

Charter for the Renewal of the



*Shingle Springs Campus
Charter School*

A California Public Charter School

*Submitted to
**Buckeye Union Elementary
School District***

“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 Shingle Springs Campus to be located within the Buckeye Union Elementary School 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.
- The Charter School shall be deemed the exclusive public school employer of the employees of California Montessori Project Shingle Springs 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, 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. 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.
- The Meetings of the Board of Directors for the School 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”).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

- 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.
- 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 and all jurisdictional limitations to locations of its facility.
 - 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 No Child Left Behind 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.

Gary Bowman, Executive Director

Date

I. **INTRODUCTION/FOUNDING GROUP**

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, 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 fully embraces and has accomplished the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by California’s State Superintendent.

In 2002, the California legislature approved Assembly Bill 1994 (“AB 1994”) which, for the first time since the inception of the Charter Schools Act, required a charter school to locate within the boundaries of its granting agency. AB 1994 provided a limited grandfather clause for a charter school in operation prior to July 1, 2002, and located outside of its granting agency, which allowed it to remain in its current location through the expiration of its charter.

The California Montessori Project (“CMP”) is a charter school originally granted a charter in 2000 by the Wheatland School District with five (5) campuses located in 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 charter operated. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified will apply for renewal at the end of 2010-

2011. CMP Shingle Springs is now in its eighth year of successful operation, including two plus years under the supervisory oversight of the Buckeye Union School District (“District”). In this case, the District has an opportunity to review the history of CMP and its site within the District when considering approval. In preparation for this renewal, CMP encourages the District’s thorough review of CMP’s past and present operations. CMP seeks a transparent, positive, and collaborative relationship with the District.

This charter petition is presented to the Buckeye Union School District for the renewal of CMP Shingle Springs in accordance with Education Code Sections 47607 and 47605.

HISTORY AND ACCOMPLISHMENTS

The California Montessori Project is the result of the desire and vision of a group of parents and teachers who sought to make Montessori methodology accessible to students in the public school sector. Today, the CMP network offers a wonderful program to a learning community which currently serves approximately 1400 students at the five campuses that comprise California Montessori Project. The CMP Shingle Springs Campus currently serves 310 students in grades kindergarten through eighth grade. The current CMP Shingle Springs enrollment is at the optimal campus size of between 250 and 350 students, which, CMP believes allows for programmatic and operational efficiency. More importantly, this enrollment size is conducive to a community atmosphere for the children, enhancing the learning process.

The stated mission of CMP, “To Offer a Quality, Tuition-Free Montessori Education,” has provided the foundation for decision-making and oversight at every level.

Components of the current California Montessori program include:

- Comprehensive academic/social skills development using Montessori-based curriculum
- Full Curriculum alignment to California State Standards
- Quality Montessori learning materials
- State-adopted core instructional materials
- Highly qualified, dynamic, California State Credentialed and Montessori-certified teachers (dual certification)
- Parent education, Montessori 101, 102 and 103
- Before/After School programs
- Intersession Programs
- Low student to teacher ratios
- Afterschool Academic Intervention Programs
- Schoolwide Technology-based Foreign Language Program
- Participation in state-authorized BTSA Teacher-Training Program

Highlights of the 2004-2009 school years include the following:

- California Montessori Project-Shingle Springs met 9 of 9 Adequate Yearly Progress (AYP) criteria, as stated in the California Department of Education’s 2007-08 Accountability Progress Report (APR). CMP-SS had a 99% schoolwide participation rate in English-Language Arts, and 100% schoolwide participation rate in

Mathematics (the state has established a 95% target rate for each subject). CMP-SS met all ‘percent proficient rate’ criteria, in both English-Language Arts (70.4%) and Mathematics (68.3%), far exceeding the respective state targets of 35.2% and 37.0%. All subgroups with significant enrollment numbers exceeded the state’s target criteria, as well. The Charter’s overall 2008 Growth API (Academic Performance Index) of 864 represented a 13 point growth from the previous year, far exceeding the state criteria of at least one point.

- All of the schools in the CMP network, including CMP-Shingle Springs, received accreditation through the Western Association of Schools and Colleges (WASC), following an extensive review by the accreditation team. This initial accreditation has a term of three years: July 1, 2008-June 30, 2011.
- CMP was awarded accreditation status by the Montessori School Accreditation Commission (MSAC) “in accordance with the standards and criteria set forth for highly-qualified Montessori programs.”
- CMP was provided with a preliminary apportionment of \$17,145,028 through the Charter School Facility Program (CSFP) for construction of new facilities at the Elk Grove campus (\$11.8 million) and the Shingle Springs (Buckeye) campus (\$5.3 million). As part of the review process, both the Office of Public School Construction (OPSC) and the California School Finance Authority (CSFA), CMP has been deemed financially sound, and all program requirements have been met.
- CMP’s EETT (Enhancing Education Through Technology) Technology Plan (2008-2011) was approved by the Education Technology Office of the California Department of Education. CMP is committed to using the tools and resources of the 21st century to promote the success of every child.
- Recognizing the importance of staff development and teacher training, CMP honors its staff by providing numerous professional growth/orientation opportunities, including the following:
 - CMP is an active participant in the BTSA program.
 - For the past four years, CMP has offered a summer ‘Boot Camp’ for new instructional staff. The sessions, presented for a period of 3-5 days, have offered sessions addressing Alignment of State Standards and Montessori Curriculum, Use of Montessori Materials, Positive Discipline, and Application of Technology in the Classroom. The program, on an annual basis, has served between 15 and 20 new hires.
 - In addition, CMP offers Staff Development days, which include keynote addresses from nationally-known speakers, as well as break-out sessions, presented by experts within the CMP network.

- During the 2007-08 school year, CMP supported the extensive training of three Middle School teachers at the Houston Montessori Center.
- Through its separate non-profit foundation, the Montessori Project Foundation, the Montessori Teachers College continues to prepare Montessori teachers for service within CMP-SS, as well as other Montessori schools in the greater Sacramento area. The College recently received accreditation through the Montessori Accreditation Commission on Teacher Education (MACTE).

THE PRESENT

Current projects and program goals, include:

- Through its separate non-profit foundation, The Montessori Project Foundation, CMP has acquired the Montessori Teachers College, which will enable CMP to have an active role in the delivery of teacher training to staff within CMP, as well as those educators in the larger Montessori community.
- CMP Shingle Springs is currently at an enrollment level of 310 Kindergarten through 8th grade students. We continue to proceed with a slow, methodical growth, accommodating up to 36 students at each grade level. The older grade levels are fast approaching the target of 36 students per grade level, which will result in us providing for 224 students in 2009-2010.
- Our leadership team was just expanded to include an Educational Specialist at the Shingle Springs Campus. This staff member has four levels of Montessori certification (ages 3-6, 6-9, 9-12, and 12-15), which enables her to provide valuable input to the teaching staff during Response to Intervention and Student Success Team meetings. In addition, the Educational Specialist oversees the implementation and data tracking of the BEST positive discipline behavior support program.
- CMP Shingle Springs is currently developing plans with the Proposition 55 allocation received from the State to purchase an additional 5-acre parcel adjacent to the current campus and expand its current facilities with a Multipurpose Room, 12 classrooms, and administrative offices.
- The teaching staff is enjoying the increased technology on campus and is busy implementing several additional software programs: Rosetta Stone, Accelerated Reader, and the K to the 8th Power Technology teaching tool.

THE FUTURE

CMP plans to continue its successful program at the CMP Shingle Springs Campus.

With steady, planned growth, we anticipate Kindergarten through 8th Grade enrollment to “cap” at 350 students by the 2009-10 school year.

In Kindergarten through 3rd Grade, CMP will emphasize small class size, with a maximum of a 20:1 student/teacher ratio. 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 180 for students. More than the minimum annual state-mandated instructional minutes shall be adhered to for all grade levels. The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized. We view this charter application 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.

With the additional multi-purpose and classroom space, CMP Shingle Springs will enjoy the opportunity to remove some of the existing portable classrooms, and repurpose a few others. We will also be able to accommodate up to four additional students at the Kindergarten through 5th grade levels, which will allow us to reach our original goal of a campus size of 350 students. This slight increase in student population will also allow us to continue our commitment to financial strength even in the current tough economic times.

CMP as a whole will continue its review of new Montessori materials and state-adopted textbooks to continue to meet the current needs of our student population.

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

MISSION

A. Mission Statement

The mission of the CMP is to offer a quality, tuition-free Montessori education to every child in the state of California. 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, Shingle Springs advisory council, and, most importantly, the individual child. This mission is grounded in a philosophy of trust in individuals to seek their own highest levels.

B. Fundamental Values

- High academic standards and expectations of achievement with emphasis on core subjects
- Small total school population and mixed-age classrooms
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing *respect, honesty and courtesy*
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

FOUNDING GROUP

California Montessori Project was founded through the dynamic vision and thoughtful implementation of Keith Alpaugh, Deanna Gardner, Norman Lorenz, and Marion MacGillivray.

- Keith Alpaugh

Founder Keith Alpaugh, M.E., served as the Executive Director of California Montessori Project from its inception through the summer of 2004. With degrees in both Business and Education, Mr. Alpaugh has worked as a teacher, Director of Special Education, School Administrator, and consultant to numerous charter schools. With over 20 years of in-depth experience in educational reform and charter schools, he is an advocate of Montessori education and brought strong finance, business and communication skills to the creation of this project.

- Norman Lorenz

Founder Norman Lorenz, M.Ed., served as the Montessori Education Curriculum and Instruction Director at CMP through the fall of 2004. Mr. Lorenz has over 20 years of experience in Montessori education, Infant through Middle School. Mr. Lorenz accepted a position with the California Department of Education in 2005.

- Marion MacGillivray

Founder Marion MacGillivray served as the Director of Human Resources through Fall of 2004. Ms. MacGillivray served as a Charter School administrator for over seven years, and as an administrator in the non-profit sector for ten years.

- Deanna Gardner

Founder Deanna Gardner is currently serving in her eighth year as the site administrator for the American River Campus. She is also the School Safety Coordinator for the CMP network. Ms. Gardner has over 30 years of experience working in Montessori early childhood through Middle School education programs, and continues to provide strong leadership within the organization.

Deanna recognized the limitations of private education: the high cost of tuition made it prohibitive for families to have the choice of a Montessori education. Deanna began to dream of a way for every child to be offered a quality tuition-free Montessori education.

Deanna joined Norman Lorenz (a leader in Montessori Education) in exploring the charter school movement as a vehicle for a tuition-free Montessori education.

LEADERSHIP TEAM

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

- Gary S. Bowman

The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, an educator with over 20 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 received 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 was twice selected as State-approved Science mentor, has served as a consultant/presenter with The International Institute of Literacy Learning (TIILL), and has presented numerous workshops for CSDC (Charter School Development Center).

Mr. Bowman has taught at both the primary and secondary grade levels, including College level. 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. Gary also served as the Director of the Nevada County Indian Education Center. Through the dedicated efforts of staff and students, schools under Mr. Bowman's leadership have consistently met target growth in STAR Test performance, and have been eligible for the Governor's Performance Awards. In addition, Mr. Bowman has provided successful oversight in the areas of fiscal and facilities management within each of his schools/districts.

Mr. Bowman is an avid musician/songwriter and has a strong interest in animal/wildland conservation efforts.

Mr. Bowman has taught at both primary and secondary grade levels, as well as at the College level. He has served as a site administrator in Mendocino, Humboldt, Nevada, and Yuba Counties, most recently as Superintendent of the Camptonville Union Elementary School District. Through the dedicated efforts of staff and students, schools under Mr. Bowman's leadership have consistently demonstrated growth in STAR Test performance and eligibility for the Governor's Performance Awards. In addition, Mr. Bowman has provided successful oversight in the areas of fiscal and facilities management within each of his schools/districts.

Mr. Bowman is a former Director of the Nevada County Indian Education Program, and, more recently, served on the Parents' Council of the NCIEP. Mr. Bowman is an avid musician and has a strong interest in animal/wildland conservation efforts.

- Kim Zawilski

Kim Zawilski began her career as a manager in a large computer services division, providing computer services to the California State Legislature. She worked in this industry for 14 years, utilizing her Bachelor's Degree in Business and Public Administration. In this position, she was responsible for developing and managing division budgets, overseeing the interviewing, hiring, and training & development of personnel, presenting new hardware and software solutions to large groups, and other general managerial duties.

Kim became involved in the field of Montessori Education fifteen years ago as a parent of two children enrolled in a private Montessori school. She was inspired by the Montessori philosophy and earned her Montessori teaching credential. She taught at the pre-school and K-3rd grade level for seven years prior to seizing the opportunity to marry her new career with her old by becoming Principal at the newly formed charter school: The California Montessori Project. Kim just began her eighth year as Principal of the Shingle Springs Campus and functions as a mentor Principal to several of the other Principals within the California Montessori Project network. Kim is the Director of Technology for the CMP Network, and meets on a frequent basis with technology representatives from each of the campuses.

- Deanna Gardner

See description about under "Founding Group."

- Bernie Evangelista

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.

