

Charter Renewal

CHARTER MONTESSORI – VALLEY

VIEW CAMPUS (aka VVCM)

(TK-8th)

(INTERNATIONAL BACCALAUREATE (IB) MIDDLE SCHOOL

PROGRAM – Candidate School: 6th – 8th)

Submitted to:

Buckeye Union School District

Charter Renewal Term: July 1, 2019 – June 30, 2024

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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 Valley View VVCM (“VVCM”), located within the Buckeye Union School District (“BUSD” or “District”) boundaries, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, VVCM will follow any and all federal state and local laws and regulations that apply to the Charter School and is committed to the following affirmations:

- VVCM declares that the Buckeye Union School District shall be deemed the exclusive public school employer of the employees of VVCM for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- VVCM shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- VVCM will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- VVCM will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- VVCM will admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to VVCM shall not be determined according to the place of residence of the student or his or her parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of VVCM in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- VVCM 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 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- VVCM shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- VVCM 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. [Ref. Education Code Section 47605(l)]
- VVCM shall at all times maintain all necessary and appropriate insurance coverage.
- VVCM 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 VVCM without graduating or completing the school year for any reason, VVCM 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 report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to VVCM within 30 days if VVCM demonstrates that the pupil had been enrolled in VVCM School. [Ref. Education Code Section 47605(d)(3)]
- VVCM may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. {Ref. Education Code Section 47605(n)}
- VVCM shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- VVCM shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- VVCM shall comply with any applicable jurisdictional limitations to the locations of its facility. [Education Code Section 47605 and 47605.1]
- VVCM shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- VVCM shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- VVCM shall comply with the Public Records Act.

- VVCM shall comply with the Family Educational Rights and Privacy Act.
- VVCM shall comply with the Ralph M. Brown Act.
- VVCM shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]
- VVCM 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.

DAVID ROTH, Ph.D., Superintendent

Date

I.

INTRODUCTION

This Charter Petition is presented to the Buckeye Union School District for the renewal of the Valley View VVCM TK-8th grade (with an International Baccalaureate Middle School (6th-8th) Program for a term of five (5) school years beginning July 1, 2019 and ending on June 30, 2024 in accordance with Education Code Sections 47607 and 47605. VVCM shall continue to operate as one TK-8th grade school within the geographic boundaries of Buckeye Union School District, as authorized pursuant to Education Code Section 47605. The school site is currently located at 1665 Blackstone Parkway, El Dorado Hills, CA 95762.

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 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

VVCM strives to fully honor, the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by California's State Superintendent.

History of Valley View VVCM (formerly VVCM Blue Oak Campus)

VVCM School (formerly known as the Blue Oak Charter School) was first approved in July, 2004. It quickly expanded from Kindergarten to K-3 in the subsequent 3 years. Concurrent to the inception of the Charter, the El Dorado County Office of Education established a Pre-k Montessori that was also housed on the Blue Oak Campus. In June 2009, a 5-year renewal of the K-3 Charter was approved. In May of 2012, the Board approved an addendum to the Charter and added a 4th grade. In May 2014, the Board approved the renewal Charter School

petition for a term commencing on July 1, 2014 and ending on June 30, 2019 and expanding to 5th grade. In May 2017, the Board approved a material revision to the Charter School Petition and authorized the Montessori Charter School to serve pupils in TK through eighth (8th) grade commencing with the 2017-2018 school year; authorized a change in the school name from VVCM Blue Oak Campus, CDS code 09-61838-0107227 to VVCM Valley View Campus, CDS Code 09-61838-0107227; and authorized a change in location of VVCM School from the Blue Oak Campus at 2391 Merrychase Dr., Cameron Park, California to the Valley View Campus at 1665 Blackstone Parkway, El Dorado Hills, California.

Mission and Vision

School Mission:

For each of us, learning is a personal adventure. We respect the right of each child to discover...to create...to take risks and to succeed...to enjoy being where he/she is, and be eager to move on. We believe in the dynamic process of students, staff, parents, and community working together to celebrate the achievement of their potential. We are all pioneers on the educational frontier. Together We Will Build Our Future

School Vision:

Valley View VVCM is a community of learners where children can reach their full potential and contribute positively to society.

District Mission:

Working together with families, the community, and a highly-qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

Core Values

VVCM Core Values are defined, taught, modeled, practiced and reinforced in several ways throughout the school year.

Respect: Respect is a way of treating or thinking about something or someone. Be tolerant of differences, treat others like you want to be treated, use good manners, and follow the rules of your family, school, and community. You can also respect yourself by living a healthy lifestyle, both body and mind.

Peacefulness: Peacefulness is an inner sense of calm. It comes especially in quiet moments of reflection or gratitude. It is getting very quiet and looking at things so you can understand them. Peacefulness is also a way of approaching conflict.

