios; provide teaching assistants and professional growth opportunities.
ACTIONS TO ACHIEVE GOAL	CMP will maintain Class Size Reduction (CSR) ratios of 24 or less in all K-3 classrooms. Teaching Assistant and CSR impact is dependent on enrollment.
MEASURABLE OUTCOME	The student-to- teacher ratio will be 24 students or less to 1 teacher.
METHODS OF MEASUREMENT	CMP-Capitol P1 Reports
GOAL TO ACHIEVE SUBPRIORITY	CMP will provide annual increases to the base salary, as well as incremental step and column increases, support for training, and longevity stipends.
ACTIONS TO ACHIEVE GOAL	As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will increase certificated base salary to \$42,000, in addition to incremental step/column increases. CMP will also provide 'Longevity Stipends' for service to the organization at 5 and 10 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.
MEASURABLE OUTCOME	85-100% teacher retention rate.
METHODS OF MEASUREMENT	Updated CMP Credentialed Teacher Salary Scale
GOAL TO ACHIEVE SUBPRIORITY	CMP will increase classified pay scale, as budget allows, encouraging retention of Teaching Assistants.
ACTIONS TO ACHIEVE GOAL	Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP-Capitol will increase hourly compensation.
MEASURABLE OUTCOME	85-100% teacher assistant retention rate.
METHODS OF MEASUREMENT	Updated CMP Teaching Assistant Salary Scale
GOAL TO ACHIEVE SUBPRIORITY	CMP will support Montessori Training for eligible Teaching Assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups.
ACTIONS TO ACHIEVE GOAL	Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, and students with exceptional needs. CMP-Capitol will support Montessori training for 1-2 Teaching Assistants, based upon eligibility and interest.

MEASURABLE OUTCOME	50% of teacher assistants will complete a Montessori training.
METHODS OF MEASUREMENT	CMP scholarships issued to Teaching Assistants for Montessori training
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Instructional materials and curriculum, including Montessori materials, have been aligned to CA Common Core Standards since 2012 in English Language Arts and Math. A team of curriculum leaders completed the alignment of Montessori and CA Common Core State Standards in Math and English Language Arts. CMP has completed an initial alignment of the Montessori Science curriculum with the Next Generation Science Standards. CMP will continue to respond to the State-Adoption cycle in the various subject areas, including English-Language Arts, Science, Social Science, Physical Education/Health and the Visual and Performing Arts.
ACTIONS TO ACHIEVE GOAL	CMP Director of Program and Dean of Students will continue to support the instructional staff in the implementation of CCSS and NGSS. CMP Middle School Program will pilot State-adopted Mathematics curriculum. CMP Governing Board will approve a State-adopted Middle School Mathematics Curriculum to be implemented in the 2016-2017 school year. As appropriate, CMP attends trainings, workshops and conferences to optimize adoption and implementation of CMP-adopted materials. CMP will continue to access Sacramento County Office of Education (SCOE) resources, including Common Core sessions and Curriculum meetings.
MEASURABLE OUTCOME	100% of classrooms will have access to Montessori and Common Core instructional materials.
METHODS OF MEASUREMENT	The Principal will review all instructional materials, including Montessori materials, before purchase and will complete an annual audit of the materials in the classroom and will replace items that are in disrepair or missing.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school.
ACTIONS TO ACHIEVE GOAL	CMP Admin will monitor the cleanliness and safety of the school.
MEASURABLE OUTCOME	No findings in the annual Fire and Facilities Inspections by the Fire Department and Risk Management Team.
METHODS OF MEASUREMENT	Clean and safe facility. Logs of completed Fire Safety Inspection and for Safety Drills for Fire, Earthquake and Lockdown.
GOAL TO ACHIEVE SUBPRIORITY	The CMP-Capitol Campus will be a beautiful and inviting campus, including classrooms, multi-purpose room, outdoor areas, bathrooms, etc.
ACTIONS TO ACHIEVE GOAL	Campus will purchase stage curtains to beautify the multi-purpose room.
MEASURABLE OUTCOME	Curtains replaced on stage.
METHODS OF MEASUREMENT	Visual confirmation that new curtains are installed.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CA CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development/trainings.
ACTIONS TO ACHIEVE GOAL	Facilitated by the CMP Director of Program, the Leadership Team will identify beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provide for instructional staff. Leadership Team will determine in-service focus and session offerings. This planning will extend to the early-release days as scheduled, beginning in 2015-2016 school year.
MEASURABLE OUTCOME	90-100% of teachers will attend the Common Core trainings and session offerings provided at the in-service and early release days.
METHODS OF MEASUREMENT	Attendance sheets signed during trainings and sessions.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner.
ACTIONS TO ACHIEVE GOAL	CMP will provide highly qualified, Montessori trained teachers to use Montessori-Common Core-aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.
MEASURABLE OUTCOME	<p>EL students will be able to gain academic content knowledge through the concrete Montessori materials and implementation of Common Core. CMP staff will know that this is happening by:</p> <ul style="list-style-type: none"> • Analyzing and disaggregating CAASPP interim assessment data in order to inform instruction for EL students; 50% of EL students will exceed, meet or nearly meet the standard on the interim assessment. • 90-100% of teachers to participate in workshops that focus on effective EL instruction. • The development of training modules for teacher assistants in SDAIE techniques. • 90-100% of teachers to participate in American Montessori Society's webinars focusing on literacy instruction for diverse learners. • Recruitment of teachers who are multi-cultural and multi-lingual • Continuation in on-line language programs such as Rosetta Stone • The continuation of offering free after school tutoring • Continuing to monitor EL students' progress using the English Language Development Standards for CA Public Schools at minimum four times per year. • Implementing a foundational reading skills and strategies for early readers program, such as SIPPS.

METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; CELDT Assessments; teacher assessments; classroom-based progress reports and report cards
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to support English language acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the anticipated ELD standards.
ACTIONS TO ACHIEVE GOAL	CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL student will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills. CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be purchased, and staff will attend ELL trainings, as appropriate.
MEASURABLE OUTCOME	85% -100% of EL students will be reclassified fluent English proficient (RFEP) within three years.
METHODS OF MEASUREMENT	Student performance on CELDT Assessment, EL reclassification documentation
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities.
ACTIONS TO ACHIEVE GOAL	The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation.
MEASURABLE OUTCOME	Number of parent hours logged and parent sign-in sheets for school events.
METHODS OF MEASUREMENT	Service hour tracking documentation

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and communiqués (i.e. Montessorigram), and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis (2-3 years).
ACTIONS TO ACHIEVE GOAL	The Leadership Team will explore strategies to promote parental leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication.
MEASURABLE OUTCOME	Number of parent hours logged and parents sign-in sheets for school events.
METHODS OF MEASUREMENT	CAC and Governing Board Agendas and Notes/Minutes will identify parent participants/representatives. Service hour tracking documentation.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Student Performance and Progress (CAASPP)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning.
ACTIONS TO ACHIEVE GOAL	The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment, including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher Assistants in all K-6 classrooms. CMP will see a 1% growth, as reflected in CAASPP data, including all sub-groups, for each of the next five years.
MEASURABLE OUTCOME	A minimum of 52% of students will show their mastery of grade appropriate English Language Arts/Literacy by meeting or exceeding the standard on CAASPP. A minimum of 34 % of students will show their mastery of grade appropriate Mathematics by meeting or exceeding the standard on CAASPP.
METHODS OF MEASUREMENT	CAASPP test results

SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Classroom instruction will incorporate testing strategies in preparation for the CAASPP.
ACTIONS TO ACHIEVE GOAL	CMP will support Common Core Training and Collaborative Planning Time. Common Core Workshops (as needed).
MEASURABLE OUTCOME	A minimum of 52% of students will show their mastery of grade appropriate English Language Arts/Literacy by meeting or exceeding the standard on CAASPP. A minimum of 34 % of students will show their mastery of grade appropriate Mathematics by meeting or exceeding the standard on CAASPP.
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
GOAL TO ACHIEVE SUBPRIORITY	CMP will hire a .5 Testing Coordinator/Analyst, who will track the achievement of target subgroups, including Low Income, English Learners and Foster Youth.
ACTIONS TO ACHIEVE GOAL	CMP will hire the Testing Coordinator/Analyst and provide training.
MEASURABLE OUTCOME	90-100% of teachers will attend annual training on analyzing CAASPP data to best support subgroups.
METHODS OF MEASUREMENT	Testing results; training sign in sheets.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
Not applicable.	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
ACTIONS TO ACHIEVE GOAL	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate.
MEASURABLE OUTCOME	75-100% of EL students reclassified fluent English Proficient within three years.
METHODS OF MEASUREMENT	CELDT Score Reports; EL Reclassification documentation maintained by CELDT Coordinator; and annual report cards
SUBPRIORITY E – EL RECLASSIFICATION RATES	
See ‘Subpriority D – EL Proficiency Rates’	
SUBPRIORITY F – AP EXAM PASSAGE RATE	
Not applicable.	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
Not applicable.	

STATE PRIORITY #5— STUDENT ENGAGEMENT*Pupil engagement, as measured by all of the following, as applicable:*

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

SUBPRIORITY A – STUDENT ATTENDANCE RATES

GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol will provide a safe and engaging learning environment for students and families, including subgroups.
ACTIONS TO ACHIEVE GOAL	CMP will expand the number of 'early-release' collaborative planning days in 2014-15, to address student and family engagement strategies.
MEASURABLE OUTCOME	An attendance rate of 96% based on P1 and P2 reports and a 4% absenteeism rate.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.