- Kim Aldridge

Kim Aldridge's Montessori experience began as a parent of two children enrolled in a private Montessori school. She actively assisted in the classrooms and taught music to the preschool and lower elementary children. Rather than return to her previous career, Kim enrolled in Montessori training and taught at the Kindergarten level for ten years.

When presented with the opportunity to assist in the start-up of a Montessori charter, Kim embraced this as a means of bringing Montessori education to families who would otherwise be unable to afford the tuition of a private school. She found great fulfillment in working with parents, staff, and the governing body of the charter. She accepted an administrative position when it was offered, realizing this gave her the opportunity to work with both the children and the adults involved in the school. This is her eighth year working in an administrative capacity, currently as Principal of the Carmichael Campus, and she is excited to be a part of a growing, successful charter organization.

- Mickey Slamkowski

Mickey Slamkowski has 15 years of experience in education and education management including human resources, marketing and testing. She is currently in her fifth year of service as Principal of the CMP Elk Grove Campus. 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.

- Dione Beilby (Deputy Director)

Dione Beilby has been an educator for the last 25 years. Mrs. Beilby has both a teaching credential and an administrative services credential. After teaching grades 4-6 for 10 years in the Vacaville School District and the Elk Grove School District, Mrs. Beilby became a Curriculum Specialist for the Elk Grove District. For the last 11 years, she was the Superintendent for the Plumas Elementary School District, during which time she was able to negotiate a 50 million-mitigation agreement with the developers moving into the district and build three new K-8 campuses. During her tenure with the Plumas Elementary District, she grew the district from 90 students to over 1100 students. In her current role with the California Montessori Project, she is focusing on the facilities needs of the Charter and the two facilities grants received by CMP in 2005.

- Cherie Gardner Cooney (Educational Specialist-Shingle Springs)

Cherie Gardner Cooney's experience in Montessori education began at an early age. She was a Montessori student herself! Since her early childhood experiences in Montessori, she has gained a Bachelors Degree in Child Development, a California State Teaching Credential, and her Montessori training for ages 2 ½ through 15. She has taught in Montessori education since 1991 and has taught pre-school through middle school. Her experience and education make her an excellent resource for the position of "Educational Specialist." In this role, she facilitates the Response to Intervention program, the SST process, the Best Practices in Discipline program,

curriculum support, etc. She is an enthusiastic member of the leadership team and is committed to ensuring that CMP schools are constantly striving for excellence.

- Dorothy Hilts (Educational Specialist/Vice-Principal)

Dorothy Hilts, a graduate of California State University, Sacramento, began her career in public education 18 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 as a full time Vice Principal serving the Shingle Springs and Elk Grove Campuses.

Dorothy has also served 11 years on multiple Governing Boards. She served on the California Montessori Project Governing Board as the Teacher Representative from Shingle Springs for five years. Currently Dorothy provides support for her Principals in most administrative areas, including classroom observations and teacher support, behavior and academic interventions, SST and IEP meetings, STAR Power Tutoring and office systems. She enjoys the opportunity to be involved in projects such as CMP's MSAC and WASC accreditations and SARC. Currently, as one of the original authors of the CMP Curriculum Guide, she is also facilitating teacher teams for the ongoing review and fine tuning of our Curriculum Guide.

- Julie Miller (Educational Specialist-American River)

Ms. Julie Miller has been a mentor teacher at the California Montessori Project-American River campus since the CMP charter school process began in 2000. She came to CMP after teaching at Village Montessori School for several years. As an original member of the teaching team at CMP-AR, Ms. Miller has taught and mentored at the 4th/5th grade level. She has been a tremendous resource to the CMP network as she has shared her expertise and strategies in the integration of State Standards and Montessori curriculum. She also served a term of office on the Governing Board of California Montessori Project. As the Educational Specialist at the American River Campus, she is very excited about using her years of experience in designing and implementing the CMP Montessori Curriculum to create a higher level of teacher support.

CHARTER PETITION

In accordance with Education Code Section 47600 et. seq., CMP petitions the Buckeye Union School District (hereafter referred to as "District") for the renewal of the K-8 charter for the California Montessori Project Shingle Springs Campus for a term of five (5) school years ending on June 30, 2014.

The Charter School shall continue to operate at one site within the geographic boundaries of Buckeye Union School District, as authorized pursuant to Education Code Section 47605. The school site is currently located at 4645 Buckeye Road Shingle Springs, CA 95682.

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. --California Education Code Section 47605(b)(5)(A)

INTRODUCTION

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her as an individual. This system has a foundation in trust and respect of the individual, ideally resulting in children who soar beyond traditional expectations. Children with remedial needs, or those developing at a different rate, get a solid foundation at their own pace, and all work on a time-line that is right for them. Conclusively, children who are delayed in development, as well as advanced learners, are continually challenged through the didactic kinesthetic environment.

Montessori techniques and teaching concepts were initially developed in the early 1900's for disadvantaged students who were, at that time, considered mentally retarded. Dr. Maria Montessori's students, using the child centered approach she had created through scientific observation, soon scored at grade level with other "normal" students. Her program was quickly moved into the general population with amazing success.

The spread of Dr. Montessori's methodologies in the United States have been focused, predominately, at younger children. However, private elementary Montessori schools are frequently unavailable to the economically disadvantaged due to high tuition costs, in addition to having extensive waiting lists for enrollment. Students from Montessori Children's Houses (age 2-6) typically enter the public school system academically ahead of their non-Montessori peers (especially in core subjects such as mathematics and language) and demonstrate a greater level of independence, self-direction, and organization. They have a positive feeling toward "their work" and take ownership in their daily tasks and accomplishments.

Most importantly, the child has developed self-discipline, shows initiative, and accepts responsibility for his/her own progress: He/she loves learning and considers it "his/her work". He/she knows how to "facilitate" him/herself, and so has become a life-long learner with the utmost confidence in his/her abilities.

CMP proudly offers a quality educational alternative that promotes the student's natural interest and joy in discovery. In Montessori, children work at their own pace until mastery has been acquired, take responsibility for their own learning through their personal work plans, work individually and collaboratively, and are assessed on a regular basis, to include student self-assessment. Children learn at a concrete level using hands-on, specifically developed learning materials before moving onto learning at the abstract level.

* * *

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE:

CMP Shingle Springs Campus is targeting students in Kindergarten through 8th Grade. As a public charter school, we will offer an open enrollment policy. CMP Shingle Springs Campus will be particularly interested in attracting students who hold the following characteristics:

1. The interest and motivation to be educated in the Montessori approach
2. The ability and capability to work independently
3. The propensity to be self-motivated in learning and achievement

We offer an environment which has the tools, programs, resources and support to enable students to become educated to high international 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.

The spread of Dr. Montessori's methodologies in the United States has been focused, predominately, at younger children. Private elementary Montessori schools are frequently unavailable to the economically disadvantaged due to high tuition costs, or have extensive waiting lists for enrollment.

Recent trends in educational reform have targeted certain population groups—socio economically disadvantaged students, special needs students, minority students who speak English as a second language, to name a few. While these students, as well as those identified as "gifted or special needs", receive special programs and help, the identified average student in a traditional public school environment must fit into a teacher-directed system that may or may not match his/her developmental stages and learning style, capitalize on his/her strengths, or promote his/her natural interest and joy in discovery.

CMP students are given freedom with responsibility. Montessori education encourages independence in children. They are asked to make choices and to take on much of the responsibility for their own learning. An independent learner does not wait for the rest of the group to catch up or expect everyone else to be doing the same thing at the same time. Independence is a life skill necessary for survival as an adult. By encouraging independence CMP prepares the children to lead fully satisfying lives as adults. Clear expectations of how learning is approached in the classroom are modeled. Students learn to cultivate useful habits which serve them in their lifelong quest for knowledge, long after graduation from CMP.

While recognizing that the traditional system has met the educational needs of many, the option of a school where students work in multi-age classrooms with individualized work plans (a template of an individualized work plan is attached as Appendix A) using proven styles of instruction and materials which are progressive, and frequently self correcting, can be a great benefit to students in any community.

We have 5 local Montessori Preschools in our area, and families tend to start their students in the preschools and want to continue their Montessori education. We then tend to draw children from the private school arena. We also tend to attract older students from the following venues:

- 1) Students who aren't doing well at their traditional public school and have heard great things about our program. (We don't advertise ... we have had a waiting list of 150 to 200 students at all times based on word-of-mouth.)
- 2) Students who are home-schooled and have reached an age where the social aspect of a school appeals to them and their parents.
- 3) Friends of currently enrolled students who have heard great things and believe that their children would do well in a Montessori environment.
- 4) Students who are new to the area and have participated in Montessori education elsewhere.

All of these parents love it when they hear about our individualized, self-paced curriculum. They see the great benefits to allowing a child to progress at their own pace based on their individual strengths and challenges.

* * *

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

CMP holds that an educated person in the 21st Century is well-rounded and balanced. This individual is able to use the intellect as well as the body to its fullest. The student shall become an empathetic, collaborative member of the community, yet motivated to set and achieve personal goals. Students demonstrate proactive empathy towards others through respectful and productive communications. The student is guided to view him/herself as a global citizen who is empowered and responsible for making positive changes in the world and within the immediate environment. Accordingly, the educated person in the 21st century should be fluent in English, if not proficient in more than one language. The student seeks understanding and peace within a multi-age classroom, and appreciates and protects the right of others to do likewise. The student develops personal habits leading to a healthy lifestyle that include balancing leisure, work, family, and community. The student experiences the arts as a vehicle for self-expression, and utilizes technology as a tool to promote benefit within his/her community.

As a **SCHOLAR**, the student is proficient in math, science, social studies, languages and the arts. As a member of the global community, the student is proficient in at least one language in addition to English.

As a **HEALTHY PHYSICAL BEING**, the student is knowledgeable of and practices good nutrition, safety, and a healthy lifestyle. The student develops habits of physical challenge in ways that provide pleasure, stress release, and fitness.

As a **COMMUNITY MEMBER**, the student is able to collaborate with others, cooperate on projects, and manage and resolve conflicts. The student is motivated and ready to provide meaningful service to others and makes significant contributions with developed talents.

As a **CITIZEN OF THE WORLD**, the student understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed on important political, social, and environmental issues. The student is informed regarding other political, social and cultural systems and seeks to understand and co-exist peacefully.

As a **MEMBER OF AN INCREASINGLY TECHNICAL AND INFORMATION BASED WORLD**, the student is competent and comfortable using a wide variety of technology as an integral part of life and is open to embracing new alternatives as they become available.

* * *

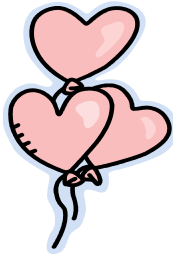
HOW LEARNING BEST OCCURS

Student learning best occurs at CMP when children are successfully connected to the materials and curriculum. Through repetition and exploration various concepts and ideas are explored. Materials are designed to promote self-confidence and independence, as many are self-checking and placed in a sequential order where the students can manage and track their own progress. Tapping into prior knowledge, learning is enriched by the repeated use of materials students are already familiar with. Colored beads are used for simple math operations, multiplication, squaring, cubing, analysis of a square and finding square roots. Learning is also accentuated by the excitement of a scientific curriculum, which ties in the aspects of the universe. Teachers blend learning modalities as children learn about geography, history, life sciences and other cultures. Research and high level thinking activities follow. Further learning is made available as ideas are presented, shared, discussed evaluated. Appealing to the whole child, at CMP we place a high emphasis on creating aesthetically beautiful classroom environments where students feel safe and secure. Building trust and confidence is another piece that helps connect our students to the materials and curriculum. When our students are offered a safe environment where they can be challenged and successful, they are able to reach their full potential.

CMP Shingle Springs Campus believes that learning best occurs when:

- Students are actively engaged in meaningful tasks
- A connection is made between what students learn and the real world in which they live
- Individual plans and support is an intrinsic part of the educational program
- Students have some choice in the structure of their own projects and plans
- Work is accomplished individually and as members of a group
- Activities are integrated and meaningful
- Work is developmentally appropriate, leads to success, and is progressively complex
- Meaning is constructed from experiences
- Students are encouraged and expected to learn
- Coaches, mentors, family, and advocates support the learners
- Students are encouraged to help others learn and to learn from others

Montessori Methodology emphasizes respect for the child, rather than the prioritization of specified curriculum or method of instruction. Maria Montessori stated, “Education is not something which a teacher does, but...it is a natural process which develops spontaneously in the human being.” Our goal, then, is to provide the child with the appropriate ability-level material and personnel resources (teacher/facilitator) to promote his/her personal achievement. It is our belief that the cultivation of each child’s innate desire to learn is of primary importance. Accordingly, our pedagogical strategies embrace the concept of the child’s ownership of his/her education, through the presentation of choice of activities. We also support the child’s fulfillment of his/her sense of discovery, as well as his/her expanded exploration of topics of interest. Ultimately, recognizing Maria Montessori’s belief that “the most favorable time for a child to learn is when she wants to do it herself,” we are promoting the child’s sense of independence and joy, resulting from his/her sense of self-sufficiency and achievement.