Grace and Courtesy: Grace and Courtesy can be used in the classroom, at home, and in your relationships. It is how we behave towards one another and the world around us. Attention to grace and courtesy can often be the deciding factor in the formation of rewarding friendships. Forgive others, be sensitive to others' feelings, and work together.

Appreciation: Appreciation is a feeling or expression of admiration, approval, or gratitude. When you have an appreciation for something, you can see and truly understand its good qualities.

Responsibility: Responsibility is the state of being responsible, answerable, or accountable for something within one's power, control, or management. Use self-control, make good choices, do your best, and do your share to make your school, community, and world a better place!

Program Highlights

1. VVCM is grounded in the Montessori program philosophy and methods and provides comprehensive academic skills development opportunities using Montessori hands-on curriculum.
2. VVCM delivers a Montessori experience that is aligned with the educational standards adopted by the State of California.
3. VVCM is responsible for ensuring it meets State and Federal accountability standards for student achievement.
4. Teachers hold a valid California teaching credential and certificate in Montessori teaching, however, as allowed by statute, flexibility may be given to non-core, non-college preparatory teachers.
5. Montessori materials are blended with District adoptions.
6. There is an emphasis on hands-on educational experiences.
7. Credentialed Physical Education teachers on staff serving K-8th grade students, as scheduled.
8. Athletics Program, including but not limited to Cross Country, Basketball, and Track & Field.
9. Visual and Performing Arts (VAPA) teacher in the Middle School Program (6th-8th).
10. Foreign Language in the Middle School Program (6th-8th).

11. Band program conducted as an optional offering for 4th -8th grade students.
12. One-to-one chromebook device technology in core classes in grades 3rd through 8th.
13. Student-counseling programs to provide additional support to students, as needed.
14. Implementation of a Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions & Supports (PBIS) to support all students.
15. Small group and individualized differentiation facilitated, as necessary, by the teacher, in a structured environment that promotes independence, self-direction, and time management in students.
16. Commencing with the 2019-2020 school year, VVCM Middle School will also become an International Baccalaureate Middle Years Program (MYP) – candidate school. Grounded in the Montessori program philosophy and methods, the MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The MYP empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The end result of the MYP is to develop young people who are creative, critical and reflective thinkers.

Charter Renewal Petition

In accordance with Education Code Section 47600 et. seq., VVCM petitions the Buckeye Union School District (hereafter referred to as “District”) for the renewal of the TK-8th grade charter for a term of five (5) school years beginning July 1, 2019 and ending on June 30, 2024.

VVCM shall continue to operate as one school within the geographic boundaries of Buckeye Union School District, as authorized pursuant to Education Code Section 47605. The school site is currently located at 1665 Blackstone Parkway, El Dorado Hills, California 95762.

In accordance with Education Code Section 47607(a)(3)(A), the Buckeye Union School District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal. The data below clearly demonstrates increases in VVCM student achievement.

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

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

The following shall serve as documentation confirming that VVCM exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Please see CASSPP reports available online at <https://caaspp.cde.ca.gov/sb2018/search?lstTestYear=2018>)

Effective June 2018, Education Code Section 52052(f) clarifies the API criteria for renewal charter petitions: “[f]or any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.” Accordingly, the 2013 API growth calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. The Charter School utilizes alternative measures, as described below.

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
VVCM Percentage of Students Meeting or Exceeding Standards:

Demographic	Assessment	2015	2016	2017	2018
School-wide	ELA	39%	58%	59%	68%
	Math	28%	57%	53%	58%
Hispanic/Latino	ELA	20%	30%	45%	53%
	Math	25%	34%	35%	42%
Filipino	ELA	*	*	*	82%
	Math	*	*	*	82%
Economically Disadvantaged	ELA	4%	38%	38%	57%
	Math	17%	45%	29%	39%
Students with Disabilities	ELA	8%	20%	29%	24%
	Math	16%	40%	29%	19%

CA Assessment of Student Performance and Progress (“CAASPP”) English Language Arts Scores, 2015-2018: Comparison between VVCM, Buckeye Union School District, and the State of CA:

Demographic	2015	2016	2017	2018
VVCM	39%	58%	59%	68%
Buckeye	36%	42%	38%	71%
State of CA	44%	44%	45%	50%

CA Assessment of Student Performance and Progress (“CAASPP”) Math Scores, 2015-2018:
Comparison between VVCM, Buckeye Union School District, and the State of CA:

Demographic	2015	2016	2017	2018
VVCM	28%	57%	53%	58%
Buckeye	36%	42%	38%	65%
State of CA	44%	44%	45%	39%

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
Comparison Schools That VVCM Students Would Otherwise Attend:

Demographic	Assessment	2015	2016	2017	2018
VVCM	ELA	39%	58%	59%	68%
	Math	28%	57%	53%	58%
Blue Oak	ELA	46%	50%	50%	58%
	Math	39%	45%	42%	56%
Buckeye Elem	ELA	46%	46%	58%	57%
	Math	46%	50%	55%	56%
Camerado Springs	ELA	65%	55%	64%	59%
	Math	50%	46%	51%	51%
Oak Meadow	ELA	72%	77%	81%	84%
	Math	65%	72%	74%	78%
Rolling Hills	ELA	67%	73%	74%	79%
	Math	64%	70%	70%	72%
Silva Valley	ELA	65%	72%	77%	75%
	Math	67%	71%	75%	77%
William Brooks	ELA	74%	71%	78%	74%
	Math	71%	73%	79%	69%

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)(i) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels

served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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

Introduction

The Montessori program is one that allows children to learn at their own pace, according to their individual needs, in a structured environment. It is a whole child approach, focusing on the child's cognitive, social, emotional, and physical needs. With an environment that is nurturing and calm, and prepared with a wealth of appealing learning activities, the Montessori classroom provides an educational experience designed to bring out the child's natural sense of wonder.

Children are provided with hands-on materials that enable them to learn math, language, science, and history, while at the same time developing intellectual curiosity, self-respect, and respect for the world around them.

Montessori works in a methodical way. Each step in the process leads to the next level of learning. Repetition of activities is an integral part of this learning process.

The main goal of Montessori is to provide a stimulating, child oriented environment that children can explore, touch, and learn without fear. The end result is to encourage lifelong learning, the joy of learning, and happiness about one's path and purpose in life.

The following District tenets guide the Montessori Charter as well:

- Our purpose is to educate
- All students will learn
- Students' products drive instruction
- Improvement is the result of a targeted effort
- Home involvement is a force in the development of an individual
- All people have the right to a safe, healthy environment
- Each individual is responsible for his/her own choices
- Learning includes making mistakes and taking risks. Mistakes are feedback, not failures.
- Honesty, respect and kindness foster connections among people
- High expectations promote greater achievement and growth
- Communication is essential and ongoing
- Mutual respect between children and adults fosters a sense of well-being

Targeted School Population:

VVCM educates students in Transitional Kindergarten through 8th Grade from diverse cultural, academic and socioeconomic backgrounds in the great El Dorado County and Sacramento area. VVCM is committed to the goal of developing self-motivated, competent, life-long learners in an environment where all stakeholders are focused on student success. The maximum TK-8 enrollment will be approximately 850 students housed at 1665 Blackstone Parkway, El Dorado Hills, CA

As a public charter school, VVCM offers an open enrollment policy and are particularly interested in attracting students who hold the following characteristics:

- i. The interest and motivation to be educated in the Montessori approach
- ii. The ability and capability to work independently
- iii. The propensity to be self-motivated in learning and achievement

What It Means To Be An Educated Person In The 21st Century:

VVCM holds that an educated person in the 21st Century has the knowledge and skills to maximize his/her personal success in a global society. They understand the importance of becoming an empathetic, collaborative member of the community and are motivated to set and achieve personal goals. Students demonstrate proactive empathy towards others through respectful and thoughtful communications. The student is guided to view him/herself as both a citizen of their local community as well as a citizen of the larger world who is empowered and responsible for making positive changes. 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 individual learning and responsible communication.

How Learning Best Occurs:

The Montessori Approach to Education

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

Student learning best occurs at VVCM when children are provided hands on experiences with activities that are optimally challenging in a safe and welcoming classroom/school environment. Through repetition and experimentation 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. Further learning is made available as ideas are presented, shared, discussed evaluated. Appealing to the whole child, at VVCM we place a high emphasis on creating supportive 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.

CURRICULUM AND INSTRUCTIONAL DESIGN

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 VVCM, 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. VVCM 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 VVCM’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.

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. VVCM 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.



What is the IB MYP?

(Source: [https://www.ibo.org/programmes/middle-years-programme/curriculum ...Website](https://www.ibo.org/programmes/middle-years-programme/curriculum...Website))

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The MYP offers a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats.

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.

- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

VVCM approach to teaching and learning

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is underpinned by the following concepts:

Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to learning

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Service as action, through community service

Action and service have always been shared values of the IB community.

Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

Service as action is an integral part of the programme, especially in the MYP community project.

Inclusion and learning diversity in MYP

As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during programme authorization and evaluation.

The MYP allows schools to continue to meet state or national legal requirements for students with access needs. Schools must develop an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

STEAM education in the MYP

The MYP curriculum focuses on STEM as an important perspective from which to consider integrated teaching and learning in concepts and skills related to science, technology, engineering and mathematics.

Basic Academic Areas Of VVCM's 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 VVCM, 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 and 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

VVCM 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. VVCM encourages all students to participate in community service projects to learn the importance of giving back to their community.