SUBPRIORITY B – STUDENT ABSENTEEISM RATES

GOAL TO ACHIEVE SUBPRIORITY	Parents will be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy.
ACTIONS TO ACHIEVE GOAL	The CMP Student Services Coordinator will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy.
MEASURABLE OUTCOME	An absenteeism rate of 4% or less.
METHODS OF MEASUREMENT	End-of-term absence and tardy reports from AERIES. Periodic attendance updates to families, emphasizing the importance of attendance as a primary factor of learning. Evidence of success is determined by monthly, quarterly, and annual attendance reports.

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES

GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Capitol middle school community.
ACTIONS TO ACHIEVE GOAL	The site-based and network-wide Middle School teams will meet regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff. Some funds may be allocated for substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2015.
MEASURABLE OUTCOME	Addition of a Middle School Program within the last 7 years. 5-10% growth of Middle School students in the 2016-2017 program based on student retention of the current population.
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by AERIES and CALPADS.

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

Not applicable.

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

Not applicable.

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

SUBPRIORITY A – PUPIL SUSPENSION RATES

GOAL TO ACHIEVE SUBPRIORITY	Teachers will be trained in positive discipline methods (including Love and Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns.
ACTIONS TO ACHIEVE GOAL	The Dean of Students will take an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training will be provided to staff, including conferences, workshops, and school in-service. Staff training, including conferences, workshops, and school in-services.
MEASURABLE OUTCOME	.05% decrease in the suspension rate compared to the 2015-2016 school year.
METHODS OF MEASUREMENT	Annual School Accountability Report Card, CALPADS, Suspension Reports

SUBPRIORITY B – PUPIL EXPULSION RATES

See 'Subpriority A – Pupil Suspension Rates'

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills.
ACTIONS TO ACHIEVE GOAL	CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan. Annual review and training on School Safety Plan.
MEASURABLE OUTCOME	100% compliance in the scheduled safety drills.
METHODS OF MEASUREMENT	Professional Development agendas and annual drill calendars and Safety Drill Logs.
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol will continue to implement the network 'Peace Education' (Anti-Bullying) Policy, and revise, as appropriate, to promote a safe, secure learning environment for all children.
ACTIONS TO ACHIEVE GOAL	CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine the Peace Education (Anti-Bullying) Policy.
MEASURABLE OUTCOME	.05% decrease in the suspension rate compared to the 2015-2016 school year.
METHODS OF MEASUREMENT	Reviewed Peace Education (Anti-Bullying) Policy.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups.
ACTIONS TO ACHIEVE GOAL	The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.
MEASURABLE OUTCOME	A minimum of 52% of students will show their mastery of grade appropriate English Language Arts/Literacy by meeting or exceeding the standard on CAASPP. A minimum of 34 % of students will show their mastery of grade appropriate Mathematics by meeting or exceeding the standard on CAASPP.
METHODS OF MEASUREMENT	CASSPP results and student report cards.
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to a school library.
ACTIONS TO ACHIEVE GOAL	Monies will be provided to enhance the school library.
MEASURABLE OUTCOME	Enhancement of the existing school library on an annual basis.
METHODS OF MEASUREMENT	Library usage by all students.
GOAL TO ACHIEVE SUBPRIORITY	Classrooms will receive additional technological equipment to enhance the learning environment.
ACTIONS TO ACHIEVE GOAL	Classrooms will receive additional technological equipment to enhance the learning environment (i.e. Smart Boards, Projectors, etc).
MEASURABLE OUTCOME	One-to-one technological device for each student from Grades 3-8 by 2016-2017 and a one to four ratio for Grades 1-3 and a one to 10 computer to student ratio for Kindergarten.
METHODS OF MEASUREMENT	Site Tech Inventory.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts,
ACTIONS TO ACHIEVE GOAL	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.

MEASURABLE OUTCOME	A minimum of 52% of students will show their mastery of grade appropriate English Language Arts/Literacy by meeting or exceeding the standard on CAASPP.
METHODS OF MEASUREMENT	CAASPP test results, pre and post unit testing
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Mathematics.
ACTIONS TO ACHIEVE GOAL	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.
MEASURABLE OUTCOME	A minimum of 34 % of students will show their mastery of grade appropriate Mathematics by meeting or exceeding the standard on CAASPP.
METHODS OF MEASUREMENT	CAASPP test results, pre and post unit testing
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Social Sciences.
ACTIONS TO ACHIEVE GOAL	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.
MEASURABLE OUTCOME	Students will use state adopted Common Core materials and curriculum, aligned with Montessori methodology.
METHODS OF MEASUREMENT	Pre and post unit testing.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science.
ACTIONS TO ACHIEVE GOAL	CMP will provide a planning year for the Science Mentor, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science. School adoption of curriculum pending.
MEASURABLE OUTCOME	65% of students in Grade 5 and 83% Grade 8 will exceed or meet standards.
METHODS OF MEASUREMENT	STAR Testing in Science; formal assessments to include: pre and post testing, end of unit quizzes, and reports. Other assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Classroom teachers will integrate the arts across the curriculum; CMP-Capitol will coordinate after school Visual and Performing Arts programs and activities.
ACTIONS TO ACHIEVE GOAL	CMP will provide a planning stipend for a Music Instruction mentor; teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Visual and Performing Arts.

MEASURABLE OUTCOME	Allocate LCAP money towards the purchase of visual and performing arts materials.
METHODS OF MEASUREMENT	Integrated arts projects, demonstrations, presentations
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol will provide a Physical Education teacher and materials to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	Physical Education/Playground Materials & Supplies
MEASURABLE OUTCOME	Allocate LCAP money towards the purchase of physical education equipment and materials.
METHODS OF MEASUREMENT	Physical Education Lesson Plans, PFT test results
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Health.
ACTIONS TO ACHIEVE GOAL	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.
MEASURABLE OUTCOME	Students will use state adopted Common Core materials and curriculum, aligned with Montessori methodology.
METHODS OF MEASUREMENT	Pre and post unit testing.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Capitol will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site.
ACTIONS TO ACHIEVE GOAL	CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program.
MEASURABLE OUTCOME	Every student will have access to the Rosetta Stone program. 75-100% of students will utilize the Rosetta Stone Program.
METHODS OF MEASUREMENT	Rosetta Stone data reports, Rosetta Stone Supplemental Tracking Form

The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in the table above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

It is the goal that Students at CMP will demonstrate the following upon graduation:

- Annual progress on state-mandated tests
- Mastery of the Montessori standards
- Competency in state grade-level content and performance standards

It is the goal of CMP to achieve the following schoolwide Montessori outcomes:

- To facilitate independent learning
- To educate the whole child, focusing on tools and strategies that honor the development stages of the child
- To ensure that students are able to access and manipulate information to achieve learning, free of external prompting

Adequate Yearly Progress

It is the goal of the School to make adequate yearly progress (“AYP”) as defined by the Elementary and Secondary Education Act (“ESEA”), as may be amended.

These pupil and school outcomes will be reviewed at least once annually by the Principal and teachers. Recommendations and revisions to pupil and school outcomes may be made by the Principal and teachers to the CMP Board.

METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Assessments to determine academic progress and curriculum placement include a variety of tools such as:

- Albanesi Curriculum Program for the Montessori Method of Education (benchmark assessments) for pre- and post-testing of core content areas in math, language arts and geometry. Grade level tests are administered at the beginning and end of each year to measure progress over the year. In addition, pre- and post-tests are administered for each sequence of lessons throughout the year to check for retention and mastery of concepts.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment for assessment of grade level reading skills, fluency, and comprehension.
- Renaissance Learning: STAR Reading Enterprise computerized assessment of reading abilities and acquisition of Language Arts Common Core Standards.
- Renaissance Learning: STAR Math Enterprise computerized assessment of mathematical abilities based on the CA Common Core Standards.
- Renaissance Learning: Accelerated Math pre- and post- assessments around mathematical practice and direct instruction.
- Renaissance Learning: Math Facts in a Flash online assessment for math facts development.
- Renaissance Learning: Accelerated Reader, including comprehension quizzes and data-based reading interventions.

- Portfolios which include a checklist of required materials for each grade level (e.g. a self-portrait, writing samples, handwriting samples, cultural reports, work samples, summary sheet of word building, reading program, math facts assessments, Albanesi language and math cards, etc.)
- Exhibitions such as World Fair, Science Fair, oral book reports and presentations, visual and performing arts presentations.
- Formative Assessments within daily instruction, including teacher observation of learning with Montessori Materials, group work projects, and performance-based and skill demonstrations.
- Basic Phonics Skills Test (BPST).
- Instructional Level Spelling placement test administered at the beginning of each school year. Students are placed based on this assessment and progress through the six stage program for spelling proficiency.
- CAASPP-California Assessment of Student Performance and Progress (summative) assessments are administered on an annual basis, as mandated by state law. CMP is in the process of beginning CAASPP Interim assessments for formulaic data which can enhance and guide instruction and student learning.
- Other state-mandated assessments including, but not limited to, the CELDT and PFT.