A child’s inner life is nourished by an environment warm with love. --- Maria Montessori

CMP is committed to the goal of developing self-motivated, competent, life-long learners. The Montessori curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra- and interpersonal awareness and community involvement.

Dr. Montessori’s methods are based on her scientific studies of how learning best occurs. Specific methods for encouraging self-motivated learning include:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting
- A flexible time-line which allows introduction of new material when it is most impactful to the individual
- Individual Work Plans
- Low student-to-teacher ratios

Attached as Appendix B, please find a document entitled, “Exploring the Montessori Classroom” which identifies some of the differences between Montessori public education and traditional public education.

Attached as Appendix C, please find a glossary of Montessori terminology.

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CURRICULUM AND INSTRUCTIONAL DESIGN

CMP has developed a one-of-a-kind Montessori curriculum fully aligned with state standards, which sets us apart from private Montessori programs. Please see attached as Appendix D the CMP curriculum guide. An overview of our academic program follows.

ACADEMIC OVERVIEW



Who was Maria Montessori?

Maria Montessori was a doctor, research scientist, and educator from the late 1800's – early 1900's who made observations about how children learn. The Montessori Philosophy of Education is based on Dr. Maria Montessori's observation that children have a natural desire to learn and that stages of development exist for which there should be corresponding educational environments and trained adults who prepare these environments. Children can learn independently in a prepared environment with teachers who guide and serve as the links between the student and the environment. By providing freedom of choice, this enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively. They learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. At CMP students are challenged to create, explore and imagine.

Montessori Education provides children with a lifetime gift – the opportunity to fully develop their innate intellectual, physical, social and emotional potential. CMP encourages parents to be an integral part of their child's education by learning about the Montessori philosophy, observing in the classrooms, and volunteering in the school.

The Montessori Approach to Education

The Montessori philosophy was originally developed in the late 1800s-early 1900s by Dr. Maria Montessori to enhance a child's opportunities for learning, relevant to the student's relationship to the world around him/her. Over the years, the philosophy has evolved to challenge the whole child's personality and intellect in a variety of multicultural settings. Her teaching system is based on a strong integration of adult to child observation and practical hands on activities. From her observations, she designed functional learning environments created to support and enhance a child's innate desire to learn about the world around him/her. Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work

method also allows for individualization and usually offers a two to three-year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. The integration of varied age spans allows older students to gain confidence by working and role modeling materials with younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other. This combination of order and freedom is facilitated by what is called "the prepared environment."

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials she/he needs in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. This, in turn, decreases the need of direction from the teacher. As a result, children develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment. Within the California Montessori Project each classroom follows Montessori's concepts and is carefully designed to provide for the developmental needs of its students.

The areas of the classroom consist of materials to support learning in the core subjects of language arts (reading and writing), mathematics, and geometry while also providing concentrations in the areas of history, geography, and natural sciences (biology: botany, zoology; astronomy, etc). Cultural subjects such as art, music, second languages and physical education are interwoven. Each class contains materials that teach specific concepts for the particular age range. The materials are designed in a logical sequence of skill acquisition and concept building while reinforcing the development of abstract thinking. In this way, the students observe and experience a movement toward self-set goals. The learning materials initially isolate knowledge to one concept at a time in a concrete manipulative style. Eventually, the child progresses toward an abstract, more divergent level of evaluation.

The Montessori teacher acts as a facilitator of information and is always responsible for what is called "making the match". Through observation, the teacher assesses the needs and level of each student to guide him/her towards a path to meet his/her individual interests, maturity levels, capabilities and educational needs. As a result of these observations, teachers can make adjustments in individual learning plans, both academically and behaviorally. The student who is in a period of self-directed activity can be given much freedom regarding choice. All students can work at their own speed and must demonstrate mastery of material before moving on.

The California Montessori Project offers these prepared classrooms in a variety of age/grade combinations. In the early grades, students receive the foundation of the Montessori curriculum by learning and practicing the cornerstone concepts of:

- Care of Self
- Care of Environment
- Control of Movement
- Grace and Courtesy

The elementary approach to learning introduces educational opportunities in a new and exciting light. It is designed to begin with the aspects of impressions. For the first six years of life (first plane of development), the child has absorbed the world around him/her: visually, auditorally, and tactually. Mastery of concrete experiences has taken place. Moving into the second plane of development, we can now begin an adventure of building abstractly on these early concrete experiences.

The following information is an overview of CMP's philosophy for elementary (second plane of development) and middle school (third plane of development) Montessori programs. For this experience to be a successful adventure, it calls for a fully participating and committed team. We look forward to working with your child/ren and your family and we welcome you as a member of this team dedicated to providing the most optimum learning environment for your child/ren.

The first plane of development in a child is that of birth to age 6. The second plane is from ages 6 to 12. The third plane is ages 12 to 16. Each developmental plane has certain characteristics that should be considered in formulating a plan for the child's education. These varying characteristics may be considered from four distinct aspects:

Intellectual	Social	Emotional	Moral
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Intellectual: Dr. Montessori identified two sensitive intellectual periods during the second and third planes: Imagination and the understanding of the abstract. Imagination is the great power of this age. This special mental ability enables us to imagine what exists or has existed but cannot be seen because of time or distance. Not only can imagination travel through infinite space but also through infinite time. So, the child aged 6 to 12, and then 12 to 16, uses a creative imagination based on reality in order to psychologically conquer the world.

At these ages, the student's need to assimilate concepts using the concrete Montessori materials is still prevalent, and many appropriate materials are provided. The elementary and middle school-aged child develops the ability to move from the concrete into abstraction of a concept, based on this repeated opportunity for concrete experience.

Between the ages of 6 to 16 is the period of life during which the elements of all science should be given. This time frame could be called the "sensitive period of culture." In the early years of life, the child takes in her/his immediate environment. After the age of six, the child begins to take in the greater world surroundings.

The starting point is to introduce a vision of the world as a whole. CMP offers culture to show the intimate and interrelated relationship between things, living nature, and humankind. It also stresses the ability to understand the task of each element and of each force, including our human society and each of us as individual members of society in assisting or hindering such tasks.

Social: In the second and third planes, the group beyond the family, the peer group, now attracts the child. Children begin to form a society of their own peers and resist adult control as

far as possible. The basic moral principle in operation during these periods requires a commitment from the individual: The commitment of the individual to the peer group.

Emotional: The child aged 6 to 16 is less gentle and less accommodating. Sweetness of character may give way to a hardness that continues through adolescence. This period may be an age of rudeness. Dr. Montessori explained this developmental change in terms of Nature's logic, whose aim is to arouse in the child not only a hunger for knowledge and understanding but also a claim to mental independence, a desire to distinguish good and evil by one's own power, and to resist limitation by arbitrary authority.

Moral: During the second and third planes, a sensitive period of morality comes to the forefront. A concept of justice is born at this age, together with a growing understanding of the relationship between our acts and the needs of others. Children at these ages will react strongly against anything they regard as unjust or unfair.

According to Dr. Montessori, nature has equipped the children of this age (6-16) with the qualities of loyalty, generosity, a sense of responsibility, a strong sense of justice, admiration for what is outstanding and progressive, and a distaste for trivialities. The children of this age want to become self-sufficient, prove their new independence, and help their neighbor.

One of Montessori's basic principles is that the adult should understand the natural tendencies driving the child at each plane of development and cooperate with those tendencies rather than go against nature.

BASIC ACADEMIC AREAS OF CMP'S MONTESSORI EDUCATIONAL PROGRAM:

Montessori education offers a wide variety of academic study for all students, in a way that interrelates each subject to the others; which in turn supports the development of a better rounded individual. One of the classic components of the Montessori approach is to provide uninterrupted units of work time for the students, spanning two to three hours at a time, to allow them ample opportunity to work through various academic tasks each day. At CMP, breaking the academic day into two distinct parts provides these units of work time: Core academics (Language Arts, Math, and Geometry) are presented in the morning and cultural subjects such as History, Geography, and Science are presented in the afternoon. Practical Life lessons are practiced daily (care of self, care of environment, control of movement, grace and courtesy) and subjects traditionally referred to as cultural in nature (fine art, performing art, second languages, etc.) are interwoven throughout the week.

Core Academics:

Reading and Language are essential for all areas of learning. Children learn phonetically through the use of tactile materials such as sandpaper letters, through auditory repetition and visual identification. Then they progress into reading and working independently through study cards (Albanesi) that give direction to their individualized program and to their researches. Reading and language are integral parts of all cultural lessons.

Writing is used in almost every academic experience. Printing and cursive are developed in the early years, as the child is ready. Later, students develop formal writing and composition skills.

Basic Math facts (counting, addition and subtraction) are stressed as the prerequisite for accomplishing the more-advanced math that follows: fractions, long multiplication and division, powers of numbers, systems of numeration, squaring, and cubing.

Geometry is studied as it assists in the development of a creative capacity in the child. It is the foundation toward the construction of reality. This progression flows naturally from the 3-6 year old experience with sensorial materials.

Cultural Subjects:

Subjects such as History, Geography, and Science are referred to as Cultural Lessons and are studied as interrelated aspects of the same world.

History begins with the concept of time and evolves each year through a study of the Fundamental Needs of Humans, the Timeline of Life, and Stages in the Progress of Civilization. Geography continues from the preschool period with completed work in maps. Successive work includes a study of landforms and their classified nomenclature in conjunction with the study of the earth as our home. Geology continues this study of the earth and its historical relationships.

Science encompasses units of study in areas such as Biology, Astronomy, Chemistry in the later grades, etc., and is presented in a way that allows the student to explore and observe the world around him/her. Biology is initially presented to younger students through dual studies divided between Botany and Zoology; beginning with botanical and zoological classified nomenclature. These units of study continue with experiments on vital functions of the plant kingdom and a comparative study of the vital functions of the different phyla and classes of the animal kingdom, progresses into a study of human functions and structure, and culminate in the later years with family life studies and sex education.

Through diversity of lessons, each student learns that each part of the universe - whether rock or sun or insect or coral in the sea or human - has a mission, a task, which is essential to the functioning of the whole.

Research and Projects:

Within the Montessori method, opportunities for study and projects on various levels of thinking are essential, especially in the elementary years. While students may be concerned with similar topics, they are given an independent choice in their methods of study and designs of projects. Critical and creative-thinking skills are an integral link to the Montessori philosophy and curriculum.

**Character Education and Peace Education:
Teaching Students to Become Contributing Members of Their Society**

CMP recognizes that the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Montessori curriculum is developed to encourage and support students in the further development of the civic values and ethical behaviors that support them to become responsible and caring citizens, family members and workers within society. Character education is interwoven throughout the educational program and fosters qualities such as: Honesty, respect for self, others and property, morality (understanding what is right, legal and ethical), responsibility, human dignity, empathy, justice, civility, courage and concern for the common good. CMP encourages all students to participate in community service projects to learn the importance of giving back to their community.

CMP believes in the dignity of all and that everyone, including students, families and staff, should be treated with dignity and respect. There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome within our schools. Differences are celebrated! Maria Montessori was an advocate of Peace Education: The idea that the study and understanding of different cultures and societies would lead to acceptance and peace between nations. The breadth of the Montessori curriculum is designed to provide students with this exposure to a variety of cultures, societies, and beliefs, and to support students to be good citizens as well as progressive and compassionate thinkers and high-level communicators.

In accordance with this aim, CMP will not tolerate behavior by students, families, staff or visitors which is insulting, degrading or stereotyping of any of the characteristics listed in Section 220 (actual or perceived disability, gender, 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).

Vision of the Montessori Classroom Environment

In Montessori education, the total child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the child, the physical, mental, emotional, social, and academic needs of the child must constantly be taken into consideration:

- CMP has chosen to implement the philosophy of Dr. Maria Montessori versus a traditional educational approach. Therefore, CMP classrooms and school environment will operate using the concepts and methodology of Montessori.
- CMP believes that children need pro-active and positive affirmation regarding self-image and esteem.
- CMP provides guidance in the area of behavior and attitudes; and recognizes that each child has a unique personality, likes and dislikes, values, strengths and weaknesses. Uniqueness of the child will be honored while providing guidance.

- Each class establishes rules within the first week of the school year. It is the expectation that these rules are set with the understanding that everyone will respect and follow them. This provides the child with ability to reason and think for her/himself and to experience natural consequences for her/his choices.
- At CMP, children are encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.
- All levels and styles of learning are encouraged. CMP schools reference both Gardner's Multiple Intelligence Theories and Bloom's Taxonomy of Cognitive Thought Process structures to enhance the critical thinking skills of all students.
- CMP conducts Albanesi inventories to assist in making academic assessments. Placement, pretests and posttests are conducted in language arts, mathematics, and geometry. Reading assessments will be conducted for reading readiness.
- At CMP, personal responsibility and accountability is taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- CMP will provide clear and timely communication to families in all areas of the educational program.

ACADEMIC PROGRAM LEVELS

The following information provides a closer look at the various levels of the academic program: Kindergarten, Junior (Lower) Elementary, Upper Elementary, and Middle School.