VVCM 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, 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, VVCM 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, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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:

- VVCM has chosen to implement the philosophy of Dr. Maria Montessori versus a traditional educational approach. Therefore, VVCM classrooms and school environment will operate using the concepts and methodology of Montessori.
- VVCM believes that children need pro-active and positive affirmation regarding self-image and esteem.
- VVCM 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 VVCM, 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. VVCM 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.
- VVCM 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 VVCM, personal responsibility and accountability is taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- VVCM 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.

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

VVCM works toward continuously increasing self-direction and independence of the junior child. In achieving these goals, the students gain strong self-concepts and effective roles of direction in self-responsibility. Our elementary staff believe 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. VVCM integrates the expectations of the California State Standards for this age and developmental stage and has paid careful attention to aligning the Montessori curriculum with state standards across the board.

Upper Elementary Program: Fourth and Fifth Grade Levels

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 and Common Core 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.

IB Middle Years Programme: Sixth, Seventh and Eighth Grade

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The MYP offers a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats.

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

“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

VVCM 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. VVCM utilizes the same instructional resources as all other schools in the Buckeye Union School District. A copy of all instructional resources, including state adopted textbooks, is available upon request and is located for staff online at <https://sites.google.com/a/buckeyeusd.org/busd-curriculum-and-instruction/home>.

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. 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. 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, VVCM 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 children'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. VVCM 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.

Student Support And Intervention

Support for Accelerated Learners

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 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. This allows for individualized instruction at an advanced level in the coursework area that is appropriate for the student. When these students advance to the Middle School environment, where they are pushing the envelope on the 8th grade curriculum, additional programs are available to meet their advanced needs.

Multi-Tiered Systems of Support (MTSS)

Montessori classrooms, by design, effectively serve students who 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 with the Montessori materials. Instructional materials used within the Montessori curriculum have the flexibility to provide concrete demonstration 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.

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 his/her observations of each student, is able to prepare individualized lessons to meet the needs of the students in his/her care. This system has a foundation in trust and respect of the individual, resulting in children who soar beyond traditional expectations.

In addition to the dedicated implementation of Montessori Methodology, VVCM implements Multi-Tiered Systems of Support (MTSS), in order to ensure all students are getting their unique needs met. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Underneath the umbrella of MTSS is the Response to Intervention (RTI) program which supports individual student academic needs. In addition, VVCM also offers enrichment programs for all students, where students with strong academic ability can reach beyond the classroom experience.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with a variety of learning needs. The RTI process begins with high-quality instruction and universal assessment of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, qualified teaching assistants, and intervention specialist. Progress is closely monitored to ensure students improve in the targeted area. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is also the platform used for providing students with accommodations to support their learning within the general education classroom. RTI Team meetings are held with a small group of people who know the child and his or her needs, and may include the classroom teacher, teaching assistant,

administrator, parent, and sometimes the student. During RTI meetings, student action plans are created, meeting notes are documented, and follow-up meetings are scheduled. Students involved in RTI may stay in the program as long as they need additional support.

An RTI Coordinator facilitates the program usage throughout the school year by providing teacher support, assessment protocols, and documentation tools. Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation. The tiers are described as follows: RTI Tier 1 includes all students in the general education classroom. Teachers complete a series of assessments following a mandated timeline. Assessment results are entered into an Assessment Tracker, a color coded spreadsheet used to collect individual student assessment data. Assessment Trackers are submitted to administration in the beginning, middle, and end-of-year. Teachers also submit RTI Logs or lists of students with academic, behavioral, or attendance concerns to administration at the beginning of the year. At the Tier 1 level, teachers conduct meetings with parents to discuss concerns and strategize early intervention accommodations and supports. After a period of 6-8 weeks, the student will either remain in RTI Tier 1, with his or her progress continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to RTI Tier 2. RTI Tier 2 level interventions include more intense support in one or more areas or through intervention programs. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to RTI Tier 3 level interventions. At this time a Student Success Team (SST) process begins. An SST meeting includes the parent, teacher, administrator and other school personnel or interested persons. During these meetings, a more intensive plan is developed, documented, and followed-up with. Administration is involved and the SST Team makes intensive and strategic decisions and may refer a child to Special Education for assessment, or develop a 504 Plan to ensure student needs are met.

Intervention Programs target academic needs for students who score low on universal assessments and/or who do not make adequate progress through their grade level curricula, and/or who do not meet benchmark standards on CAASPP, and/or English Language Learners.