Assessments of school-wide benchmarks will include:

- Annual family surveys
- Attendance reports
- CAASPP testing results
- Montessori classroom embedded assessments
- SARC (School Accountability Report Card)
- AMS (American Montessori Society) Accreditation
- WASC (Western Association of Schools and Colleges) Accreditation

Please find attached sample internal tracking documentation:

- Appendix H - Kindergarten Assessment Tracker – Beginning, Middle and End of Year
- Appendix I - Lower Elementary Assessment Tracker – Beginning, Middle and End of Year
- Appendix J - Upper Elementary Assessment Tracker – Beginning, Middle and End of Year
- Appendix K – Middle School Assessment Tracker

Progress Monitoring, Reporting and Communication with Families

Assessment in the Montessori classroom incorporates the hourly, daily, and weekly appraisal of student progress at CMP. Early in their educational career at CMP, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students also learn from their earliest years that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has a “work plan” against which his/her progress is measured as he/she moves through various time periods.

At any given time, the Montessori teacher evaluates the child’s progress, academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, as issues and concerns emerge they are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child.

In such a highly-structured program, parents are alerted quickly to any concerns throughout the year. Additionally, CMP provides formal documentation of the student’s progress four times each year: Progress reports are sent home twice each year (in the Fall and the Spring), and end-of-term reports are sent home at the end of each school semester (January and June). While parents are most familiar with the traditional “A-B-C-D” report card, CMP’s grade report has been carefully designed to give parents and students a progressive account of the student’s academic mastery for a specific grade level in relation to the Montessori Curriculum and the CA Common Core Standards over the course of the school year.

CMP staff developed and implemented a report card format which is informative and user-friendly for parents. Subject areas are provided grade designations of: Progressing at Grade Level, Mastered Grade Level Curriculum, Performing Above Grade Level, Performing Below Grade Level, and Not Yet Introduced. The student’s effort is also noted in each subject area by the designation: Exceeding Expectation, Expected Progress, and Needs Improvement.

While providing a clear account of the student’s progress, the CMP Middle School Programs, as a bridge to high school, have retained use of traditional letter grades based on percentage scores for assignments, research projects and tests.

CMP identifies parents and teachers as two integral parts of the student’s academic success team. As such, CMP encourages parents and teachers to stay in close communication regarding each student’s progress toward subject mastery. In addition to informal discussions and communications throughout the year, CMP offers two formal opportunities each school year for parents and teachers to meet individually to discuss the child’s progress. These parent-teacher conference periods are scheduled at specific intermittent periods: In the Fall, after completion of the normalization period to provide an overview of the goals and objectives of the child’s academic plan for the year, and toward the end of the school year to provide a final update on the child’s progress toward subject mastery before moving on to the next level.

The administrative and teaching staff has spent countless hours and attention to providing a thorough and multi-faceted system for individual student assessment. The hope is that parents will feel well-informed on an on-going basis regarding their child's academic progress and success, rather than waiting for progress report cards or end of term grades. Through this multi-level approach, performance and progress, not grades, become the focus of assessment and the heart of any discussion about the child.

CMP administers annual state testing assessments in accordance with Education Code Section 47605(c). The process and results of such state measurements are used as an indicator of a child's individual progress from year-to-year. These assessments help parents, teachers and the student develop individual academic work plans.

USE AND REPORTING OF DATA

CMP staff begin the process of disaggregation and analysis upon CDE's release of the California Assessment of Student Performance and Progress data. First, using individual student data, staff determines, by campus, the percentage of students who, based on the CAASPP Test reflecting state standards, are performing at the 'Standard Met' level or higher.

While CMP staff analyzes overall campus results to improve the educational program, staff also addresses interventions for those students scoring 'Standard Not Met' or 'Standard Nearly Met'. The delivery of services to some of those students is already being addressed through an IEP or 504 Plan. For others, this data allows CMP staff to specify alternative interventions, such as the afterschool tutoring program, as well as the Read Naturally program.

Using Aeries Eagle software, CMP tracks the students' progress from year-to-year, further enabling us to modify the delivery of educational services, as deemed necessary and appropriate and to further assess the achievement of pupil outcomes.

Staff receives data on student achievement during regularly scheduled weekly staff meetings and uses this data to help monitor and improve CMP's education program.

School Evaluation

Each year CMP conducts surveys of parents and staff, seeking their input on elements of the program. The results of these surveys are shared with Principals and staff, and are used to effectively implement positive program change.

Annual Performance Report

The School shall compile and provide to the District Board of Education performance reports in the format and frequency requested by the District.

The School shall use the information compiled in its performance reports and its annual school accountability report card ("SARC") to evaluate and improve upon its educational programming as necessary.

The School shall submit to a random, unannounced site visitation process to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3 the Charter School shall promptly

respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District, the County Superintendent of Schools, or the Superintendent of Public Instruction, including inquiries regarding the corporate finances or records of CMP. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School shall also fully comply with the Public Records Act.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

AFFIRMATIONS

CMP provides a signed list of affirmations at the beginning of this charter including but not limited to the following affirmations:

- CMP shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of any characteristic described in Education Code Section 220.
- CMP shall comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools.

NON-PROFIT PUBLIC BENEFIT CORPORATION

While the School intends to collaborate and work cooperatively with the District, the School shall operate as a separate legal entity, independent of the District. The School shall be operated by a duly constituted California nonprofit public benefit corporation, California Montessori Project, (“CMP”), which shall be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the School shall be governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the School. This nonprofit corporation will continue its existence notwithstanding any withdrawal or change of charter status.

Pursuant to Education Code Section 47604(c), the District, in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School. Attached as Appendix L, please find the Articles of Incorporation and Bylaws for California Montessori Project.

GOVERNING BOARD

The CMP Board consists of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members may have, among other valuable traits, experience in education, business, technology, facilities, leadership development and organizational development. The CMP Bylaws also allow for a representative from each authorizing District to have a voting seat on the Governing Board.

A list of current Board members and Board advisors, along with brief biographies of each Board member is attached as Appendix M.

The method of board member election, terms and replacement are all addressed in detail in the CMP Board adopted Bylaws. These Bylaws contain the following:

1. The means by which Board members are to be nominated, selected, and removed from office;
2. The duration of each Board member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws may be amended.

Currently, there is no Executive Committee of the CMP Board and no plans for the creation of an Executive Committee.

Board Duties

The CMP Board of Directors is 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 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 Executive Director 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;
- Hiring and evaluating the Executive Director;
- Approval of contracts with outside entities or persons over ten thousand dollars;
- Financial audit oversight; and
- All matters related to Charter approval, amendment, or revocation.

The Charter School Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Board Meetings

The Board of Directors shall meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Board of Directors has adopted a conflict of interest code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code. Please find attached as Appendix M.2.

As long as quorum exists as defined by the Bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate regularly in training regarding board governance, Brown Act and conflicts of interest rules.

The Board of Directors participates in an annual training provided by The Charter Law Firm, Young, Minney & Corr, LLP. Attorney Jerry Simmons provided our most recent training on November 14, 2015, please find attached the training documentation as Appendix M.3. Trainings include Effective Board Governance, The Brown Act, Understanding Conflict of Interest Laws, California Laws, Form 700, and The 7 habits of Highly Effective Governing Boards.

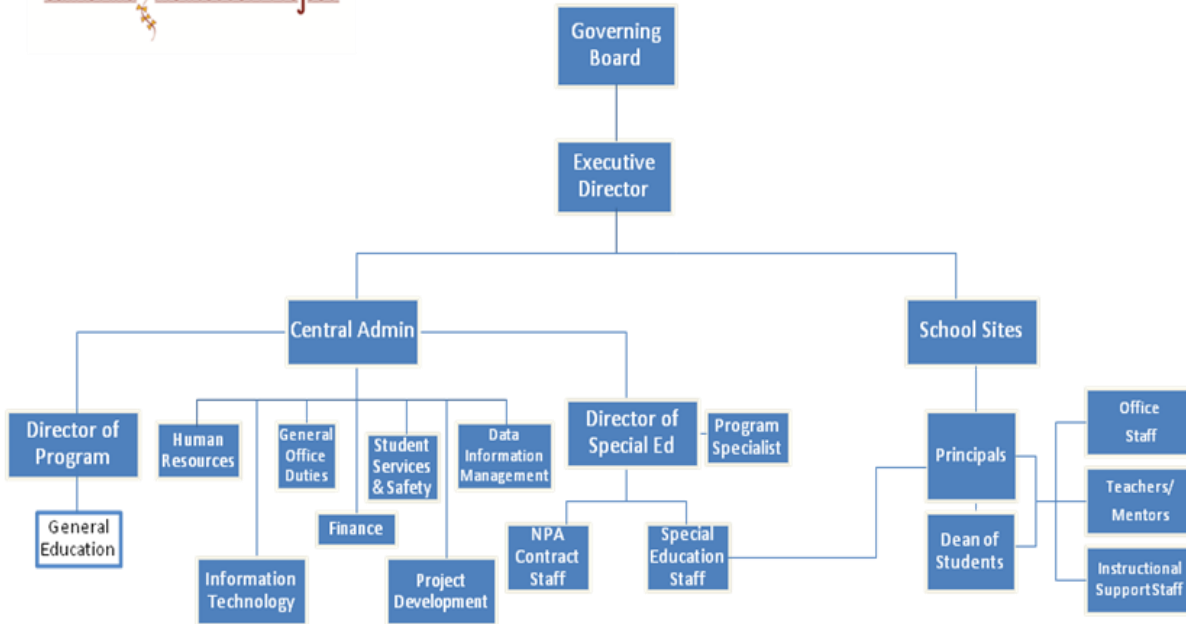
In addition to the monthly meetings, the Governing Board holds a full-day annual retreat, which historically has included Governance Training, Strategic Planning, and LCAP presentations and discussions.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

The following represents an organizational chart of CMP:



CMP EXECUTIVE DIRECTOR – ROLES AND RESPONSIBILITIES

The Executive Director is responsible for overseeing the Principal in the administration of the School in all of its aspects of its day-to-day operations. He/she works with the Governing Board, the District, students, parents, and community members and the other governing bodies specified by local and state law.