To support this information, please see attached Appendix E, a collection of student descriptions of "A Day in the Life" of a CMP student.

Kindergarten Program:

Kindergarten is the culmination of the early childhood program, which addresses the needs of the child during the first plane of development. Within the Kindergarten class, students transition from parallel play to an attitude of cooperative play. During this stage of development, the child gravitates toward a desire to work along with her/his peers. During the early childhood years, the child has moved from a sense of working alone, to working among a group of students, to working along with the group. The Kindergarten classroom allows these concepts to develop naturally through the role modeling of the teachers as well as the integration of age levels and interests.

In the Kindergarten environment, the students explore Montessori materials introduced during pre-school in a more advanced manner. In mathematics, the golden bead material used for counting and introducing concepts of 1-10, progress into addition and subtraction. The sensorial area concentrates more on geometry that eventually ties in with concepts in math.

Language and reading materials guide the child toward recognition of the alphabet both by letter as well as phonetically.

Upon mastery of the above foundational tasks, pre-reading and reading skills are integrated with the use of small primer books designed to allow the child to begin putting together in book form, what she/he has experienced visually. Writing extensions are now integrated to strengthen the interest in reading. D'Nealian style Manuscript handwriting is incorporated in all areas of the classroom, both in pre-writing or tracing activities, along with actual experience stories. The students move through writing of lower case letters first, and follow with the UPPER CASE LETTERS.

The practical life area of the classroom enables the child to extend her/his concentration and coordination of independence into a stronger sense of order for the future. In Kindergarten, the cultural lessons explore the areas of zoology, botany, geography, history, art and music. Within each area, specific units of study are presented. Physical education is also explored within a group process, both indoors and out.

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

The California Montessori Project works toward continuously increasing self-direction and independence of the junior child, age 6-9 years. In achieving these goals, the students gain strong self-concepts and effective roles of direction in self-responsibility. Our elementary staff believes that in order to provide an appropriate learning environment for the child, we must encourage opportunities for reflective thinking, problem solving, and critical evaluation. Our environment provides opportunities for creative expression and encourages divergent thinking skills. We are able to allow and encourage your child's personal rate of learning, and can vary our teaching strategies to accommodate the needs of each individual student.

The curriculum is specifically designed with the elementary child in mind. We integrate the structure of Dr. Montessori's methodology, by using the core subjects of Language Arts, Mathematics, and Geometry, within the Cultural Subjects (including but not limited to: History, Geography, Zoology, and Botany) as our foundation of knowledge. CMP integrates the expectations of the California state academic standards for this age and developmental stage and has paid careful attention to aligning the Montessori curriculum with state standards across the board. If you would like to view the curriculum for a particular level, please feel free to ask the teacher.

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

The philosophy of Montessori Education is to encourage the student to classify, analyze, and evaluate information based on the introduction of any given academic subject matter from an impressionistic viewpoint. The goal for the student is to take information and apply it to real life experiences. These experiences then create opportunities for critical thinking and logical analysis.

The upper elementary curriculum continues to be specifically designed with the elementary child in mind. Core subjects of Language Arts, Mathematics, and Geometry are

integrated throughout the Cultural Subjects (including but not limited to: History, Geography, Zoology, and Botany) as they remain the base for further knowledge and deeper exploration. Technology and research, as well as an introduction into Biology with a unit on “Adult Life Skills Education” are included in the upper elementary student’s school experience. The upper elementary expectations of the California state standards for this age and developmental group serve as a minimum standard, with the Montessori curriculum often surpassing these minimum standards and offering students personal challenge toward academic excellence.

Middle School Program: Seventh and Eighth Grade Levels (ages 12 and older).

According to Joan Lipsitz, a leading adolescent psychologist, “Young adolescents undergo more changes during the middle school years than at any other age except for the time between birth and age 3. If the social and emotional needs of children this age are ignored, little happens cognitively.” A strong part of the Montessori philosophy is to consider the unique developmental stages of adolescent students in order to support their changing needs.

In addition to continuing the acquisition of core academic information, Montessori Middle school students extend their grasp and stock of abstract interpretive concepts. Our students use a form of Socratic discussion to learn to interpret core data in terms of the social and environmental issues of the world, past and present.

Classes are taught in cycles of 6-week durations. Each cycle emphasizes a specific part of the curriculum and provides students with the opportunity for in-depth study, exploration and research. During the last week of each cycle, the students participate in an “immersion experience” in which they spend time away from the classroom participating in applicable hands-on learning in the real world (known as field lab trips).

Class structure is based on collaborative learning and research based projects. The Middle School program structure guides each student to develop his/her own abilities to become highly effective young adults.

Technology based multi-media is also integrated throughout this period of learning. If you would like to view the Middle School curriculum in further depth, please ask the teacher.

“NORMALIZATION”

Dr. Montessori used the terms “normal” and “normalization” to describe a unique process she observed in child development. When children are allowed freedom in an environment suited to their needs, they blossom. After a period of intense concentration, working with materials that fully engage their interest, children appear to be refreshed and contented. Through continued concentrated work of their own choice, children grow in inner discipline and peace. This progression of self-development and harmony is what Dr. Montessori referred to as the “normalization process”. Dr. Montessori cited “normalization” as “the single most important result of our work” (“The Absorbent Mind”, by Dr. Maria Montessori, 1949).

At the beginning of each school year, teachers and other staff members refer to the period of normalization. This is a time when students are acclimating to their new environment, their

new teachers, and their new classmates. This is also the time when students will be learning how to use the bulk of new classroom materials and working to establish expectations and order within their classroom peer group. Once students have had a chance to “normalize”, parents will begin to observe a very wonderful routine and structure to the daily and weekly classroom activity.

CHOOSING MONTESSORI MATERIALS AND OTHER INSTRUCTIONAL MATERIALS FOR THE CLASSROOM

CMP has developed a process for reviewing and selecting instructional materials, textbooks, and library books used in the school. The review process of state-adopted textbooks involves staff and community review and recommendations, followed by Governing Board approval.

Attached as Appendix F, please find a current list of California textbooks. Please note that CMP does not utilize a textbook to teach Science. Instead, CMP uses its own developed instructional materials and takes a “hands on” approach to Science education. Attached as Appendix G, please find some samples of our Science program. In the future, CMP would welcome the opportunity to work collaboratively with Buckeye District in the selection of state-adopted textbooks, based on the state textbook cycle. Generally, CMP believes that the textbooks are a strong complement to the use of Montessori materials (manipulatives, et al.).

Montessori Materials in Kindergarten and Junior Elementary:

For the younger students in the Montessori classroom, learning materials are arranged invitingly on low, open shelves. During specified periods of uninterrupted work time, children may choose from all the lessons that have been demonstrated to them, particularly those that attract their interest, and work with them as long as they hold the child’s interest (independence and freedom of choice). When students have finished with each lesson (job), they return it to the shelf from which it came (care of environment and self-responsibility). Bright arrays of solid geometric forms, knobbed puzzle maps, colored beads, and various specialized rods and blocks naturally attract children to the lessons that the materials teach.

Each lesson in a Montessori classroom isolates one specific quality. In this way, the concept that the child is to discover is presented more clearly. Moreover, the materials are self-correcting. When a piece does not fit, or is left over, the child easily perceives the error, thus eliminating the need for adult correction. The child is able to solve problems independently; building self-confidence and analytical thinking skills, and earning the satisfaction that comes from accomplishment.

Montessori Materials in the Upper Levels:

For the older students, instructional materials are appropriate to their level of learning and a higher level of independent work takes place. Montessori 9-12 classrooms are designed in a multi-age mix which allows for both individual and social development. The classrooms are beautiful by design. They are set up in an open style, with work areas throughout the room and materials available on accessible shelving. Most lessons are given to small groups or individual

children while other children are working independently.

For the 9-12 lessons Montessori materials, charts, timelines, objects of nature, treasures from the wealth of cultures around the world and sometimes conventional tools are used to teach the children. Guided by the teacher, Montessori students actively participate in planning their time and taking responsibility for their work.

HOMEWORK POLICY

Homework is not necessarily a traditional component of the Montessori philosophy because it is difficult at best, to attempt to re-create the Montessori classroom environment in each student's home. However, 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/ren's education.

Homework assignments may consist of weekly math drills, spelling practice, reading or research projects. It should relate 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 Shingle Springs Campus 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.

This individualized advanced coursework allows students who are advanced in all subject matter to work ahead in all coursework, as well as students who have a specific aptitude in one or two subjects to work ahead in those specific subjects.

When these students advance to the Middle School environment, where they are pushing the envelope on the 8th grade curriculum, additional before and after-school programs are available

to meet their advanced needs. For example, we have implemented a high school level Geometry Course for those students who have completed the Algebra I coursework in 7th grade. We consulted the head of the math department at the local high school to ensure that we were utilizing the same textbook and progressing at the same rate as the high school program. Several of our Geometry students have continued on to high school, and started their freshman year in an Advanced Algebra II course with excellent success.

In addition to meeting the needs of those students excelling in the above subject matter, we have instituted the following programs for students who show great aptitude in other areas of the curriculum:

- o Science Olympiad - This program, sponsored by the California State University at Sacramento, is offered each year for our students who have an aptitude in science. Working after school with an instructor and coach, our students prepare to compete in this hands-on science curriculum. CMP students have had excellent success in this competition.
- o Nature Bowl - Our younger scientists participate in the local Nature Bowl competition. Again, this program is offered after school as advanced coursework for those students with an aptitude in science.
- o Drama Club - Students with a specific interest and aptitude in theatre arts are encouraged to participate in this after-school program, sponsored by a local drama teacher. All aspects of stage productions are explored.
- o Arts Program - An after-school program has been in place for our students who are gifted in the area of art. Local artists come in to conduct six-week specialty sessions throughout the school year.
- o Rosetta Stone - CMP has implemented the Rosetta Stone language program for all students, Kindergarten through 8th grade. The web-based version allows students and teachers to log on to practice their language of choice at school or at home. Students may choose from a list of five languages offered: Spanish, Mandarin, French, Italian and German. CMP anticipates that students will have the opportunity to complete up to three foreign language programs while enrolled at CMP.
- o Accelerated Reader - CMP students utilize the Accelerated Reader STAR Assessment program at school to assess their current reading level and set reading goals for the school year. Students also utilize Accelerated Reader to take quizzes to demonstrate comprehension of the books that they have read at their target reading level.
- o K to the 8th Power - CMP is currently installing this technology teaching tool to allow all students in 4th through 8th grade to complete teacher-assigned lessons that integrate their current classroom assignments with technology. Teachers will assign lessons out of the technology library that correlate to the current unit of study, as well as the state guidelines for technology use at the student's grade level. Students will begin using the program in January 2009.

- o Basketball - CMP recently joined the El Dorado County Sports League programs for small schools and just completed the first season of Boys' Basketball. The girls' team will start in January.
- o Cross Country League - CMP has participated in the local Cross Country League for 3 years. Our students who excel in the area of athletics have an opportunity to participate in this league and represent our school in local competitions.

By providing individualized programs for high-achieving students, we have been able to meet the needs of those students who have a greater aptitude in one specific subject matter area, as well as those students who are high achievers in multiple areas. In this way, all students' needs are being addressed.

SUPPORT FOR STUDENTS PERFORMING BELOW/ ABOVE GRADE LEVEL

Montessori classrooms, by design, effectively serve students who, historically, are academically low-achieving, as well as those who are academically high-achieving.

Research supports the concept that children develop at different rates. Montessori education supports this research by providing each child with a solid foundation at his/her own pace, allowing each child to work on an individualized timeline that is appropriate, based on experience and mastery learning. Every child, including those who are developmentally-delayed, is continually challenged through the didactic kinesthetic experience.

In addition to the dedicated implementation of Montessori Methodology, the plan for low academic achievers includes three remediation areas. These include: Student Success Team plans, access to academic support programs, and the availability of supplemental materials to teachers.

Student Success Team members identify specific academic areas of need for low achievers and plan interventions that are monitored and reviewed at subsequent meetings. Plans include specific modifications within the classroom, resource materials and referral to supplementary programs which target specific academic skills.

Programs which target the needs of academically low achievers include leveled reading groups at the primary level, Read Naturally, STAR POWER after school tutoring, and an open study hall with class work assistance from Resource Program staff.

Read Naturally

Read Naturally uses three research-based strategies to develop fluency: teacher modeling, repeated reading, and progress charting. Teachers and support staff assess student reading levels and progress with one minute timed tests. The students are trained to be self-directed in getting materials at a center and proceeding to practice towards their reading goals. Students use stories on CDs, headphones and printed stories to follow a research-proven model. They take an active part in monitoring their progress and in record keeping.

CMP uses Read Naturally to help children who have fluency problems due to reading habits such as skipping words, adding words, and speeding up and slowing down. The program shall be available to children with IEPs, children with Language Arts scores at “Basic,” “Below Basic,” or “Far Below Basic” and children referred by Student Study Teams to promote improved comprehension. Children with IEPs use the lab during the school day. Students without IEPs may have a session during the school day or during the STAR Power tutoring program in addition to tutoring in other subjects.