Positive Behavior Intervention and Support (PBIS)

PBIS is the emphasis on school-wide systems of behavior support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as walkways, drop-off and pick-up, bathrooms, gymnasium, etc.). Positive behavior support is an application of a behaviorally-based systems approach to designing effective environments that improve the link between research-validated practices and the environments in which teaching and learning

occurs. Attention is focused on creating and sustaining Tier 1 supports which are universal and designed for all students, Tier 2 supports which include targeted strategies to improve behavior for groups of students, and Tier 3 supports which include specialized plans to support individual student behavior.

The primary goals of PBIS are:

- Development of a continuum of scientifically based behavior, social emotional and academic interventions and supports
- Use of data to make decisions and solve problems
- Making changes in the environment to prevent the development of problem behavior
- Teaching and encouraging pro-social skills and behaviors
- Implementation of evidence-based behavioral practices with fidelity and accountability
- Universal screening and monitoring of student performance and progress

All members of the school community work together to teach these expectations to the students. Positive student behavior is reinforced in a variety of ways. School staff make a point to verbally acknowledge students when demonstrating school-wide expectations with specific words that let the students know what positive behavior was noticed and which expectation they were following. Teachers and assistants utilize classroom acknowledgement systems.

When behavior incidents do occur, a systematic approach is used to investigate the situation, document the facts, communicate with all involved stakeholders, and issue appropriate and relevant consequences. Documentation is submitted to the office and data is collected using a database. This information is used to make strategic school-wide lesson plans to teach or reteach expectations, or to make changes to the environment in effort to avoid future behavior incidents. Individual students may need targeted support to make improvements to their behavior.

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.

First, labels (or name cards) are used to name the objects in and around the classrooms. This

helps the students learn the names of objects around them.

Second, the different subject matters have three part cards that have picture cards, names, and definitions. As an example, in Science, VVCM offers 3 part cards for different vertebrates, invertebrates, plants, landforms, planets, and many others. For Social Studies, VVCM provides 3 part cards about Presidents, different countries, and other topics. For Language, VVCM provides numerous word and picture cards that teach different concepts and skills, such as antonyms/synonyms, homonyms/homophones, singular/plural, and many others. VVCM 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, VVCM uses Houghton Mifflin and SIPPS both of which have words and pictures to help English Learners make the connection between words and objects. In addition, the Montessori Language curriculum is rich in 3-part graphic matching jobs, where students match pictures and words in the Language Arts curriculum, the Science curriculum, and the History curriculum.

VVCM also has numerous computer programs for different subject matters that help the English Learners. VVCM uses Rosetta Stone (English and foreign language programs), Accelerated Reader, Read Naturally, Education City, and various translation applications. The English language is offered to English Learners. All these make it easier for English Learners to develop English Language proficiency.

Lastly, VVCM'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.

VVCM meets all applicable legal requirements for EL students, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. VVCM will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

VVCM will administer the home language survey upon a student's initial enrollment into VVCM, if it is the first time they have attended a California Public School (indicated on enrollment forms). All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessment for California ("ELPAC").

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–8 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in five grade spans—K, 1, 2, 3–5, and 6–8. In kindergarten and grade 1, all domains are administered individually. In grades 2–8, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

VVCM notifies all parents of its responsibility for ELPAC testing and of ELPAC results within

thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance 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.

Strategies for English Learner (EL) Instruction and Intervention

All teachers who teach ELs have Cross-cultural Language and Academic Development ("CLAD") certification, and they are proficient in using Specially Designed Academic Instruction in English. The ongoing professional development of teachers will include instructional strategies that are effective in teaching ELs.

Teachers who teach EL students will use program to teach and monitor English language acquisition for EL students. Teachers will consistently follow the instructional strategies listed below, in addition to others as the need arises, to ensure equal access to the curriculum for ELs:

- Differentiated instruction (described above);
- Cooperative learning (described above);
- Academic language acquisition by using strategies like frontloading content vocabulary,

- and using context clues;
- Graphic organizers like Venn diagrams and other tabulated diagrams;
- Lower grade placement in language arts classes;
- Mainstreaming to benefit from English spoken by peers, support for concepts attainment;
- Individualized work plans and project-based activities are also fundamental strategies utilized by teachers;
- Programs used to improve English proficiency for students who have advanced beyond the emerging proficiency level include reading fluency and comprehension such as vocabulary building, reading fluency and comprehension building such as Accelerated Reader, as well as ongoing SDAIE techniques;
- Language/Reading extension activities based on skill level are routinely offered to students;
- Monitoring and Evaluation of Program Effectiveness

VVCM evaluates the effectiveness of its education program for ELs by:

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring student identification and placement;
- Monitoring availability of adequate resources.

Students who enter the VVCM program as Kindergarten students that are identified as EL are usually re-classified within two years. In addition, students that have been identified as EL prior to enrolling in the VVCM program are usually re-classified within two years upon enrolling in VVCM.