The Executive Director's major areas of responsibility include:

1. Advising the Board and making written recommendations to the Board on programs, policies, budget and other school matters.
2. Attending Board meetings, committee and any other meetings relevant to directing CMP.
3. Preparing agendas for all Board meetings, after consultation with the Board's chairperson.
4. Providing reports to the Board on progress, programs and problems of school operations.
5. Interpreting needs of school to the Board and policies of Board to school and community.
6. Informing and enlisting the support and understanding of the public.
7. Interpreting educational programs and their results to the community.

8. Oversight of acquisition, safety and use of all school sites.
9. Maintaining relationships beneficial to the school with local and state public leaders.
10. Development and implementation of school policies.
11. Determination of staffing needs and appointment of staff as necessary.
12. Oversight of all legal issues related to operation of charter school.
13. Development and monitoring of school budget.
14. Assigning, transferring, promoting and disciplining of staff; delegating and defining duties of staff.
15. Entering into and terminating contracts on behalf of the Charter School.
16. Supervising and evaluating the instructional program.
17. Implementing policy and philosophical directions established by the Board.
18. Developing and implementing short and long-range planning.
19. Strategic planning for Charter School.
20. Acting as liaison between Charter School and authorizing District.

THE PRINCIPAL- ROLES AND RESPONSIBILITIES

The Principal is directly responsible to the Executive Director and supervises all site operations in accordance with School policies. Although the Principal may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, s/he is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the campus.

Duties related to Executive Director:

1. Advises the Executive Director on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees.
2. Submits to the Executive Director recommendations relative to all matters requiring Executive Director action, together with the materials needed for informed decisions.
3. Reports periodically on all school operations.
4. Conducts special studies requested by the Executive Director.
5. Submits staff members' communications to the Executive Director, with or without recommendations.

Duties related to Staff:

1. Coordinates the work of all school educators and volunteer staff.
2. Assigns personnel within the school in accordance with School policy.
3. Directs the employment and assignment of staff and coordinates staff activities.
4. Selects and recommends to the Human Resources Administrator the best qualified and most competent candidates for employment in accordance with nondiscrimination policy and alternative action plan.
5. Develops and maintains an effective campus through collaborating with the Human Resources Administrator on the selection, training, motivation, termination and review of all personnel.
6. Collaborates with the Human Resources Administrator regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees.

Duties related to Supervisor Responsibility:

1. Bi-annually provides written evaluation of each staff member and identifies appropriate opportunities for continued professional development.
2. Maintains appropriate channels of communication within the school and ensures that staff is informed about relevant federal, state, and county laws, district policies, regulations and procedures and matters related to the improvement and welfare of the school.

Duties related to Students and the Educational Program:

1. Enforces compulsory attendance laws. Supervises attendance procedures and daily teacher/student ratios.
2. Coordinates substitute teachers for classes as needed.
3. Continuously observes the instructional program in schools and provides the Executive Director with regular evaluations of school programs and student progress.
4. Applies knowledge of the Montessori method, materials and equipment used.
5. Ensures safety of equipment for indoor and outdoor areas including class materials, outdoor play equipment and the buildings and grounds.
6. Reviews and maintains a safe and healthy environment in compliance with state and local regulations.
7. Applies knowledge of the California laws and regulations governing a school facility.
8. Together with staff, studies the curriculum and makes recommendations to the Executive Director regarding the courses of study, major changes in activities and time schedules.

9. Orientates parents/guardians in regard to the school's policies and guidelines.
10. Apprises the Executive Director of contemporary educational practices and related legislative issues which s/he discovers by reading, attending professional conferences and visiting other Montessori schools.
11. Under appropriate circumstances, recommends to the Executive Director a student's suspension or expulsion.

Duties related to Non-instructional Operations:

1. Assigns staff members appropriate operational procedures regarding school upkeep to include all common areas (kitchen, work room, etc).
2. Maintains and updates adequate census and scholastic records, business and property records, and personnel records.
3. Submits to the Executive Director periodic financial and budgetary reports which identify the school's outstanding obligations and future needs.
4. Annually prepares and submits to the Executive Director the school's budget for the upcoming year; revises this budget or takes other related action as the Executive Director designates.
5. Approves all expenditures in accordance with School policy and within Executive Director-approved appropriation limits.
6. Makes recommendations to the Executive Director regarding the maintenance, safety, improvement and/or expansion of school facilities, equipment and transportation services.
7. Develops instructions and regulations governing the use and care of school property for school purposes.

Duties related to the Community:

1. Represents and advocates for the School in relationships with city, county and state governments, private agencies, and the school community.
2. Sees that the community is informed about school matters through appropriate informational materials.
3. Participates in appropriate community organizations and functions to obtain support for the attainment of school goals.
4. Coordinates parent special activities to include special events, fund raising, parent education and parent/teacher conferences.
5. Mails school information to parents as appropriate, and provide tours of the facility at specified times to the public or those interested in the school.

6. Hears complaints against the school and resolves controversies between employees or between employees and students or parents/guardians.
7. Performs other related duties as assigned.

PARENTAL INVOLVEMENT

CMP offers a variety of parent education programs, including those with a focus on Montessori philosophy, classroom environment and parent engagement. Parent service opportunities may include: assisting in the classroom, chaperoning fieldtrips, fundraising and campus event support, and supporting the teachers with classroom preparation.

Campus Advisory Council

The Campus Advisory Council (“CAC”) functions as a local governance arm for the CMP-Capitol Campus. The Council serves as an advisory council to the CMP – Capitol Principal. The primary function of the CAC is to provide input regarding campus events and fundraising, as well as how those funds will be utilized. The mission of the CAC is to work with the campus Principal, teachers, and parents to build positive relationships, develop unity and increase involvement in the campus community. The Council promotes communication and offers feedback and insight into campus development, assists the Principal in campus fundraising resources and maximizes opportunities for improving the campus and ensuring a safe environment where all students can reach their academic and social potential.

The CAC is comprised of a minimum of two elected parent representatives and two elected teacher representatives, and is chaired by the site Principal. The CAC shall meet on a monthly or quarterly basis. There is an annual election within each of the constituents to select one (1) parent and one (1) teacher representative to the site CAC, each serving a two (2) year term. If a vacancy occurs during the school year, the Principal will appoint a parent or teacher to fill the position until the next regularly scheduled election for that position. An elected CAC member who fails to live up to his/her responsibilities as outlined below may be removed by a majority vote of the other CAC members and approval of CMP’s Executive Director and Board. The decisions made by the CAC are taken as recommendations by the Principal and the CMP Administration.

The CAC has the following responsibilities:

- Ensure that site governance decisions remain true to the CMP mission.
- Review and approve the monthly financial site budget report.
- Develop the goals for the site budgets for use of fundraised monies.
- Develop an annual plan for fundraising activities.
- Make recommendations to the site Principal for certain line items on the school budget.
- Review school budget and interim budget presentations.

- Review school independent fiscal audit presentation.
- Support, evaluate and write grants (not exceeding \$5000 award per grant).
- Serve on text book adoption committees.
- Provide input for short-and-long term planning at the campus level.
- Develop and/or review campus and parent events and school activity calendar.
- Support campus safety.
- Review presentation of the disaggregated data of the annual parent surveys.

Parent Participation

CMP encourages families to volunteer their time to promote the success of CMP and its programs. CMP has worked with parents and administrators to develop parent involvement strategies. Voluntary parent involvement may include the following:

1. Participation with homework and support weekly learning assignments.
2. Attendance at Campus Advisory Council meetings/educational meetings.
3. Attendance for progress report meetings with the teacher, a minimum of two (2) times per year.
4. Service to CMP. This can include serving on the Governing Board or standing committees, providing physical labor, providing professional or para-professional services, and chaperoning field trips.

Parent Education

CMP staff strongly believes that the involvement and education of the parents directly and positively impacts student success. The more parents understand the Montessori program and philosophy, the more buy-in and support the school and the students will receive.

Informing potential families is the initial step. Tours are scheduled regularly throughout the school year, and are more frequent prior to open enrollment. Principals spend over an hour with small groups of parents giving them an overview of Montessori curriculum and the charter program. Parents are then able to observe the students at work in their classrooms. Larger Open Houses are also given in the evenings to accommodate those families unable to attend during the day.

Administrators and teachers have also been invited to speak at organizational forums to inform the learning community about Montessori education.

Several parent trainings and informational evenings take place throughout the year. We begin the school year with a Back-to-School Night. Teachers give Montessori lesson demonstrations on

the unique hands-on materials in addition to giving an overview of the classroom, weekly, and school-year schedule.