Star Power

STAR POWER is a free, hourly tutoring program designed to help students with core subject areas. Qualified staff members serve as tutors in reading, math, writing and science. Students are identified as eligible for STAR POWER based on the California Standardized Test results. The program is offered after school in six week cycles.

The Montessori curriculum has the flexibility to provide concrete materials for those students who are not ready for more abstract learning. The flexibility of the curriculum also allows for students within a classroom to work at multiple skill levels. Students' individualized work plans are modified to target skill remediation as needed or to provide additional challenges for skills already achieved. In addition to the availability of a wide variety of Montessori materials, teachers have access to supplementary materials and support from the Resource Program. Teachers check out math and language arts materials to target skill areas as needed. They also have access to the Pre-referral Intervention Manual (PRIM), which provides multiple classroom interventions for specific academic areas.

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her as an individual. Children learn at their own pace and the teacher, through her observations of each student, is able to prepare individualized lessons to meet the needs of the students in her care. This system has a foundation in trust and respect of the individual, resulting in children who soar beyond traditional expectations.

STUDENT SUCCESS TEAM

Response to Intervention (“RTI”)/Student Success Team (“SST”)

Response to Intervention, RTI, is a program that focuses on proactive strategic methods of providing student interventions for behavior and academic goals. A team leader 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: Tier one 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. If necessary, teachers will conduct a parent meeting to discuss concerns and strategize early intervention accommodations. After a period of 6-8 weeks, if the interventions do not appear to be making progress a student will move to Tier two level interventions. Tier two level interventions will include more intense support outside of the classroom. For example, students in this tier may attend before or after school STAR tutoring programs, enter into a reading program such as Read Naturally, or join a small group for writing instruction. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to Tier three level interventions. At this time a Student Success Team process begins.

A Student Success Team meeting includes the parent and teacher, 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. All students can benefit from an SST, including but 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 requiring greater challenge may benefit from an SST, but will not need the RTI process.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST 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. The meeting is designed to bring out the best in the people involved.

Our 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. Concerns are discussed clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to address concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are records.
12. Follow-up date is set.

After implementation of a SST plan and follow up, the plan may be further reviewed/revised to address concerns which have not been adequately addressed and/or effectively resolved. In

addition, a referral for special education assessment might be deemed appropriate through the SST process.

* * *

PLAN FOR ENGLISH LEARNERS

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 of all, 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.

Secondly, 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 Primary Phonics Workbooks, Explode the Code and Spell Well workbooks, all of which have words and pictures to help English Learners make the connection between words and objects.

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 Spanish programs), Accelerated Reader, Read Naturally, Word Roots and Word Element programs, science and social studies programs. 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.

Student goals will be tracked for adequately yearly progress as required by Title III, and staff will conduct parent conferences to inform parents of their students' goals and progress.

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

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students who indicate that their home language is other than English will be CELDT tested within thirty days¹ of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Annual assessments of English Learner pupils are conducted in order to determine when reclassification of a pupil is appropriate. 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:

- 1) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- 2) Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- 3) 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 School's reclassification procedure including seeking their opinion and consultation during the reclassification process
- 4) Comparison of the pupil's performance in basic skills against an empirically established range of performance and 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 Charter School will 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 No Child Left Behind Act for annual English proficiency testing.

The Charter School's small size and low student-teacher ratio allows for more focused instruction for English Learners and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping. CMP teachers will use all of these strategies in the classroom. Each student will have a specific written plan of English language support.

CMP has developed an English Learner Program Handbook. The handbook contains English Language Development Standards approved by the State Board of Education, and current adopted K-8 ESL programs and instructional materials. The handbook also includes the 2004-

¹ The thirty day requirement applies to students first enrolling in a California Public School or those who have not yet been CELDT tested. All others will be tested in the annual schedule.

2005 Title III Accountability Report Information Guide, prepared by the CDE Language Policy and Leadership Office. This guide provides a reference chart for annual growth targets based on CELDT proficiency scores. Should any student score below Early Advanced, or Advanced at the English proficient levels, CMP uses the guide and English Language Development Standards to develop individualized goals to monitor yearly growth in English proficiency. CMP shall update the handbook by June 30th each year for implementation in the following school year.

As of the date of the submission of this renewal charter, there is one (1) English Learner, based upon the Home Language Survey and subsequent CELDT testing.

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PLAN FOR SPECIAL EDUCATION/ SECTION 504 OF THE REHABILITATION ACT/ AMERICANS WITH DISABILITIES ACT

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 (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”). The Montessori classroom provides flexibility and multiple learning modalities to support diverse learners. Implementation of Special Education service begins with RTI and pre-referral remediation 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 remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEIA.

Special Education

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). CMP and the Yuba County SELPA currently operate as part of a Special Education Pilot Program, fully sanctioned by the California Department of Education. As an LEA, CMP shall be fully responsible for Special Education compliance under state and federal law. While CMP operates as an LEA, Buckeye Union Elementary 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.

The Charter School pledges full compliance with the IDEIA and Education Code provisions regarding special education. All teachers and special education providers (employees and contractors) will hold appropriate credentials and/or licenses. Attached as Appendix H, 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 IDEIA and State law.

CMP-Shingle Springs Campus as of this renewal submission currently has:

- 10 students who receive RSP services only
- 7 students who receive both RSP & Speech services
- 8 students who receive Speech services for articulation and language processing issues
- 8 students who receive OT services

CMP-Shingle Springs students qualify for services in the following categories:

- Specific Learning Disability
- Other Health Impairment: ADHD
- Speech: Articulation
- Speech: Language
- Autism (1 student has primary identification of Autism: Aspergers)
- Mental Retardation

CMP-Shingle Springs has an RSP on site who works full time, 5 days per week. CMP-Shingle Springs has an RSP aide who works under her direction two mornings per week. The school also contracts with a Speech Pathologist who works 3 days per week onsite to cover her caseload. CMP-Shingle Springs has an Occupational Therapist onsite who works 2 days per week. The RSP and RSP aide work individually with the students who are struggling with reading. They utilize the Read Naturally program as well as the Signs for Sounds curriculum.

“Read Naturally” is individualized for IEP purposes. In the Resource Program, CMP Shingle Springs uses several different materials for reading remediation purposes. To teach phonics, reading and spelling, staff uses the “Signs for Sounds” spelling program, which allows for multiple exposure and practice of phonics patterns that build on each other. The teacher gives mini-lessons and then dictates words while the student circles the proper letters, then writes the word and takes a “test” at the end of each lesson. At the end, the student reads the word list back to the teacher. For emergent readers, CMP uses Scholastic mini-books that start at beginning pre-primer level. These books expose students to high frequency words, reinforce phonics patterns, and help students begin to develop fluency as they read fun stories. The stories also build on each other and often correspond with Signs for Sounds. Once students have built enough reading skills in the mini-books, students move on to the Read Naturally program to help further build fluency and decoding skills. The multiple practice readings of the passages make Read Naturally an ideal remediation tool. Students don't mind the multiple practices because they can see their

growth as they chart their progress at the end of each passage. CMP-Shingle Springs staff usually do reading remediation with groups of one, two, or three students at a time for 20 to 30 minutes per session. Students work with the Resource Specialist or her aid on alternating days. Staff records daily progress in a binder kept in the student's classroom and use this as a communication tool for teachers and special education providers

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 and the ADA. 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. Kim Zawilski will be the primary 504 coordinator at CMP-Shingle Springs; 504 plans are developed by a school based 504 team.

Further, the School maintains a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. 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 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 include 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 in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per 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 review 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.

CMP utilizes its own 504 forms. Attached as Appendix I please find an example of CMP's 504 forms.

Attached as Appendix J, please find CMP's Board Policy and Administrative Regulation regarding Section 504 of the Rehabilitation Act.

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ATTENDANCE GUIDELINES

California Montessori Project will offer or exceed the minimum number of instructional minutes as set forth in Education Code 47612.5 for the appropriate grade levels and will provide, at minimum, the required number of 175 instructional days. 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 8:30 a.m. to 3:00 p.m., and optional extended care from 7:00 a.m. to 6:00 p.m., Monday through Friday. Due to school traffic requirements, some campuses may 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 equal times 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 K, please find the 2009-2010 school calendar.

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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 Shingle Spring Campus is reported to the Buckeye Union School District 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.

Attached as Appendix L, please find a brochure regarding Club Montessori.

**IV. MEASURABLE STUDENT OUTCOMES 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. --California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. --California Education Code Section 47605(b) (5) (C)

PUPIL OUTCOMES

Following, please find standardized testing scores specific to the CMP-Shingle Springs Campus broken down by subgroups and grade levels.

Using the “Calculation Spreadsheet for the 2004 API Base or for the 2005 API Growth for an Elementary School” provided through the California Department of Education, Executive Director Gary Bowman calculated an API of 826. This result was based on the input of data for all of the CMP-Shingle Springs STAR test scores in Language Arts and Mathematics. It is worth re-stating that 56.5% of the CMP-Shingle Springs students scored Proficient or Above in English-Language Arts, while 57.1% scored Proficient or Above in Mathematics.

Grade level information on STAR is listed for the California Standards Tests (CST) for the 2006-2007 and 2007-2008 school years. In addition, data is presented for the 2006-2007 and 2007-2008 Accountability Progress Reporting (APR) and Adequate Yearly Progress (AYP). Longitudinal analysis will be incorporated upon receipt of STAR data from the 2008-2009 school year.

CALIFORNIA STANDARDIZED TESTING AND REPORTING (STAR)

California Standards Test Scores – 2008

Grade Level information on STAR – Spring, 2008

Lang. Arts	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2 nd Grade	8 (22%)	15 (42%)	9 (25%)	4 (11%)	0 (0%)
3 rd Grade	13 (36%)	8 (22%)	12 (33%)	2 (6%)	1 (3%)
4 th Grade	13 (33%)	12 (31%)	11 (28%)	2 (5%)	0 (0%)
5 th Grade	10 (33%)	16 (53%)	3 (10%)	1 (3%)	0 (0%)
6 th Grade	18 (44%)	14 (34%)	7 (17%)	2 (5%)	0 (0%)
7 th Grade	10 (50%)	6 (30%)	3 (15%)	0 (0%)	0 (0%)
8 th Grade	6 (22%)	11 (41%)	8 (30%)	2 (7%)	0 (0%)

Grade Level information on STAR – Spring, 2008

Mathematics	Advanced	Proficient	Basic	Below B	Far BB
2 nd Grade	15 (42%)	10 (28%)	6 (17%)	5 (14%)	0 (0%)
3 rd Grade	15 (42%)	10 (28%)	11 (31%)	0 (0%)	0 (0%)
4 th Grade	9 (23%)	14 (36%)	10 (26%)	6 (15%)	0 (0%)
5 th Grade	12 (40%)	8 (27%)	6 (20%)	2 (7%)	2 (7%)
6 th Grade	17 (41%)	15 (37%)	9 (22%)	0 (0%)	0 (0%)
7 th Grade	6 (32%)	8 (42%)	3 (16%)	1 (5%)	1 (5%)

Grade Level information on STAR – Spring, 2008

Mathematics	Advanced	Proficient	Basic	Below B	Far BB
8 th Grd-Alg.	0 (0%)	3 (75%)	1 (25%)	0 (0%)	0 (0%)
8 th Grd-Genl.	5 (22%)	9 (39%)	4 (17%)	3 (13%)	2 (9%)

Grade Level information on STAR – Spring, 2008

Science	Advanced	Proficient	Basic	Below B	Far BB
5 th Grade	8 (27%)	16 (53%)	5 (17%)	0 (0%)	1 (3%)
8 th Grade	6 (22%)	14 (52%)	4 (15%)	3 (11%)	0 (0%)

CALIFORNIA STANDARDIZED TESTING AND REPORTING (STAR)
California Standards Test Scores – 2007

LANGUAGE ARTS - Grade Level information on STAR – Spring, 2007

Lang. Arts	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2 nd Grade	11 (32%)	14 (41%)	9 (26%)	0 (0%)	0 (0%)
3 rd Grade	7 (17%)	9 (21%)	18 (43%)	7 (17%)	1 (2%)
4 th Grade	19 (58%)	8 (24%)	4 (12%)	2 (6%)	0 (0%)
5 th Grade	15 (33%)	15 (33%)	13 (29%)	2 (4%)	0 (0%)
6 th Grade	10 (43%)	6 (26%)	5 (22%)	1 (4%)	1 (4%)
7 th Grade	9 (36%)	11 (44%)	3 (12%)	1 (4%)	1 (4%)
8 th Grade	8 (40%)	9 (45%)	3 (15%)	0 (0%)	0 (0%)

MATHEMATICS - Grade Level information on STAR – Spring, 2007

Mathematics	Advanced	Proficient	Basic	Below B	Far BB
2 nd Grade	13 (37%)	14 (40%)	6 (17%)	2 (6%)	0 (0%)
3 rd Grade	13 (31%)	10 (24%)	11 (26%)	8 (19%)	0 (0%)
4 th Grade	15 (45%)	8 (24%)	6 (18%)	3 (9%)	1 (3%)

5 th Grade	9 (20%)	24 (53%)	7 (16%)	4 (9%)	1 (2%)
6 th Grade	9 (39%)	9 (39%)	3 (13%)	2 (9%)	1 (4%)
7 th Grade	0 (0%)	11 (50%)	5 (27%)	3 (14%)	2 (9%)

MATHEMATICS – 7th/8th Grade Level information on STAR – Spring, 2007

Mathematics	Advanced	Proficient	Basic	Below B	Far BB
7 th Grd-Alg.	0 (0%)	1 (33%)	1 (33%)	1 (33%)	0 (0%)
8 th Grd-Alg.	0 (0%)	0 (0%)	3 (33%)	5 (56%)	1 (11%)
8 th Grd-Genl.	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)
8 th Grd-Geo.	3 (33%)	4 (44%)	2 (22%)	0 (0%)	0 (0%)

HISTORY – 8th Grade Level information on STAR – Spring, 2007

History	Advanced	Proficient	Basic	Below B	Far BB
8 th Grade	3 (15%)	7 (35%)	9 (45%)	1 (5%)	0 (0%)

SCIENCE – 5th/8th Grade Level information on STAR – Spring, 2007

Science	Advanced	Proficient	Basic	Below B	Far BB
5 th Grade	5 (11%)	23 (51%)	14 (31%)	3 (7%)	0 (0%)
8 th Grade	3 (15%)	8 (40%)	8 (40%)	1 (5%)	0 (0%)

2007-2008 ACCOUNTABILITY PROGRESS REPORTING (“APR”)

California Montessori Project-Shingle Springs (Buckeye Union Elementary School District)

FEDERAL ACCOUNTABILITY: ADEQUATE YEARLY PROGRESS (AYP)

- CMP-Shingle Springs met the 2008 API Criteria for meeting federal AYP.