Plan For Special Education/ Section 504 Of The Rehabilitation Act/ Americans With Disabilities Act

Overview

VVCM 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”). In addition, the school will adhere to the Buckeye Union School District Board Policies governing the administration of Special Education Programs and 504 protections. 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 Buckeye Union School District will continue to function as the 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). The Charter School pledges full compliance with the IDEA, Education Code, and Board Policy provisions regarding special education. All teachers and special education providers (employees and contractors) will hold appropriate credentials and/or licenses.

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. The Principal or Designee will be the primary 504 coordinator at VVCM 504 plans are developed by a school based 504 team.

VVCM 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.

Attendance Guidelines

VVCM shall maintain and implement an attendance policy and 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 180 instructional days. VVCM expects that students will attend school on a daily basis, unless ill (VVCM 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

VVCM provides a school day from 7:45 a.m. to 2:20 p.m., and the El Dorado County Office of Education – Extended Day Program offers optional, low cost, extended care from 6:30 a.m. to 6:30 p.m., Monday through Friday.

Calendar

VVCM will operate according to the Buckeye Union School District Student Calendar . The school calendar is established and approved by the Buckeye Union School District Board of Trustees and is subject to change.

III. MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (d) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. -- Education Code Section 47605(b)(5)(B)

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

Annual Goals Of The Educational Program To Achieve The State Priorities:

VVCM Goals and Actions to Achieve the Eight State Priorities

Local Control and Accountability Plan (“LCAP”)

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in VVCM’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending VVCM, including the numerically significant student subgroups. The metrics associated with these goals help VVCM to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://www.buckeyeusd.org/vvcm>. VVCM shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. VVCM reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. VVCM shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

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

It is the goal that students at VVCM demonstrate the following upon graduation:

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

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

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

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

Montessori Assessments, Progress Reports and Report Cards

Assessment in the Montessori classroom incorporates the hourly, daily, and weekly appraisal of student progress at VVCM. Early in their educational career at VVCM, 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, VVCM 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, VVCM’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.

VVCM staff developed and implemented a report card format which is informative and user-friendly for parents. Subject areas are provided grade designations as noted on the report card. While providing a clear account of the student’s progress, VVCM Middle School Program, as a bridge to high school, has retained use of traditional letter grades based on percentage scores for assignments, research projects and tests.

VVCM identifies parents and teachers as two integral parts of the student’s academic success team. As such, VVCM 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, VVCM offers 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.

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

Use And Reporting Of Data

When VVCM receives the Academic Performance Index data from the California Department of Education, teachers and administration will begin the process of disaggregating and analyzing the data.

While VVCM teachers and principal analyze overall campus results to improve the educational program, they also address interventions for those students who are not meeting standards. The delivery of services to some of those students is already being addressed through an IEP or 504 Plan. For others, this data allows VVCM teachers to specify alternative interventions.

Using Performance Plus, VVCM tracks the students' progress from year to year, further enabling us to modify the delivery of educational services, as deemed necessary and appropriate and to further assess the achievement of pupil outcomes.

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

School Evaluation

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

Annual Performance Report

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

The Charter 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.

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

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

VVCM 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.

VVCM 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.

Governance Structure

VVCM is a public school and is under the governance and policies of the Buckeye Union School District Board of Trustees.

The teachers in the Buckeye Union Standards Based/Montessori School will report directly to the Principal of VVCM. The Principal of the VVCM will serve as the Director of VVCM or the District will appoint a designee. The Principal/Director of VVCM reports directly to the Buckeye Elementary District Superintendent. VVCM will be governed in the same manner as any school within the District, under the Buckeye Union Elementary District Board of Trustees.

The VVCM Site Council will include parents from VVCM and parents are encouraged to participate in the PTA/PTO that also operates on site. In addition, a VVCM School advisory committee will be formed with members selected to provide input into the operation of VVCM School. This advisory committee will consist of parents, teachers, and administration. Meetings of this committee will be scheduled twice during the first year of operation, and then may be scheduled annually to address goals, objectives, achievements, and the need for any redirection. Additional meetings may be scheduled as needed to respond to issues that arise during the operation of VVCM School. Any significant amendments to the Charter petition will first be discussed with VVCM Advisory Committee.

Parental Involvement

The VVCM Site Council will include parent representatives, who are encouraged to participate in the PTA/PTO that also operates on site. Annually, a VVCM Advisory Committee will be formed with members selected to provide input into the operation of VVCM School. This advisory committee will consist of parents, teachers, and administration. Meetings of this committee will be scheduled twice annually to address the site's Local Control Accountability Plan and other issues of pertinence to VVCM. Additional meetings may be scheduled as needed to respond to issues that arise during the operation of VVCM School. Any significant amendments to the Charter petition will first be discussed with VVCM Advisory Committee.