Parents who are new to Montessori, or who wish to assist in the classrooms as parent helpers, attend trainings regarding the Montessori philosophy and historical background. Before entering into the classroom as a volunteer, parents attend “7 Habits of Highly Effective Parent Volunteers,” a specific presentation by a member of the campus administration.

Presenters are invited to address specific topics, to include: *Love & Logic*, the Montessori Middle School Program, and the Montessori Environment.

Teachers will periodically arrange curriculum evenings for those parents interested in learning how the materials are presented to the children in the different subject areas. It is beneficial to the parents to have first-hand knowledge of the “jobs” and work the children do each day.

Later in the school year, the families are invited by their children to attend a “Watch Me Work Night.” This is the most enjoyed and well-attended event of the year. The children become the teachers and show their families how the materials are used, and what they have learned. Many times this is the first opportunity a parent has had to see for themselves the depth of learning that has occurred for their children in the Montessori environment.

CMP’s Family Handbook is attached as appendix M.4.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the School. Education Code Section 47605(b)(5)(E).

All employees of the CMP – Capitol Campus shall be considered employees of the California Montessori Project and not employees of the District. CMP believes that all of its employees play a key role in creating a successful learning environment and will recruit professional, effective and qualified personnel to serve in administrative, instructional, instructional support and non-instructional support capacities. All employment is contingent upon successful and ongoing live scan reporting through the Department of Justice, in combination with receiving positive references as a part of the background/reference check process. Additionally, staff working with children or working at a campus shall also maintain: Pediatric First Aid/CPR Certification, Blood-borne Pathogens training, and current Tuberculosis risk assessment/examination. CMP maintains a drug, alcohol and smoke-free work place, enforces all applicable laws and policies against discrimination and harassment, upholds requirements for mandated reporters, and provides appropriate due process for complaints, disputes or grievances involving or affecting staff members. Upon confirmation of employment, all CMP staff shall complete orientation and training as applicable to their position that supports their willingness and ability to fulfill the responsibilities and duties of their position in accordance with the organization's policies and educational philosophy. CMP Personnel Handbook can be made available upon request.

Attached as Appendix N, please find a list of current credentials for employees at the CMP – Capitol Campus.

Attached as Appendix O, please find the CMP Employee Job Descriptions.

CMP's key staff members, such as the Executive Director, Principals, Director of Program, Human Resources Administrator, Special Education Coordinator, Administrative Specialists, Administrative Support Staff, Teachers and Special Education Staff, Teacher Assistants, and Extended Care Coordinators and Staff will meet the following qualifications:

Executive Director Qualifications:

The Executive Director shall have previous successful experience as a director of a charter school, with knowledge of Education Code, special education laws, charter laws, business/finance, facilities, contract/lease agreements and legislation. The ideal Executive Director will have background in alternative education, and possess a Masters degree in Education and/or a Bachelor of Arts degree in Business, with a California Teaching Credential and an administrative credential. The Executive Director shall serve as the leader of the executive management team that provides organizational leadership and direction; and shall demonstrate an ability to interact effectively with CMP's Administrative Leadership and Governing Board as well as other stake holders.

Director of Program Qualifications:

Under the direction of the Executive Director and pursuant to the established rules and policies adopted by the California Montessori Project (CMP) Governing Board, the Director of Program shall serve as the academic instructional leader, responsible for academic program and instructional resources, ensuring that all CMP sites are consistently implementing network goals relative to the approved curricula and mission of the charter school network (“Network”).

The Director of Program shall possess a minimum of a Bachelors Degree in Education, Administration or other related fields, and at least five years of classroom and/or instructional experience. Possession of a Montessori Certificate is required, preferably from an accredited Montessori Teacher Training Center, and a minimum of five years school administration experience along with verifiable experience, knowledge and skills in Special Education. The Director of Program shall have a working knowledge of and experience in implementing education code and charter laws applicable to curriculum and instruction. The Director of Program may represent the Executive Director in his/her absence. As such, the Director of Program shall also possess above average interpersonal skills, as well as a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the executive management team that provides organizational leadership and direction; and to interact effectively with CMP’s Executive Director and Governing Board as well as other stake holders.

Principal Qualifications:

The Principal shall possess a minimum of a Bachelors Degree, with a California Teaching Credential and/or Montessori Certification. Preferably, the Principal will possess both state and Montessori certifications along with an Administrative Credential. A minimum of two years elementary and/or middle school education experience is required, with prior administrative experience in the educational field.

The Principal shall have a working knowledge of and experience in implementing Education Code and charter laws applicable to all areas of operation and administration of a charter school site. As the leader of his/her school site, the Principal shall demonstrate above average interpersonal skills and the ability to lead and develop his/her administrative and instructional staff members. The Principal shall serve as a participant of the executive management team that provides organizational leadership and direction; and shall demonstrate an ability to interact effectively with CMP’s Executive Director and Governing Board as well as other stake holders.

Human Resources Administrator Qualifications:

The Human Resources Administrator shall possess a minimum of a Bachelor’s degree or equivalent in Human Resources, Business, or related field; five plus years of progressive leadership experience in Human Resources management positions; specialized training and a comprehensive understanding of human resource and employment laws, regulations, practices and principles including the administration of benefits and compensation programs, employee relations, performance management, training and development, and organizational planning and development; working knowledge of and experience in implementing education code and charter laws applicable to personnel services; above average interpersonal and communication skills, with a demonstrated ability to develop and maintain positive professional relationships and speak and write clearly and persuasively; evidence of the practice of a high level of confidentiality, excellent organizational, interpersonal and coaching skills.

The Human Resources Administrator may represent the Executive Director in his/her absence. As such, the Human Resources Administrator shall also possess a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the executive management team that provides organizational leadership and direction; and to interact effectively with CMP's Executive Director and Governing Board as well as other stake holders.

Special Education Coordinator Qualifications:

The Special Education Coordinator shall possess a Master's Degree in Education with a Special Education emphasis or a Master's Degree in Psychology, and a minimum of five years of certificated teaching experience in Special Education. Professional experience should include application of assessment and prescriptive teaching techniques, matching learning needs to learning modalities, and development of in-service training activities for professionals and parents. Successful experience in managing/supervising educational staff is preferred. The Special Education Coordinator shall also possess a California credential authorizing service in at least one area of Special Education and/or a Pupil Services Credential, and a standard Administrative Services or Supervision Credential; or Credentials of equal authorization by the California Commission on Teacher Credentialing.

The Special Education Coordinator shall have a working knowledge of and experience in implementing education code and charter laws applicable to special education services. The Special Education Coordinator may represent the Executive Director in matters relative to Special Education Services for the Charter School. As such, the Special Education Coordinator shall also possess above average interpersonal skills, as well as a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the executive management team that provides organizational leadership and direction; and to interact effectively with CMP's Executive Director and Governing Board as well as other stake holders.

Administrative Specialist Qualifications:

CMP shall employ administrative specialists to support school operations. Administrative specialists must have a high degree of initiative, ability to work independently, ability to develop and maintain positive professional relationships, ability to take responsibility for contact with others and pay close attention to administrative detail. Each administrative specialist will have a high degree of interaction with stakeholders and staff at all site locations. As such, each administrative specialist shall possess above average interpersonal skills and shall demonstrate the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Each administrative specialist shall possess the necessary education and professional experience related to their field of specialty to qualify them for the duties and responsibilities of the position. Examples of Administrative Specialists within the CMP organization include: Student Information Systems Manager, Bookkeeper/AP Manager, and Governing Board Secretary.

The Student Information Systems Manager serves a key role in providing supervision and oversight for operational functions related to student data management and mandated reporting for the charter school. Minimum qualifications for this position include a Bachelor's degree in Business Administration or Management Information Systems (MIS) combined with 3-5 years experience in the daily operations of an elementary school with an emphasis on collection, maintenance, and reporting of student data. Exposure to SSID Annual Maintenance, anomaly

resolution, OPUS and CALPADS is a plus. The Student Information Systems Manager will also possess the ability to positively interact with and support staff members relative to implementing the organization's policies, procedures and systems related to the charter school's data management and reporting obligations.

The Student Service Coordinator serves a key role in the organization, providing supervision and oversight for operational functions related to various areas of student and family programs and services, as well as state data collection requirements, and operational duties involved in maintaining a safe learning environment for both students and staff of the charter school. Minimum qualifications for this position include a Bachelor's degree in Business Administration, Education, or a related field combined with 3-5 years experience in school operations and administration with an emphasis on school services, extended care programs, athletic programs, school safety and student discipline processes and procedures. The Student Services Coordinator shall also possess a demonstrated ability to lead and develop other administrative staff members; and to interact effectively with CMP's Executive Director, Administrative Leadership, and Governing Board as well as other stake holders relative to implementing the organization's policies, procedures and systems related to the charter school's programs and services, and state mandated obligations.

The Bookkeeper/AP Manager serves a key role in the organization, providing accounts payable and general bookkeeping services as well as staff training specific to accounts payables functions and systems for the charter school. Besides possessing the necessary education and professional experience to qualify him/her for the duties and responsibilities of this position, the Bookkeeper/AP Manager will also have knowledge of fund and/or public school accounting procedures and the ability to exercise sound independent judgment in the management of school accounts and fund activity. The Bookkeeper/AP Manager will also possess the ability to positively interact with and support staff members relative to implementing the organization's policies, procedures and systems related to the charter school's finances.