ACADEMIC PERFORMANCE INDEX (API)

- 2007-08 Growth of 13 points far exceeds the minimum growth of one point.
- 2007-08 Growth API of 864 far exceeds the minimum growth score of 620.

PARTICIPATION RATE

ENGLISH-LANGUAGE ARTS

Of 229 students enrolled on the first day of testing, 227 students were tested.

This participation rate of 99% far exceeds the Federal Accountability Criteria of 95%.

CMP-Shingle Springs met the (“AYP”) participation rate criteria in English-Language Arts.

MATHEMATICS

Of 229 students enrolled on the first day of testing, 228 students were tested. This participation rate of 100% far exceeds the Federal Accountability Criteria of 95%. CMP-Shingle Springs met the (“AYP”) participation rate criteria in Mathematics.

PERCENT PROFICIENT-ANNUAL MEASURABLE OBJECTIVES (“AMOs”)

ENGLISH-LANGUAGE ARTS

Of 226 students with valid scores, 159 students scored at or above proficient. This proficiency rate of 70.4% far exceeds the Federal Accountability Target of 35.2%. CMP-Shingle Springs met the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 227 students with valid scores, 155 students scored at or above proficient. This proficiency rate of 68.3% far exceeds the Federal Accountability Target of 37.0%. CMP-Shingle Springs met the ‘percent proficient rate criteria’ in Mathematics.

PERCENT PROFICIENT- AMOs - Asian

ENGLISH-LANGUAGE ARTS

Of 16 students with valid scores, 14 students scored at or above proficient. This proficiency rate of 87.5% far exceeds the Federal Accountability Target of 35.2%. The subgroup of ‘Asian’ met the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 16 students with valid scores, 14 students scored at or above proficient. This proficiency rate of 87.5% far exceeds the Federal Accountability Target of 37.0%. The subgroup of ‘Asian’ met the ‘percent proficient rate criteria’ in Mathematics.

PERCENT PROFICIENT- AMOs – Hispanic or Latino

ENGLISH-LANGUAGE ARTS

Of 26 students with valid scores, 16 students scored at or above proficient. This proficiency rate of 61.5% far exceeds the Federal Accountability Target of 35.2%. The subgroup of ‘Hispanic or Latino’ met the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 26 students with valid scores, 26 students scored at or above proficient.
This proficiency rate of 100.0% far exceeds the Federal Accountability Target of 37.0%.
The subgroup of 'Hispanic or Latino' met the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Socioeconomically Disadvantaged

ENGLISH-LANGUAGE ARTS

Of 22 students with valid scores, 20 students scored at or above proficient.
This proficiency rate of 90.9% far exceeds the Federal Accountability Target of 35.2%.
The subgroup of 'Socioeconomically Disadvantaged' met the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 22 students with valid scores, 15 students scored at or above proficient.
This proficiency rate of 68.2% far exceeds the Federal Accountability Target of 37.0%.
The subgroup of 'Socioeconomically Disadvantaged' met the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Students with Disabilities

ENGLISH-LANGUAGE ARTS

Of 28 students with valid scores, 12 students scored at or above proficient.
This proficiency rate of 42.9% exceeds the Federal Accountability Target of 35.2%.
The subgroup of 'Students with Disabilities' met the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 29 students with valid scores, 13 students scored at or above proficient.
This proficiency rate of 44.8% exceeds the Federal Accountability Target of 37.0%.
The subgroup of 'Students with Disabilities' met the 'percent proficient rate criteria' in Mathematics.

2006-2007 ACCOUNTABILITY PROGRESS REPORTING (APR)

California Montessori Project-Shingle Springs (Buckeye Union Elementary School District)

FEDERAL ACCOUNTABILITY: ADEQUATE YEARLY PROGRESS (AYP)

CMP-Shingle Springs met the 2007 API Criteria for meeting federal AYP.

ACADEMIC PERFORMANCE INDEX (API)

2006-07 Growth API of 854 far exceeds the minimum growth score of 590.

PARTICIPATION RATE

ENGLISH-LANGUAGE ARTS

Of 224 students enrolled on the first day of testing, 220 students were tested.
This participation rate of 98% far exceeds the Federal Accountability Criteria of 95%.
CMP-Shingle Springs met the (AYP) participation rate criteria in English-Language Arts.

MATHEMATICS

Of 224 students enrolled on the first day of testing, 224 students were tested.
This participation rate of 100% far exceeds the Federal Accountability Criteria of 95%.
CMP-Shingle Springs met the (AYP) participation rate criteria in Mathematics.

PERCENT PROFICIENT-ANNUAL MEASURABLE OBJECTIVES (“AMOs”)

ENGLISH-LANGUAGE ARTS

Of 214 students with valid scores, 148 students scored at or above proficient.
This proficiency rate of 69.2% far exceeds the Federal Accountability Target of 24.4%.
CMP-Shingle Springs met the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 218 students with valid scores, 140 students scored at or above proficient.
This proficiency rate of 64.2% far exceeds the Federal Accountability Target of 26.5%.
CMP-Shingle Springs met the ‘percent proficient rate criteria’ in Mathematics.

PERCENT PROFICIENT- AMOs - Asian

ENGLISH-LANGUAGE ARTS

Of 13 students with valid scores, 9 students scored at or above proficient.
This proficiency rate of 69.2% far exceeds the Federal Accountability Target of 24.4%.
The subgroup of ‘Asian’ met the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 13 students with valid scores, 12 students scored at or above proficient.
This proficiency rate of 92.3% far exceeds the Federal Accountability Target of 26.5%.

The subgroup of 'Asian' met the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Hispanic or Latino

ENGLISH-LANGUAGE ARTS

Of 22 students with valid scores, 12 students scored at or above proficient.
This proficiency rate of 54.5% far exceeds the Federal Accountability Target of 24.4%.
The subgroup of 'Hispanic or Latino' met the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 22 students with valid scores, 11 students scored at or above proficient.
This proficiency rate of 50.0% far exceeds the Federal Accountability Target of 26.5%.
The subgroup of 'Hispanic or Latino' met the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Socioeconomically Disadvantaged

ENGLISH-LANGUAGE ARTS

Of 12 students with valid scores, 8 students scored at or above proficient.
This proficiency rate of 66.7% far exceeds the Federal Accountability Target of 24.4%.
The subgroup of 'Socioeconomically Disadvantaged' met the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 12 students with valid scores, 8 students scored at or above proficient.
This proficiency rate of 66.7% far exceeds the Federal Accountability Target of 26.5%.
The subgroup of 'Socioeconomically Disadvantaged' met the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Students with Disabilities

ENGLISH-LANGUAGE ARTS

Of 23 students with valid scores, 12 students scored at or above proficient.
This proficiency rate of 52.2% far exceeds the Federal Accountability Target of 24.4%.
The subgroup of 'Students with Disabilities' met the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 26 students with valid scores, 9 students scored at or above proficient.

This proficiency rate of 34.6% exceeds the Federal Accountability Target of 26.5%. The subgroup of ‘Students with Disabilities’ met the ‘percent proficient rate criteria’ in Mathematics.

Attached as Appendix M, please find a copy of a sample progress report and a sample of a report card.

It is the philosophy of California Montessori Project to foster high academic standards through the use of a rigorous application of the state content and the Montessori standards. As stated above, CMP has fully aligned the Montessori standards with the California State content standards in grades Kindergarten through 8th. This alignment document, the Curriculum Guide, is attached as Appendix D, and displays how each Montessori standard is congruent with traditional state standards and vice versa. The Curriculum Guide shows month by month, grade by grade, which Montessori and state content standard a teacher will cover in their class. Detailed academic content specific outcomes for language arts, physical education, math, social sciences, foreign language and the arts are addressed in the Curriculum Guide.

OUTCOME	METHOD OF MEASUREMENT
CMP- Shingle Springs students overall and in reportable subgroups who have been enrolled in CMP- Shingles Springs for at least three consecutive years will increase their CST scores by an average of 10 points annually in mathematics and in reading/language arts.	CST Data will be incorporated into the Aeries Eagle student tracking software. Longitudinal studies will incorporate CST Data from 2007, 2008, and 2009 STAR reports.
Overall student participation rate in STAR test to meet or exceed 98%.	STAR participation data
Reportable subgroup student participation in STAR testing to meet or exceed 95%	STAR participation data
Attendance rate of at least 96% annually. (Note: CMP-SS has coordinated with BUSD and EDCOE to refer critical attendance to SARB.)	Attendance data
Meet API growth target each year or 2 of 3 years overall and in reportable subgroups.	API growth scores
Meet AYP	AYP determination

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

- Annual progress on the STAR 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 create independent learners
- To educate the whole child focusing on the tools that develop the child and give them the character and ability to function in the world at large
- To ensure that students acquire the strategies related to “independent learning,” and are able to access and manipulate information to achieve learning, free of external prompting.
- To teach students research skills that enable them to discern valuable/viable data and to relay that data in a report format

CMP has developed an English Learner Language Program handbook, which contains English Language Development Standards approved by the State Board of Education, and current adopted K-8 ESL programs and instructional materials. The handbook includes Title III Accountability Report Information Guide, prepared by the CDE Language Policy and Leadership Office. The guide provides a reference chart for annual growth targets based on CELDT proficiency scores. Should any student score below Early Advanced, or Advanced at the English proficient levels, CMP will use the guide and English Language Development Standards to develop individualized goals to monitor yearly growth in English proficiency.

Adequate Yearly Progress

It is the goal of the School to make adequate yearly progress (“AYP”) as defined by the No Child Left Behind Act (“NCLB”).

These pupil and school outcomes will be reviewed at least once annually by the Principal and teachers. Recommendations as to revisions to pupil and school outcomes may be made by the Principal and teachers to the CMP Board. Material revisions to these pupil outcomes must be considered by the District Board in accordance with Education Code Section 47607.

* * *

METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Assessments to determine academic progress 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.
- San Diego Quick and Basic Reading Inventory (BRI) for reading level, comprehension, and fluency
- Straight Forward Math pre assessment for math facts
- 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)
- Exhibitions such as continent parties, science fairs and spring arts performance
- Monthly oral presentations for K-3 and weekly oral presentations for 4-8
- Performance-based and skill demonstrations
- Standardized tests

Assessments of schoolwide benchmarks will include:

- Annual family surveys
- Attendance reports
- State testing results
- Montessori classroom embedded assessments

At the start of the year, students are assessed in different areas to determine their level enabling teachers to plan for individualized instruction:

- Albanesi Math (around 13 concepts)
- Albanesi Geometry (for 6th, 7th and 8th graders)
- Albanesi Language (around 12 concepts)
- SRA
- San Diego Quick Assessment

- Basic Reading Inventory
- Accelerated Reader STAR Assessment

For Middle School Students, the math book used (Math Concepts and Skills for 7th graders and Algebra 1 for 8th graders) provides an assessment that will give the teachers an idea of where the students are in their math skills.

Middle School students are also given a Grammar Diagnostic Test. At the end of the year, the students are tested once again on all the Albanesi Grade Achievement Tests. This shows the progress of students in each of the areas identified. It's very encouraging and parents are very pleased to see the progress quantified! In addition to the actual assessments mentioned above, students create a portfolio containing a collection of work to be used for review and assessment purposes. This is also used as part of a holistic assessment.

Montessori Assessments, Progress Reports and Report Cards

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, a Montessori teacher knows precisely where a child is: 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 California State Curriculum Standards over the course of the school year.