VVCM offers a variety of parent education programs, including those with a focus on Montessori philosophy, classroom environment and parent engagement. Parent service opportunities may include: assisting in the classroom, mentoring students in the Rosetta Stone program, chaperoning fieldtrips, fundraising activities, supporting the teachers with classroom

preparation, etc.

Parent Participation

VVCM will encourage families to give of their time to promote the success of VVCM and its programs. VVCM 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 (2) times per year.
4. Service to VVCM. This can include serving on the Governing Board or Standing Committees, providing physical labor, providing professional or para-professional services, and staffing field trips.

Parent Education

In addition to VVCM'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.

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.

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)

Teachers employed by the Buckeye Union Standards Based/Montessori School shall meet all California Credential requirements, as well as possess Montessori certification, and CLAD or equivalent certification for teaching English Language Learners.

Professional Development

Recognizing the importance of staff development and teacher training, Buckeye Union provides numerous professional growth/orientation opportunities, to all teachers, throughout the year, including the following:

- Early release Wednesdays, 1-2 times per month. These days are used for grade level and site wide collaboration and professional development.
- District inservice days are provided 2-3 times per year.
- VVCM specific professional development is made available, each year, based upon the needs and interests identified by the principal and Montessori teachers. In recent years, this has involved working with an on-site consultant and visiting similar schools.

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 of the Buckeye Union Standards Based/Montessori School will participate in STRS,

PERS, or Social Security depending upon each individual’s eligibility. Enrollment in these programs shall be monitored by the Business Department as part of the business service contract.

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)

The Buckeye Union School District shall be deemed the exclusive public school employer of the employees of VVCM for the purposes of the Educational Employment Relations Act (“EERA”). The Buckeye Union School District shall comply with the EERA.

Rights Of School District Employees

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

No public school district employee shall be required to work at VVCM. Any employee of the Buckeye Union Elementary School District who wishes to work in VVCM, as well as any newly hired staff of the Charter shall have all employment rights and privileges specified in the respective Association Contracts between CTA, CSEA, and the District. All procedures described in those respective contracts shall be adhered to within VVCM. Personnel procedures, including any lay-off procedures, would recognize and accommodate certification requirements related to VVCM.

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)

The Buckeye Union Standards Based/Montessori School will follow the established standards of health and safety as commonly practiced in California public schools, and established within the Buckeye School District, including but not limited to:

- Seismic safety (structural integrity and earthquake preparedness)
- Building codes and zoning restrictions
- Natural disasters and emergency
- Federal requirements for school facilities, including the Americans with Disabilities Act

- Immunizations, health screenings, administration of medications
- Zero tolerance for use of drugs and/or tobacco
- The use of instructional supplies
- Staff training on emergency and first aid response
- Implementation of federal environmental laws

VVCM will operate on the Valley View Charter Montessori site (or other school site in Buckeye Union School District), and as such facilities are Field Act compliant. In addition, in accordance with California Education Code Section 44237, fingerprints shall be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice.

Role of Staff as Mandated Child Abuse Reporters

Under California Penal Code Section 11165.7, all classified and certificated staff are designated as mandated child abuse reporters and are directed to follow all applicable reporting laws, as outlined in the California Child Abuse and Neglect Reporting Act. Upon confirmation of employment, all VVCM staff shall be oriented to the provisions of the Act and shall provide written acknowledgement of and agreement to comply with the provisions of the Act.

TB Testing

VVCM certifies that applicable health record information has been obtained for all employees prior to initial employment as a requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees working in direct contact with students. Thereafter, the Charter School shall obtain proof of examination at least once each four years or at a frequency otherwise deemed necessary by the local health officer as provided for in Section 49406, for the duration of employee's or volunteer's service at the Charter School.

Immunizations

VVCM 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

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

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. VVCM 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 comply with state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace.

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

Drug Free/Smoke Free Environment

VVCM shall maintain a drug and alcohol and smoke free environment. Upon confirmation of employment, all VVCM staff shall be oriented to the provisions of this policy and shall provide written acknowledgement of and agreement to comply with said policy.

Emergency Preparedness

VVCM shall adhere to a School Site Safety 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. This Plan also includes an evacuation plan, and general school safety, injury and illness prevention. VVCM School Site Safety Plan is on file with the Buckeye Union School District.

Facility Safety

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

Comprehensive Discrimination and Harassment Policies and Procedures

VVCM is committed to providing a school that is free from discrimination and sexual

harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. VVCM implements a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Buckeye Union School District's discrimination and harassment policies.

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 Resolution Process

The Buckeye Union Elementary School District has adopted and implemented a Uniform Complaint Procedure which shall also be followed by VVCM. Other disputes arising, which are not appropriate to be addressed through the Uniform Complaint Procedure, shall be handled through the general procedures established by the District, including but not limited to: appealing to the District Superintendent and the District Board of Trustees, as appropriate.