The Governing Board Secretary serves a key role in the organization, providing meeting coordination, recordkeeping and administrative support to the Governing Board and the Executive Director relative to the governance functions of the charter school. The Governing Board Secretary shall exemplify an above average executive support skill set and shall demonstrate the ability to communicate effectively with members of all stakeholder groups. This position is characterized by a high degree of self directedness, ability to work independently, ability to take responsibility for contact with others and administrative detail. The person selected for this position shall demonstrate evidence of the practice of a high level of confidentiality, above average interpersonal and communication skills, ability to develop and maintain positive professional relationships and excellent organizational skills.

Administrative Support Staff:

CMP shall employ support staff to assist with school operations to include the Assistant to the Executive Director, Assistant to the Principal, technology specialists, designated departmental support specialists, and general office support. Executive level support staff members shall possess above average interpersonal skills and shall demonstrate a high degree of self-directedness, the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Administrative support staff should have a high degree of initiative, ability to work independently, ability to take responsibility for contact with others and pay close attention to administrative detail. Each staff member shall possess the necessary

education and professional experience related to their field of service to qualify them for the duties and responsibilities of the position to include exemplary customer service skills, demonstrated competencies in Microsoft Office computer software and hardware systems and other identified office skill sets as applicable to their assigned duties and responsibilities.

Teacher Qualifications:

Teachers are responsible for providing for the care, guidance, emotional needs and developmental experiences of children in assigned classrooms, and to create and maintain a learning environment supportive of Montessori educational standards and philosophy. Teachers must hold a minimum of a Bachelors Degree from a degree granting institution, and a valid authorization to serve as a California Credentialed teacher from the California Commission on Teacher Credentialing (CCTC).

Additionally, as an AMS-accredited public Montessori school, CMP is committed to hiring teachers who also maintain their Montessori teaching certificates for the grades in which they teach. CMP recognizes all accredited Montessori teacher preparation programs, including AMS, AMI, NCME, and MACTE accredited training centers.

All teaching staff shall meet the highly qualified requirements of the Elementary and Secondary Education Act as applicable to charter schools. Accordingly, a teacher of core academic subjects must have:

- (1) A bachelor’s degree from a degree granting college or university;
- (2) A California State teaching credential, or a University Intern Credential while actively working toward completion of a California State teaching credential, and
- (3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through a CCTC approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”) certification process. Middle school teachers teaching in multiple subject environments are subject to the same requirements. Middle School teachers working in specific subject matter areas are held to the middle/high school requirements of the NCLB Act as follows:
 - 1) Successful completion of the applicable CCTC approved subject matter examination;
 - 2) Completion of a coursework option such as:
 - a. a CCTC approved subject matter program;
 - b. a major coinciding with the assigned area of instruction;
 - c. a major equivalent (32 semester units); or
 - d. possession of a graduate degree in the core academic subject area to be taught
 - 3) Normal Board certification in the core academic subject to be taught
 - 4) Completion of the HOUSSE certification process.

CMP key administrative staff have completed training to assure understanding in determining the fulfillment of ESEA “highly qualified” requirements as applicable to their job duties. CMP teacher credentials are reviewed by the Human Resources Administrator annually and on an ongoing basis as needed.

CMP complies with California Education Code Section 44253.1, which requires all teachers serving English Language Learner (ELL) students hold appropriate authorization: CLAD/CTEL/SB 395/AB 2913.

Teacher Assistant (Paraprofessional) Qualifications:

CMP recognizes the importance of trained paraprofessional staff in the classroom to aid the teacher in the instruction of students.

In response to CMP's desire to meet the same qualifications as other quality schools, CMP has chosen to adopt the ESEA Highly Qualified Paraprofessional provisions as part of the minimum qualifications of this position. Under ESEA guidelines, candidates shall hold a minimum of an Associate of Arts degree; or provide transcripts reflecting 48+ college units that prepare the paraprofessional for supporting academic instruction; or pass a subject matter equivalency test as approved by the charter school and/or sponsoring school district combined with a high school diploma.

Montessori training and experience are preferred; experience working with children is required. Preferably, paraprofessional staff shall hold a Bachelors Degree and a Montessori Credential, or be enrolled in an accredited Montessori Teacher Training program.

Extended Care (Club Montessori) Coordinator and Staff Qualifications:

The Club Montessori Coordinator reports directly to the Principal and assists in the administration of the School's extended care program. This position requires demonstrated ability to lead, develop and supervise staff, and the ability to adapt to a variety of situations. Extended Care Coordinators shall possess a broad knowledge of best practices in elementary child care with a minimum of 12 months experience working in a licensed day care or structured after school program, along with 12 or more units of study in Early Childhood Education, Montessori Education, Child Development, Recreation, Social Welfare, Psychology, or other related field.

Extended Care staff shall report to and work under the direction of the Club Montessori Coordinator and the Principal. This position requires a minimum of a High School Diploma and previous successful experience working with children. Staff working toward a career in education with units in a related field is preferred.

PROFESSIONAL DEVELOPMENT

Recognizing the importance of staff development and teacher training, CMP provides numerous professional growth/orientation opportunities throughout the year, including the following:

- CMP provides each full-time certificated teacher with funding designated to support his/her participation in the pursuit of Montessori training, advanced degrees or certifications, continuing coursework at the college or university level, or attendance at educational workshops and/or conferences, contingent upon annual budget allocations.
- CMP offers Montessori training scholarships for eligible teacher assistants.
- CMP provides mentoring and collegial support, as well as intra-school curricular meetings, through its network of existing school sites.
- CMP has offered a summer ‘Boot Camp’ for new instructional staff. This training and orientation program, presented in a 3-5 day format, has offered sessions addressing such topics as Alignment of State Standards and Montessori Curriculum, Use of Montessori Materials, Application of Technology in the Classroom, and overview of Special Education processes and protocol. The program has served between 15 and 20 newly-hired and ‘newer’ teaching staff each year that it has been offered.
- CMP offers network-wide Staff Development days that feature keynote addresses by nationally-known speakers, as well as break-out sessions and workshops led by experts within the CMP network.
- CMP supports Middle School teachers in the pursuit of secondary level Montessori training. In recent years, CMP has supported the extensive training of Middle School teachers at the Houston Montessori Center and the Cincinnati Montessori Secondary Teacher Education Program, AMS accredited teacher preparation programs. This training provides advanced study in secondary level Montessori pedagogy and supports the continued development of CMP’s Middle School program.
- CMP collaborates with the Sacramento County Office of Education (SCOE) Beginning Teacher Support and Assessment (BTSA) Consortium to provide BTSA induction programming to all new SB 2042 preliminary credential holders in their first and second years of teaching who hold full-time lead teacher positions within the CMP network. Further, CMP recognizes the value that this program brings to its staff and has chosen to extend an invitation to all CMP instructional staff to participate in the professional development programs and workshops as may be available within the network as well as those offered through the consortium.
- CMP supports teacher attendance at workshops sponsored by the Sacramento County Office of Education (SCOE). This series of professional development workshops is specifically designed to assist teachers with the transition to the CA Common Core Standards (CCSS) in both English Language Arts (ELA) and Mathematics. CMP administration supports CMP’s growth in this area by covering the cost for the workshops and providing early release time for the teachers to attend these workshops.

Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their career at CMP. In establishing a professional teaching environment, CMP will ensure collaborative, network-wide, planning time for teachers to design student-focused curriculum, pedagogy and assessment.

RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Employees at the School shall participate in the State Teachers' Retirement System (STRS), CMP Classified Retirement Plan and/or the federal social security system as applicable to the position. The Charter School shall inform all applicants of the retirement system options available to its employees. The Charter School shall establish a relationship with the County Office of Education to create any reports required by the State Teachers Retirement System and submit the required reports on behalf of the Charter School. The CMP Human Resources Manager shall be responsible for ensuring that appropriate retirement system participation has been established for all employees.

EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(5)(O).

CMP shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act ("EERA"). CMP shall comply with the EERA.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Below, please find a summary of the health and safety policies of the School:

Procedures for Background Checks

The Charter School certifies that criminal record summary information has been obtained for all staff prior to employment, pursuant to Education Code Section 44237. Further, CMP complies with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to engaging in employment, contract services, or volunteerism, or any unsupervised contact with pupils of the Charter School. The Executive Director or appointed confidential designee shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an individual may provide service within the charter school network in accordance with Education Code Section 44237 or 45125.1, except with respect to reports relative to her or himself, in which case the President of the CMP Governing Board or appointed confidential designee will review the respected report. The Executive Director or appointed confidential designee shall monitor compliance with this policy on a continuous and ongoing basis.

Tuberculosis Risk Assessment and Examination

The Charter School certifies that applicable health record information has been obtained for all employees, and others having direct and prolonged contact with students, prior to initial service as a requirement of Education Code Section 49406 and Health and Safety Code Sections 121525-121555 in requiring tuberculosis risk assessments and/or examinations (if necessary) of all employees and others working in direct contact with students. Thereafter, the Charter School shall obtain proof of risk assessments and examinations (if necessary) at least once each four years or at a frequency otherwise deemed necessary by the local health officer as provided for in Education Code Section 49406 and Health and Safety Code Sections 121525-121555, for the duration of the individual's service at the Charter School.