CMP staff recently developed and implemented a report card format which will be informative and, hopefully, more user-friendly for parents. Additional grading breakdowns have been added to subject areas to provide greater detail and the new grade designations of Progressing at Grade Level, Mastered Grade Level Curriculum, Performing Above Grade Level, Performing Below

Grade Level, and Not Yet Introduced, clearly indicate the progress students are making in the grade level curriculum. The student's effort is also noted in each subject area by the designation: Excelling; Satisfactory: Expected Progress; and Needs Improvement.

While providing a clear account of the student's progress, the CMP-SS Middle School Program, as a bridge to high school, had 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. Our 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.

As a public school, CMP administers annual state testing assessments for all students in grades 2 through 8. The process and results of such state measurements can be used as one of many indicators of an individual child's progress from year to year. Seen in this light, state assessments can be useful - to help parents, teachers and the student develop individual academic work plans.

1. CMP will continue to participate in the state's official assessment system, the Standardized Testing and Reporting (STAR) program in accordance with Education Code Section 60605. .

Attached, as Appendix N, please see attached portfolio templates for Grades K-6.

* * *

USE AND REPORTING OF DATA

Once CMP receives the Academic Performance Index data from the California Department of Education, CMP staff begins the process of disaggregating and analyzing the data. First, using individual student data, staff determines, by campus, the percentage of students who, based on

the STAR Test reflecting state standards, are performing at the Proficient level or higher. Based on the 2008 STAR Test results provided by CDE, the following rates were determined:

California Montessori Project-Shingle Springs, Percent Proficient (AMOs), as reported in the State's 2008 Adequate Yearly Progress Chart:

70.4 students scored Proficient or Above in English-Language Arts

68.3 students scored Proficient or Above in Mathematics

The state has established Proficiency targets of 35.2% and 37% in English-Language Arts and Mathematics, respectively, for 2008.

California Montessori Project-Shingle Springs, Percent Proficient (AMOs), as reported in the State's 2007 Adequate Yearly Progress Chart:

69.2 students scored Proficient or Above in English-Language Arts

64.2 students scored Proficient or Above in Mathematics

The state has established Proficiency Targets of 24.4% and 26.5% in English-Language Arts and Mathematics, respectively, for 2007.

Shingle Springs Campus:

56.5 scored Proficient or Above in English-Language Arts

57.1 scored Proficient or Above in Mathematics

While these results reflect CMP students' success rate in these subject areas, CMP is also keenly interested in the results of those students whose test results do not reflect achievement at the Proficient or Advanced levels.

While CMP staff analyzes overall campus results to improve the educational program, staff also individually addresses interventions for those students who score Below Basic and Far Below Basic. 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 STAR Power Program, as well as the Read Naturally program.

Using Aeries Eagle software, CMP will be able to track 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. Currently, CMP-Shingle Springs staff develops academic interventions based on test score results. This practice will continue under renewal.

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

School Evaluation

Each year CMP will conduct surveys of parents and staff regarding their perception of the school/teachers and program. The results of these surveys are shared with Principals and staff, and will be used to effectively implement positive program change. Many of CMP's best ideas have come from parents and staff.

Annual Performance Report

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

The School will 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—California 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 will be operated by a duly constituted California nonprofit public benefit corporation, California Montessori Project, Inc., (“CMP, Inc.”) which will 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 will 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 O, please find the Articles of Incorporation and Corporate Bylaws for California Montessori Project, Inc.

BOARD OF DIRECTORS

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 Board currently consists of the following:

Two teachers, three parents, four school district representatives (two of whom are non-voting), one Montessori community member, one business community member, one charter community member, and one public member from the community at large.

A list of current board members and Board advisors along with brief biographies of each is attached as Appendix P.

The bylaws of the Charter School have been amended, effective July 1, 2009 to reflect the following changes in board composition:

- One Public Member from the Community-At-Large
- One Charter School Representative
- One Business Community Member
- One Montessori Representative
- One Teacher Representative at large
- Four District Superintendents, or designees (one from each authorizing District)²
- Up to Five Parents (representing each of the five campuses)

As the CMP Board has met the needs of four very different communities with our current Board structure for eight (8) years, the Governance model of CMP will remain substantively the same, with the following changes: effective July, 2009, each Site will have a Parent Representative; there will be one Teacher Representative on the Board; the overall Board membership will increase from 13 to 14. The CMP Leadership Team feels strongly that the addition of District Representatives and Site Representatives in July, 2006 enhanced the level of local input, and otherwise, strengthened the Board's performance.

The method of board member election, terms and replacement are all addressed in detail in the CMP Board adopted Corporate Bylaws attached as Appendix O. 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.³

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

² The District representatives may have full voting rights at the choice of the District given appropriate notification in accordance with the corporate bylaws.

³ As stated above, these Bylaws will be updated upon authorization to reflect any changes necessary to conform the Bylaws to the approved charters.

Board Duties

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

- The general policies of the School;
- Approval and monitoring of the School's annual budget;
- Receipt of funds for the operation of the School in accordance with the charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of the School;
- Oversight and final approval of the hiring, discipline or dismissal of School employees as recommended by the Principal, or by the 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; and
- Hiring and evaluating the Executive Director;
- Approval of contracts with outside entities or persons over ten thousand dollars;
- Financial audit oversight;
- 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 will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and/or any Charter School specific conflict of interest regulations adopted by the State Board of Education.

As long as quorum exists as defined by the corporate 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.

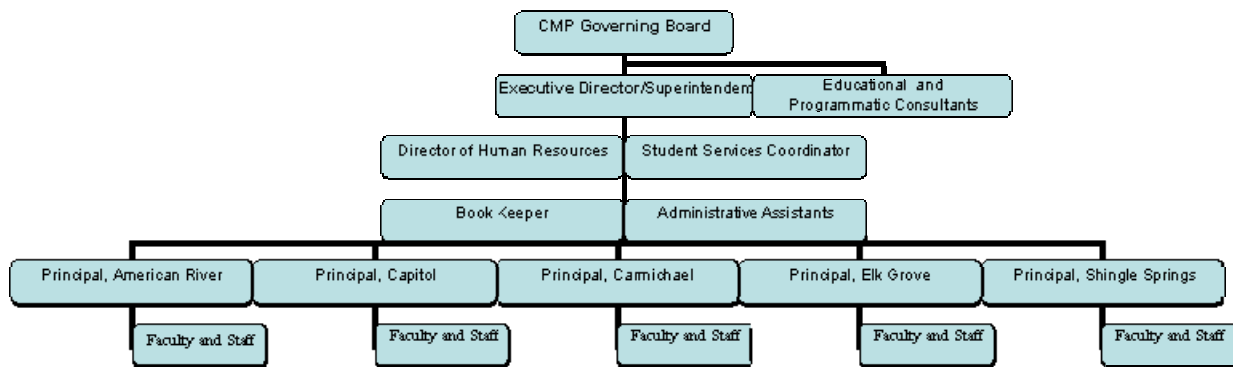
Board Delegation of Duties

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:



“Executive Director/Superintendent” refers to the Executive Director of the California Montessori Project.

* * *

CHARTER SCHOOL EXECUTIVE DIRECTOR

The Executive Director will be 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 Board of Directors, the School 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 sponsoring District.

* * *

THE PRINCIPAL

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 Director of Human Resources 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 Director of Human Resources on the selection, training, motivation, termination and review of all personnel.
6. Collaborates with the Director of Human Resources 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. Supervise 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. Mail 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. Perform other related duties as assigned.

* * *

PARENTAL INVOLVEMENT

It is commonly accepted that parent's participation in their child's education will have positive, long lasting results. Consistency in both the home and school environment is critical for the child's success. CMP has always extended the opportunity to parents to learn about Montessori philosophy and the classroom environments through a variety of parent education opportunities offered throughout the school year. Parents can be much more effective if they are actively engaged in the learning process.

Campus Advisory Council

The Campus Advisory Council (“CAC”) shall function as a local governance arm for the Shingle Springs Campus. The Council serves as an advisory council to the Shingle Springs Principal, as well as to the CMP Board. The primary function of the CAC is to provide support for the successful operation of the school campus and furthering the overall Mission of CMP. 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 their campus and ensuring a safe environment where all students can reach their academic and social potential.

The CAC has the following responsibilities:

- Ensure that site governance decisions remain true to the CMP mission.
- Make suggestions for change to Round Table and/or network board for network level policies.
- 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, no more than \$5,000.
- Review student performance through grade level STAR results on an annual basis and provides input on intervention programs as presented.
- 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.

The CAC is comprised of a minimum of two elected parent representatives and two elected teacher representatives, and is chaired by the Principal. The CAC shall meet on a monthly or quarterly basis. All CAC meetings shall be held in full compliance with the Brown Act requirements. There is an annual election within each of the constituents to select one (1) parent and one (1) teacher representative to the 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. More information on the CAC can be found in Appendix P.1.

Parent Participation

CMP will encourage families to give of their time to promote the success of CMP and its programs. CMP has worked with parents and administrators to develop parent involvement policies and strategies. Parent involvement includes the following:

1. Participation with homework and support weekly learning assignments
2. Attendance at Campus Advisory Council meetings/educational meetings four (4) times per year
3. Attendance for progress report meetings with the teacher with a minimum of two 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 staffing field trips, or any other ways as outlined in the Parent/Student Handbook

Parent Education

In addition to CMP's commitment to student education, our organization feels strongly that educating and involving the parents of our students directly 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.

Principals have also been invited to speak at organizational forums to inform the attendees about Montessori education. Although not all of these families may attend a Montessori school in the future, spreading the word to the greater community brings support to our program.

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 our Montessori 101 evening. Montessori philosophy and historical background is presented. Parents are also given specific training by the teachers and/or principals before entering into the classroom as a volunteer.

Special presenters are often brought into our campuses for specific topics. *Love & Logic*, the Montessori Middle School Program, and the Montessori Environment have been presented, to name a few.

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 child becomes the teacher and shows 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 child in the Montessori environment.

Please see attached as Appendix Q, the Parent Participation Handbook and the Family/School Handbook, attached as Appendix R.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

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

All employees of CMP Shingle Springs Campus shall be considered employees of CMP, Inc. 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 and a background/reference check. Additionally, staff working with children or working at a campus site shall also maintain: Child First Aid/CPR Certification, and current TB testing. Finally, CMP maintains a drug, alcohol and smoke free work place.

CMP's key staff members such as the Executive Director, Principal, Director of Human Resources, Bookkeeper, Administrative Assistant to the Executive Director, Campus Administrative Assistant, Teacher, Teacher Assistant, Extended Care Staff, and Club Montessori Coordinator 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 charter laws, finance and politics. The ideal Executive Director will have background in alternative education, and possess a M.Ed. in Education degree and/or a Bachelor of Arts degree in Business, with a California Teaching Credential and an administrative credential.

Principal Qualifications:

The Principal must hold 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.

Administrative Management 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 take responsibility for contact with others and pay close attention to administrative detail. Each administrative candidate 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.

The Director of Human Resources shall keep abreast of human resource regulations and update policies and procedures as required. Also, the Director of Human Resources shall possess above

average interpersonal and communication skills, with a warm and friendly personality and sensitivity to the feelings and needs of others.

The Bookkeeper shall report to the Executive Director and will have knowledge of fund and/or public school accounting procedures and the ability to exercise sound independent judgment.

Administrative Support Staff:

CMP shall employ support staff to assist with school operations. 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.

Administrative Assistant to the Executive Director Qualifications:

This person reports to and assists the Executive Director. Areas of responsibility include Public Relations, Office Management, Special Projects and occasionally coordinating other administrative and clerical staff. The staff member must have a warm and friendly personality, be sensitive to the feelings and needs of others, have above average communications skills, be able to relate professionally with others, and be willing to fulfill the responsibilities of this position in accordance with the corporation's policies and educational philosophy.

Campus Based Administrative Assistant Qualifications:

This position reports to and assists the Principal, occasionally serves as the Administrator on duty, and assists with Public Relations, Office Management, and Staff Support. This position requires an ability to plan, organize and supervise clerical staff, janitors and maintenance personnel or contractors. He/she is also responsible for the accounting functions of the school including Club Montessori. The staff member must have a warm and friendly personality, be sensitive to the feelings and needs of others, relate well to children, parents, visitors and colleagues, and be able and willing to fulfill the responsibilities of this position in accordance with the school's policies and educational philosophy.

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

Additionally, as a public Montessori school, CMP is committed to hiring teachers who also maintain their Montessori teaching certificates for the grades in which they teach.

All teaching staff shall meet the highly qualified requirements of the No Child Left Behind Act.

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 these cases, Montessori training and experience are preferred; experience working with children is required.

Under NCLB guidelines, candidates shall hold a minimum of an Associate of Arts degree; or pass a subject matter equivalency test as deemed by the charter school and/or sponsoring school district combined with a high school diploma. Preferably, candidates shall hold a Bachelors Degree, and a Montessori Credential or be enrolled in a Montessori Teacher Training program.