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)

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

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

or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The application process is comprised of the following:

- Completion of a 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, VVCM will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

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

- Students current attending the Valley View Charter Montessori School;
- Siblings of current students attending the Valley View Charter Montessori School;
- Students who reside within the attendance boundaries for the Valley View school site;
- Students who are children of current employees of the Buckeye Union School District;
- Student who reside within the attendance boundaries of the Buckeye Union School District;
- Students who have at least one-year of prior Montessori experience; and
- All other applicants

At the conclusion of the public random drawing, all students who were not randomly selected due to capacity or which were not placed on a limited wait list shall remain on file in the event that there is a subsequent random lottery pull for that particular school year. The wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will the 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)

Every student who attends VVCM attends on a voluntary basis. Therefore, the school is not designed to influence any racial or ethnic balances, and will be reflective of the community at large. Students within the Charter School shall have available to them bilingual education or other supplemental language instruction for students with limited English proficiency in the same manner as other students within the Buckeye Union School District.

Public School Attendance Alternatives

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend VVCM may attend the school within their school of residence according to District policy or at another school district or school within the District.

Suspension And Expulsion Procedures

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

VVCM shall exercise suspension and expulsion procedures according to the Board Policies and Administrative Regulations adopted by the Buckeye Union School District (BP 5144.1; AR's 5144.1 and 5144.2).

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))

VVCM is a dependent charter and as such its budget/funding is reported in Fund 01 of the Buckeye Union School District. In March 2018, in compliance with Education Code EC 42131(a)(1) requirements, Assembly Bill (AB) AB 1200, and AB 2756, the Buckeye Union

School District certified itself as positive for its 2018-2019 Second Interim Report. Buckeye USD, including VVCM, will be able to meet all current obligations for the year. Based on the multi-year projections, the Buckeye USD, including VVCM, will also be able to meet all financial obligations for the next two subsequent fiscal years and at the same time maintain the required reserve for economic uncertainties. The Buckeye Union School District's 2018-2019 Second Interim report and multi-year projection are available online as: <https://www.buckeyeusd.org/domain/34>

Financial Reporting

The District shall conduct financial reporting on behalf of VVCM, including:

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

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

Insurance

The Buckeye Union School District shall finance and maintain general liability, workers compensation, and other necessary insurance on behalf of VVCM as is provided to all schools in Buckeye Union.

Administrative Services

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

Administrative services will be provided by the Buckeye Union School District and be shared with the VVCM Site. This would include the front office staff, principal, and assistant principal. The Buckeye Union District Office would provide additional human resource, personnel, business, and curriculum and instruction support. VVCM would receive the same District Office supports as are provided to schools throughout Buckeye Union.

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))

Currently, VVCM is located at 1665 Blackstone Parkway, El Dorado Hills, CA.

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)

VVCM 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. The Executive Director will make a recommendation to VVCM Board taking into consideration qualifications, experience, and cost of qualified auditors. VVCM Board shall make the final selection. VVCM shall follow recommended guidelines as to the frequency of changing lead auditors and/or auditing firms.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School along with the 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. 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 VVCM Board with recommendations on how to resolve them. VVCM Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with a reasonable timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. In accordance with Education Code Section 47604.3, VVCM shall promptly respond to any reasonable inquiries of the District, County Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Closure Protocol

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

The following procedures shall apply in the event VVCM closes. The following procedures apply regardless of the reason for closure.

The District would notify members of the Montessori Advisory Committee about its intent to close VVCM, prior to bringing forward for a Board decision. Closure will be documented by official action of the Buckeye Union Board of Trustees. 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 Buckeye Union Board of Trustees shall not take effect before the end of the normal school year.

Following the Board’s decision, the Superintendent will promptly notify parents and students of the Charter School, the District, and the El Dorado County Office of Education. 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.

As applicable, VVCM 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. VVCM will store original records of Charter School students in VVCM administrative offices until the closure of VVCM. No later than the date of closure, all pupil records of the School shall be transferred to the District. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred

to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, VVCM 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 VVCM 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.

VVCM will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of VVCM, all assets of the VVCM, 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 to the Buckeye Union School District. Any assets acquired from the District or District property will be promptly returned upon VVCM 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.

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

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 VVCM on the District. As a dependent charter, the District in most cases will remain liable for the debts and obligations of the VVCM School.

IX.
CONCLUSION

VVCM has provided a valuable alternative program option to the students and families of the Buckeye Union School District for nearly fifteen years. Over that time, enrollment has increased to 700+ students in grades TK-8th grade. The program attracts students from throughout El Dorado County and adds revenue to the Buckeye Union School District Budget. VVCM is requesting a 5 year term of approval on renewal. The term of the charter would expire on June 30, 2024. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605, Education Code Section 47607, and its implementing regulations, as applicable.