Role of Staff as Mandated Child Abuse Reporters

Under California Penal Code Section 11165.7, all classified and certificated staff are designated as mandated child abuse reporters and are directed to follow all applicable reporting laws, as outlined in the California Child Abuse and Neglect Reporting Act. Upon confirmation of employment, all CMP staff shall be oriented to the provisions of the Act and shall sign a written acknowledgement of and agreement to comply with the provisions of the Act. This code (CANRA) is also provided in CMP's personnel handbook and employment agreements.

Pursuant to AB 1432, staff shall complete an annual mandated reporter training within the first six weeks of school or within six weeks of employment and annually thereafter. CMP employees

shall comply with the provisions of AB 1432 by completing the “Child Abuse Mandated Reporter Training – California” online training program as recommended by the California Department of Education, and provided by the California Department of Social Services (www.MandatedReporterCa.com). Upon completion of the training program, employees shall provide an electronic copy of the certificate of completion to CMP’s Human Resources department. AB 1432 training certificates are logged in CMP’s personnel recordkeeping system, with reports provided to the site administrators and the Executive Director. These records shall be updated annually at the beginning of each school year, and as new employees are hired.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School implements a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee/employee, employee/student, and third party/employee misconduct). Harassment Prevention training is provided to employees upon initial hire with additional sensitivity training provided at the campus level at various intervals. Harassment Prevention training for supervisors is provided at regular intervals as required by state law. The Charter School considers misconduct of this nature to be very serious and will investigate and address any claims or concerns in accordance with the Charter School’s discrimination and harassment policies as well as state and federal laws.

Drug Free/Smoke Free Environment

The Charter School shall maintain a drug and alcohol and smoke free environment. Upon confirmation of employment, all CMP staff shall be oriented to the provisions of this policy and shall provide written acknowledgement of and agreement to comply with said policy. This policy is also provided in CMP’s personnel handbook.

Bloodborne Pathogens

The Charter School shall comply with state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace.

Whenever exposed to blood or other body fluids through injury or accident, students and staff will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures, as dictated in the employee’s First Aid/CPR/Bloodborne Pathogens certifications.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Emergency Preparedness

The Charter School shall adhere to a CMP Safety Operations Plan which contains a Comprehensive School Safety Plan and a Site Emergency Response Plan tailored specifically to the needs of the campus site. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, and biological or chemical release. This Plan also includes an evacuation plan, and general school safety procedures. The CMP Safety Operations Plan adopts both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS) developed by the state of California. Attached as Appendix P, please find the current CMP Safety Operations Plan.

Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school, which requires that a school nurse or other designated personnel administer medication, with appropriate documentation. The Charter School requires a permission form to be signed by the parent/guardian and by the student's physician. The Charter School will maintain trained personnel to assist in the administration of medication, as appropriate.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Epinephrine Pens

The Charter school will adhere to Education Code section 49414 regarding the provision, storage and administration of epinephrine pens which requires a qualified supervisor and training of staff to administer the epinephrine auto-injector along with the appropriate documentation.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes between the District and the School Relating to Provisions of the Charter

The School and the District will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CMP and the District, CMP staff, employees and Board members of CMP and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Executive Director of CMP. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director, or designee, and Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, or designee, and the Executive Director, or designee, of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, or designee, and the Executive Director, or designee, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent, or designee, and the Executive Director, or designee. Mediation shall be held within 30 business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and CMP. If mediation does not resolve the dispute, one or both parties may exercise any or all rights provided to them according to the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Charter School and District.

Internal Disputes

All internal disputes involving the CMP-Capitol Campus shall be resolved by the School according to the School’s own internal policies and Uniform Complaint Policy (Appendix Q).

This dispute resolution process provides parents and employees who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Principal and, if it cannot be resolved at this level, to have it heard by the Executive Director.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. CMP intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Principal to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Principal. No parent will be penalized, formally or informally, for voicing a grievance or complaint with CMP in a reasonable, business-like manner, or for using this dispute resolution process.

The Executive Director is the official representative between parents and the Governing Board. S/he or any Principal/designee is accessible and ready to hear suggestions, concerns, and complaints. CMP cannot act on any problem unless it is aware of it, so grievances should be brought to the appropriate party as soon as possible.

While not every problem may be resolved to the complete satisfaction of all parties, effort will be made on the behalf of CMP, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and administration will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of CMP and will directly benefit the students. CMP will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their child is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the Principal to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
4. Following any necessary investigation, the Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.

5. If the matter is still unresolved at this level the grievant may request a meeting with the Executive Director. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Principal, and any other related parties. The request for the meeting is to be delivered to the Executive Director who, unless sick or out of town, will meet with the grievant within (10) working days of receiving the written request.
6. After the meeting, the Executive Director, or administrative designee, will conduct an investigation of the matter prior to making any decisions or recommendations. The Executive Director will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed 30 days from the date of the meeting. This decision will serve as the final decision of CMP.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENT ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The School shall admit all pupils who wish to attend the School up to capacity that allows for an optimal learning environment and student support. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Pupils will be considered for admissions without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The application process is comprised of the following:

- Completion of a lottery application (Appendix Q.2)
- Parent/guardian attendance at a school tour/orientation meeting

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each Winter-Spring for enrollment in the following school year. The general enrollment and recruiting timeline is as follows:

- **December** - CMP posts enrollment information for the following school year.
January – Publish news articles or advertisements in community publications. Also, CMP will strategically use the CMP promotional newspaper (published by Sacramento News & Review) as a recruitment tool at venues TBD.

- **January – March** - School tours and parent orientations. The following dates are the scheduled tours and orientations for parents interested in enrolling their children for the 2016-2017 school year.

January 12, 19, and 26 at 9:30 AM

February 2, 9 and 23 at 9:30 AM

March 1, 8 and 22 at 9:30 AM

Evening tours are as follows:

February 16 at 6:00 PM

March 15 at 6:00 PM

- **February** – Participate in local community events to advertise school.
- **April** – CMP schedules a public, random lottery draw for Kindergarten students. And, subsequently, CMP schedules a public, random lottery draw for 1st – 8th grade.

Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

- 1) Children of staff⁴
- 2) Siblings⁵ with Montessori experience of existing students or CMP graduates⁶
- 3) Siblings of existing students or CMP graduates
- 4) Inter-campus transfers
- 5) Children who have at least one school-year prior Montessori experience (public or private)
- 6) District residents
- 7) All other applicants

At the conclusion of the public random drawing, all students who were not randomly selected due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. The wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. As of January 19, 2016, the wait list for CMP-Capitol Campus currently has 113 students on it. Of these 113 students, 68 students are In-District students while 45 are Out-of-District.

⁴ “Children of Staff” will be limited to children or wards or step-children of employees.

⁵ “Siblings” will be defined as either 1) a brother or a sister (any person who shares at least one of the same parents); OR 2) step-siblings or blood relatives living in the same household at least 50% of the time.

⁶ “Graduate” will be limited to students who completed the 8th grade from CMP within a five-year band of the projected date of the applicant’s enrollment.

NON-DISCRIMINATION

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District and the communities in which its facility is located. A detailed plan for broad based and diverse community recruitment that specifically identifies the local community groups, publications and events to be targeted is shown below:

- CMP will advertise in local community papers and magazines including:
 1. College Glen News
 2. Sacramento Parent Magazine (English and Spanish)

- CMP will participate in local community events to advertise the school such as the Annual Tamales Festival held at Cesar Chavez Park in downtown Sacramento,
 - Teachers and staff will disseminate fliers about the school and will be available to answer questions.
 - CMP administrative staff will follow up with interested families and invite them to CMP tours and Parent Orientations.

- CMP will attend an editorial board meeting with the Sacramento Observer, the region's #1 African American community newspaper, to:
 1. Open and/or continue a dialog with African American and Latino news outlets
 2. Share information about charter schools
 3. Increase positive news coverage for charter schools doing great things for kids in our community

- CMP will build a relationship with local Head Start Preschools in an effort to offer CMP as a choice and possible next step in their child's education.

- CMP will target local community centers for distribution of advertisement materials. Some examples of target community centers are Oak Park Community Center, Sacramento Hispanic Chamber of Commerce, and Jose Rizal Community Center.

- CMP will utilize district resources to help achieve a more balanced and ethnically diverse population.

As of the 2015 CAASPP Report, the CMP-Capitol Campus reports the following ethnic demographics:

2014-15 CAASPP Testing Population - Comparison by Sub Group Indicators

Sub-groups/ School Sites	CMP- CAP K-8	SCUSD K-12	Sacramento City Unified Schools									
			Brett Harte K-6	Caleb Greenwood K-6	David Luben K-6	Hubert Bancroft K-6	O. W. Erlwine K-6	Theodore Judah K-6	California 7-8	Sutter 7-8		
Total Tested Enrollment	193	26,718	219	240	318	335	216	327	762	1,147		
14/15 Prop 39 In-district ADA		152.95	9.50	18.05	18.05	58.90	19.00	18.05	5.70	5.70		
Hispanic/Latino	26.4%	37.5%	54.3%	20.0%	27.7%	29.9%	25.5%	30.0%	36.6%	34.1%		
American Indian/Alaskan Native	0.0%	0.6%	0.5%	1.3%	0.9%	1.2%	0.5%	0.6%	1.2%	0.3%		
Asian	5.2%	17.1%	5.9%	3.8%	7.5%	4.5%	1.9%	2.8%	12.2%	15.1%		
Black/African American	5.7%	14.8%	23.3%	4.2%	14.2%	12.5%	16.2%	5.8%	12.1%	7.8%		
Filipino	3.1%	1.5%	0.0%	1.3%	1.9%	2.4%	0.9%	0.0%	0.8%	1.7%		
Native Hawaiian/Pacific Islander	0.5%	1.8%	0.0%	1.7%	0.0%	0.6%	0.5%	0.9%	1.4%	0.4%		
White	46.6%	18.5%	10.0%	56.7%	39.0%	41.8%	44.0%	51.1%	26.4%	29.7%		
Two or More Races	10.4%	5.0%	3.7%	7.5%	6.6%	5.7%	5.1%	8.0%	6.3%	8.9%		
Economically Disadvantaged	21.2%	66.8%	74.4%	25.4%	50.3%	55.5%	62.0%	39.8%	60.8%	48.6%		
English Learner	0.0%	20.9%	19.6%	3.8%	11.0%	6.9%	4.6%	7.3%	12.6%	5.2%		

Note: SCUSD schools were chosen for comparison based on proximity to CMP Capitol Campus and/or number of students attending CMP who's school of residence would have been SCUSD.