Extended Care Staff Qualifications:

Extended Care staff shall report to and work under the direction of the Club Montessori Coordinator and the Principal. The position requires a High School Diploma and previous successful experience working with children.

Club Montessori Coordinator Qualifications:

The Club Montessori Coordinator shall assist the Principal with the administration of the School's extended care program. The candidate must be an energetic person who enjoys working with children and can supervise staff, with strong leadership skills and the ability to adapt to a variety of situations. A minimum of 6 months experience in a licensed day care or structured school program is required, along with 12 or more units of ECE, Montessori Education, Child Development, Recreation, Social Welfare or Psychology.

Attached as Appendix O, please find CMP Employee Job Descriptions and a list of current credentials at the CMP campus. Attached as Appendix P, please find the CMP Personnel Handbook.

PROFESSIONAL DEVELOPMENT

CMP will provide mentoring and collegial support, as well as intra-school curricular meetings, through its network of existing school sites. In addition, CMP is committed to provide each instructor with funding designated for his/her participation at educational workshops and/or conferences, contingent upon annual budget allocations. The funds may also be used toward tuition for enrollment in continuing coursework at the College or University level.

Professional development and teacher collaboration 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 through which students can make connections, and deepen their understanding of concepts and achieve at higher levels.

CMP will offer a minimum of three schoolwide/network wide Staff Development Days during the course of the school year, and will feature educational presenters and experts, including those personnel resources who currently hold positions within the CMP network.

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—California Education Code Section 47605(b)(5)(K)

Employees at the School shall participate in STRS, and the federal social security system as applicable to the position. The School shall inform all applicants for positions within the School of the retirement system options for employees of the School.

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. —California 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.

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)

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.

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 record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

Below, please find a summary of the health and safety policies of the School:

Procedures for Background Checks

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. The Executive Director or designee shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an

employee may be employed in accordance with Education Code Section 44237 or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Executive Director or designee shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are designated as mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees working in direct contact with students.

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.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

The School shall maintain a drug and alcohol and smoke free environment.

Emergency Preparedness

The Charter School shall adhere to a Model Safe School Plan which contains emergency procedures which shall be 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 and shall be submitted for District receipt and review on or before August 1, 2006. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention. The CMP Shingle Springs Campus is in the process of updating and tailoring its plan to its campuses. Attached as Appendix Q, please find a draft of the Model Safe Schools Plan.

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—California 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 with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CMP Shingle Springs Campus 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 and Superintendent 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 and the Executive Director 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 and the Executive Director 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 and the Executive Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and CMP Shingle Springs Campus. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement.

* * *

Internal Disputes

All internal disputes involving the CMP Shingle Springs Campus shall be resolved by the School according to the School's own internal policies.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by a Principal and/or the Campus Advisory Council, and, if it cannot be resolved at this level, to have it heard by the Executive Director. If resolution is still unobtainable it will be heard by the Board at a regularly scheduled Board meeting.

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 or the Campus Advisory Council. 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 we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, 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 management 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 student 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 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.
7. If the matter cannot be resolved at the Executive Director level, the grievant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting.
8. The Board of Directors and the Executive Director will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of CMP shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and Executive Director shall make a decision on the grievance in writing. 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. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

Pupils will be considered for admissions without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, 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:

- Parent/guardian attendance at a school orientation meeting
- Middle School (7th - 8th grades) Interview⁴
- 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 Spring for enrollment in the following school year. 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.⁵

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

- 1) Siblings⁶ of existing students or CMP graduates⁷

⁴ The Middle School Interview is a process by which all students entering middle school are introduced to the CMP program and expectations, and can be used by a tool for parents and/or guardians to assess the appropriateness of the program for the incoming middle school student. No student's enrollment will be determined by CMP through this process.

⁵ Education Code Section 47605(d) states that all students in the state of California who wish to attend the School must be admitted, subject only to capacity. In the case that there are more applicants than space, 47605(d) mandates that enrollment be determined by public random drawing. However, Education Code Section 47605(d) states that in the case of a public random drawing, preference must be given to existing students of the school and to district residents. 47605(d) also states that other preferences in the lottery are also allowed if legal (i.e. non-discriminatory), and approved by the granting school district (presumably within the charter). In practice, the applications will be collected during an open enrollment period. If, in any grade level, there are more applications than available space, a public random drawing will be held in stages in the order of the preferences listed in the charter. Any application meeting more than one "preference" will be placed in the highest preference category for which they qualify.

⁶ "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.

⁷ "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.

- 2) Children of staff⁸
- 3) Inter-campus transfers
- 4) Children who have at least one-year prior Montessori experience (public or private)
- 5) District residents
- 6) All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This 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.

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—California Education Code Section 47605 (b)(5)(G)

The School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following 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 sites are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based -recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and the communities in which its sites are located, including Spanish language materials as needed.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District and the communities in which its sites are located.
- Publication of advertisements in the Sac-Sierra Parent Magazine.

As of the date of submission, CMP-Shingle Springs Campus reports the following ethnic demographics:

1. American Indian/Alaskan
2. Chinese
3. Korean
4. Other Asian
5. Other Pacific Islander
6. Filipino/Filipino American
7. Hispanic/Latino
8. Black/African American
9. White/Caucasian

⁸ “Children of Staff” will be limited to children or wards or step-children of employees.

CMP currently adheres to the Education Code regarding admissions requirements (47605(d)). CMP announces enrollment for the upcoming school year in various local ethnic publications, targeting various ethnicities, including Latino/Hispanic (with ads in Spanish). CMP will welcome the opportunity to collaborate with Buckeye USD in determining the most effective strategies to achieve a racial and ethnic balance reflective of the District. It is the goal of CMP to increase its diversity in fulfilling its stated mission.

The School, in its annual performance report, shall include student enrollment indicating the racial and ethnic mix of students and steps taken to ensure a racial and ethnic balance as described herein.

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)

Students who reside within the District who choose not to attend CMP Shingle Springs Campus 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 Shingle Springs Campus 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. See Admission Form attached as Appendix V.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California 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 at California Montessori Project ("Charter School"). 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 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- 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

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, 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 Principal or designee's concurrence.
4. 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.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. 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.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. 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.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. 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.
19. Made terrorist 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.

20. 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.
21. Caused, attempted to cause, threaten 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..
22. 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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 Placement/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. 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 Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing 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 Board member of the Governing 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 Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the 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 Offences

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 Governing Board, administrative panel, 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 person or panel 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 person 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 person 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person 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 Governing Board, Panel or designee 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 accused 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 Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing 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 Governing Board to expel shall send written notice of the decision to expel, including the 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 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. 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 Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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 Governing 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 Governing 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 Governing Board following the meeting regarding his or her determination. 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

i. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the District 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 who is suspended for more than ten (10) school days during a school year.

ii. 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; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

iii. 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 Team shall review all relevant information in the student's file, including the child's IEP, 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.

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

- a) Conduct a functional behavioral assessment or a functional analysis 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 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, 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.

iv. 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.

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 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.

v. 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.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. 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 of 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 W, please find fiscal documentation to support the renewal.

These documents are based upon the best data available to CMP at this time.

* * *

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. For the first year of operation, the financial statements submitted with this charter petition pursuant to Education Code 47605(g) shall satisfy this requirement.
2. 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.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. 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. The California Montessori Project (CMP) currently has special form property and general liability insurance with the Hartford 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 provides a "Wrongful Acts" coverage form designed for charters schools and includes educators professional liability, employment practices liability, and non-owned and hired auto liability coverages. Additional, CMP has a \$5,000,000 Umbrella excess liability insurance policy with the Hartford Insurance Company. The statutory workers compensation insurance is provided by Republic Indemnity Company an "A.M. Best" rated A, XV specialty insurance carrier.

Upon request, CMP Shingle Springs Campus shall provide evidence of the above insurance coverage to the District. CMP shall provide immediate (no more than two (2) 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 an eight-year history of successful oversight and administration of five campuses operating as separate, yet closely interconnected, entities. The five schools have, until this time, collectively 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 school sites have been provided administrative support services by the original charter school's central administrative offices and fiscal services through the Wheatland Unified School District. The administrative offices of CMP have assisted with, among other services, implementation of special education, marketing, management, human resources and business services as it relates to budget development and oversight. The Wheatland Elementary School District Business Office has worked with the administration of CMP to provide budgetary oversight, payroll, accounts payable and receivable. 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.

Each individual CMP campus will receive the same services it was provided in the past by the CMP central administrative offices of the original charter for an indirect administrative fee. Currently, the Wheatland Elementary School District has agreed to continue providing business services for the CMP schools for the 2009-2010 school year (agreements with Wheatland Elementary School District have always been year to year). Attached as Appendix X, please find the 2008-2009 MOU between Wheatland Elementary School District and CMP along with a

letter of intent for the 2009-2010 school year. Wheatland Elementary School District provides high quality, efficient and timely services and has played an active role in the governance of the original CMP charter school by exercising its right to have voting board position. This continuity of business services will provide for a seamless transition of accounting and back office functions for each CMP school. CMP may contract with other third parties as necessary for ancillary services. CMP shall provide a copy of the 2009-2010 MOU between Wheatland and CMP upon execution to the District by June 30, 2009, and each year thereafter shall provide the updated agreement for business services. Should CMP anticipate a future change in the primary business services provided for CMP, CMP shall provide notice to the District.

* * *

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))

The Shingle Springs Campus is nestled in the foothills on a 5-acre parcel located across the street from a church as well as a traditional public school (Buckeye Elementary) and is located at 4645 Buckeye Road Shingle Springs, CA 95682. CMP Shingle Springs Campus runs a K through 8 program, housed in 10 separate classrooms:

Mimosa Classroom: K/1	36 students	1,440 square feet
Cedar Classroom: K/1	36 students	1,440 square feet
Laurel Classroom: 2 nd	18 students	960 square feet
Aspen Classroom: 2 nd /3 rd	28 students	960 square feet
Willow Classroom: 2 nd /3 rd	28 students	960 square feet
Fig Classroom: 4 th /5 th	26 students	960 square feet
Eucalyptus Classroom: 4 th /5 th	24 students	960 square feet
Oak Classroom: 4 th /5 th	26 students	960 square feet
Birch Classroom: 6 th	32 students	1,440 square feet
Sequoia Classroom: 7 th /8 th	59 students	(960 x 3) = 2,880 square feet
Resource/Administrative		960 square feet
	313 students	13,920 square feet

On February 23, 2005, CMP was awarded a Charter School Facilities Program Grant (CSFP) for \$5,310,746.00, including site acquisition. At the April 25, 2007 SAB meeting, the regulations were revised to reflect changes to the projects upon conversion from a Preliminary Apportionment to a Final Apportionment. These changes allowed for the Charter School Facilities Program under Proposition 55 to have two categories of funding for the projects, site acquisition and construction as described in the School Facilities Program (SFP). The regulation changes will still result in the Final Apportionment being limited to eligible costs, as would any project under the SFP. Currently, the Shingle Springs Project has allowable construction costs of \$6,856,500.00 plus land acquisition of approximately \$925,000, which will be based on the appraisal price or the purchase price, whichever is lower. Additional funds for the CSFP project were made available from monies not used under Proposition 47. These revisions allowed the

funds to be used for any eligible project costs, at the discretion of the charter school. Final determination of the grant amount will be decided by the State Allocation Board upon submittal for Final Apportionment.

CMP Shingle Springs Campus uses a large portion of the property, and has installed two large playground systems. CMP Shingle Springs Campus has also installed a lawn area, outdoor amphitheatre, a Garden of Learning garden area, a basketball court, a cross-country running track, and various concrete fire lanes which provide play surface for four square, hopscotch, etc.

CMP Shingle Springs Campus has also installed three large outdoor patios, complete with rain-retardant covers for use as lunch areas for our students.

Our five-year projection for growth in student population is planned so that during the 2009/2010 school year no additional facilities will be needed. CMP-Shingle Springs is actively engaged in the process of accessing Proposition 55 funds with the intent of acquiring a parcel of land and constructing modular classrooms to fully serve the student population.

* * *

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—California 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 active by the State Controller’s Office and as auditors who can perform local education audits. An RFP shall be sent out by the Executive Director. Responses will be reviewed by the Director who will make a recommendation to the CMP Board taking into consideration qualifications, experience, and cost. The CMP Board shall make the final selection. CMP shall change auditors at least as frequently as the District.

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 Standards and Procedures for 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 and that 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. 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.

* * *

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 Shingle Springs 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 agreed to in writing by the District.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the El Dorado County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, 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 Shingle Springs 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 Shingle Springs 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 Shingle Springs Campus. No later than the date of closure all 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 to another California public educational entity. 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 restricted categorical funds 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, Inc., 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 Exhibit W, 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 Shingle Springs Campus on the District.

Civil Liability

The CMP Shingle Springs Campus shall be operated by 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 23701d. 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 Shingle Springs Campus 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 Shingle Springs Campus, 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.

Attached as Appendix Y, please find a letter from CMP's legal counsel regarding liability protection for charter school authorizers.

IX. CONCLUSION

By renewing this charter, the Buckeye Union 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 the June 2014. The School shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2014. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education Code Section 47607, as applicable.