CMP adheres to the Education Code regarding admissions requirements (Education Code Section 47605(d)). CMP will welcome the opportunity to collaborate with Sacramento City Unified School District in determining the most effective strategies to achieve a racial and ethnic balance reflective of the District. CMP would also the opportunity to give District residents, and all other applicants, a higher likelihood of enrollment. CMP is receptive to opening a satellite campus within SCUSD in a location that may attract a more ethnically diverse population. It is the goal of CMP to increase its diversity in fulfilling its stated mission.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend CMP-Capitol may attend school within their school of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in CMP-Capitol will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students and staff at California Montessori Project ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Education Code Section 48910, pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement

is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
 - e) Causing serious physical injury to another person except in self-defense.
 - f) Robbery or Extortion.
 - g) Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon a school employee.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
- e) Causing serious physical injury to another person except in self-defense.
- f) Robbery or Extortion.
- g) Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon a school employee.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the CMP Board following a hearing before it or by the CMP Board upon the recommendation of an Administrative Panel to be assigned by the CMP Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the CMP Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the CMP Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive

- five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the CMP Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the CMP Board who will make a final determination regarding the expulsion. The final decision by the CMP Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the CMP Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the CMP Governing Board to expel, shall send written notice of the decision to expel, including the CMP Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence as soon as practicable. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the CMP Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the CMP Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the CMP Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the CMP Board following the meeting regarding his or her determination. The CMP Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix S, please find CMP-Capitol's 2015-2016 First Interim Budget and three-year cash flow and projections. These documents are based upon the best data available to the School at this time, including the Local Control Funding Formula calculations.

FINANCIAL REPORTING

CMP shall provide reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Reports shall be in the format requested by the District, shall utilize any forms requested by the District, and shall contain any data requested by the District.

INSURANCE

CMP shall finance and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. CMP currently has special form property and general liability insurance with the Philadelphia Insurance Company an "A.M. Best" rated A++, XV insurance carrier. The property insurance protects the owned buildings and contents and includes business interruption and extra expense coverages on a special form and replacement cost valuation coverage basis. The general liability coverage form provides coverage designed for charter schools and includes educators professional liability, employment practices liability, and non-owned and hired auto liability coverages. Additionally, CMP has a \$10,000,000 Umbrella excess liability insurance

policy with the Philadelphia Insurance Company. The statutory workers compensation insurance is provided by Berkshire Hathaway Homestate – Cypress Company an “A.M. Best” rated A++, XIV specialty insurance carrier. The District Board of Education is named as an additional insured on all policies of the Charter School.

Upon request, CMP-Capitol shall provide evidence of the above insurance coverage to the District. CMP shall provide immediate (no more than ten (10) business days) notification to the District should insurance coverage be terminated or cancelled.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. Education Code Section 47605(g).

The California Montessori Project has a history of successful oversight and administration of four charter schools operating as separate, yet closely interconnected, entities. The four schools have served as a vehicle for implementing the original CMP mission “to provide a quality, tuition-free, Montessori education to every child in the state of California.” The administrative offices of CMP assist with, among other services, implementation of special education, marketing, management, human resources and business services as it relates to budget development and oversight. Each individual CMP school receives services from the CMP central administrative offices for an indirect administrative fee.

Beginning in the 2015-2016 school year, CMP began receiving administrative support services from Delta Managed Solutions (DMS), an independent charter school administrative services firm located in Sacramento. For over 12 years, DMS has provided a comprehensive set of back-office, administrative, and financing services to over 30 charter schools. DMS works with the administration of CMP to provide budgetary oversight, payroll, accounts payable and receivable. Currently, CMP and DMS have committed to a single year agreement for business services for the CMP schools for the 2015-2016 school year. Attached as Appendix T, please find the 2015-2016 Agreement for Services between DMS and CMP.

It is the intent of the CMP Board to continue the current successful management operations in administrating the operation of four separate California public schools.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

CMP-Capitol Campus is housed at the District’s Thomas Jefferson , through a non-Proposition 39 lease arrangement with the District. The campus is located at 2635 Chestnut Hill Dr., Sacramento, CA 95826, and currently serves 325 K-8th students.

Golden Poppy (1 teacher)	Kindergarten	22 students
Valley Quail (1 teacher)	Kindergarten	22 students
Garibaldi (1 teacher)	1 st /2 nd /3 rd Grade	22 students
Golden Nugget (1 teacher)	1 st /2 nd /3 rd Grade	21 students
Golden Trout (1 teacher)	1 st /2 nd /3 rd Grade	21 students
Gray Whale (1 teacher)	1 st /2 nd /3 rd Grade	22 students
Grizzly Bear (1 teacher)	1 st /2 nd /3 rd Grade	23 students
Redwood (1 teacher)	1 st /2 nd /3 rd Grade	22 students
Golden Gate (1 teacher)	4 th /5 th /6 th Grade	22 students
Coloma (2 teachers)	4 th /5 th /6 th Grade	34 students
Eureka (2 teachers)	4 th /5 th /6 th Grade	33 students
Blue Diamond (1 teacher)	4 th /5 th /6 th Grade	20 students
SaberToothed Cat (2 teachers)	Middle School	41 students

CMP-Capitol Campus desires to extend its current lease with the District for a five-year term, consistent with the renewal term of the CMP-Capitol Charter. CMP-Capitol Campus projects a student population between 329 and 340, with a sustainable enrollment at 336 over the next five years.

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

CMP will facilitate an annual independent audit of the School's financial affairs. The Board will select and oversee an auditor with education audit experience who is listed in the Certified Public Accountants Directory Service (“CPADS”) as approved by the State Controller’s Office. The Executive Director will make a recommendation to the CMP Board taking into consideration qualifications, experience, and cost of qualified auditors. The CMP Board shall make the final selection. CMP shall follow recommended guidelines as to the frequency of changing lead auditors and/or auditing firms.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School along with the State Controller’s Guide for Annual Audits of California K-12 Local Educational Agencies as codified in the California Code of Regulations as applicable to charter schools. It is anticipated that the annual audit will be completed within four months after the close of the fiscal year. A copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Executive Director, along with an audit committee, will review any audit exceptions or deficiencies and report to the CMP Board with recommendations on how to resolve them. The CMP Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with a reasonable timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. In accordance with Education Code Section 47604.3, CMP shall promptly respond to any reasonable inquiries of the District, County

Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. Education Code Section 47605(b)(5)(P).

The following procedures shall apply in the event the CMP-Capitol Campus closes. The following procedures apply regardless of the reason for closure.

Closure will be documented by official action of the CMP Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Closure initiated by the CMP Board shall not take effect before the end of the normal school year in June unless mutually agreed to in writing by the District and CMP.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure timely notification to the parents and students and shall provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the CMP-Capitol Campus. CMP shall provide the District with all student contact information promptly following such decision.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the CMP-Capitol Campus will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. CMP will store original records of Charter School students in CMP administrative offices until the closure of the CMP-Capitol Campus. No later than the date of closure, all pupil records of the School shall be transferred to the District. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The Charter School will pay for the final audit. The audit will be prepared according to standards for public school audits by a qualified Certified Public Accountant experienced in public school audits selected by CMP and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CMP shall remain solely responsible for all liabilities arising from the operation of the School.

Should CMP dissolve as a nonprofit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix S, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the CMP-Capitol Campus on the District.

Civil Liability

The CMP-Capitol Campus shall be operated by California Montessori Project, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CMP and CMP-Capitol shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the School.

CMP, CMP-Capitol, its Board members, officers, employees or agents (collectively “CMP”) shall indemnify and defend the District its Board members, officers, employees or agents (collectively “District”) from and against any actions, allegations, claims, damages, due process claims, findings, judgments, or liability, including attorneys fees to enforce this provision which arise from the actions or omissions of CMP, excepting only those claims arising from the actions or omissions of the District.

The corporate bylaws of CMP shall provide for indemnification of the school’s Board of Directors, officers, agents, and employees, and CMP will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. As stated above, the District shall be named an additional insured on the general liability insurance of CMP.

The Board of Directors of CMP will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

IX. CONCLUSION

By renewing this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. CMP is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, CMP pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal of the charter, to continue operation from July 1, 2016 through June 30, 2021. The School shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2021. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605, Education Code Section 47607, and its implementing regulations, as applicable.