



**California Department of Education
School Accountability Report Card
California Montessori Project – San Juan Campuses
Reported Using Data from the 2015-2016 School Year**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

About ThisSchool

About CMP-San Juan Campuses



RaDene Girola, Principal
CMP – San Juan @ American River



Julie Miller, Principal
CMP – San Juan @ Carmichael



Kim Aldridge
CMP – San Juan @ Orangevale

The California Montessori Project-San Juan Charter School consists of three campuses: CMP-American River in Fair Oaks at the Leighton Little John School, CMP-Carmichael at La Sierra Community Center, and CMP-Orangevale located in the Thomas Coleman School. The school's charter is authorized through San Juan Unified School District. As a Montessori charter, the philosophical and curriculum approach is based on the Montessori method, developed over 100 years ago by Dr. Maria Montessori. Emphasis is placed on student development as independent, lifelong learners. Regular assessments allow students to be challenged academically at their own pace. Concepts are introduced utilizing hands on materials and reinforced thorough individual and project based work. Small group collaborative learning strengthens academic and social skills within the classroom community. In addition to specialized Montessori and support materials, the classrooms are equipped with computers allowing students to work on self paced technical and foreign language skills. Teachers are Montessori certified and state credentialed. Ongoing staff development supports the goal of lifelong learning and builds upon a strong academic program. CMP-San Juan campuses have been accredited through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS).

Gary Bowman, CMP Network Superintendent/Executive Director



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

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

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

Contact Information (School Year 2016-2017)

California Montessori Project (CMP) is a charter public school network in the greater Sacramento area.

Central Administration Office
5330-A Gibbons Drive, Carmichael, CA 95608
Superintendent/Executive Director - Gary Bowman

Charter School Contact Information	
School Name:	California Montessori Project – San Juan Campuses
American River Campus:	6838 Kermit Lane, Fair Oaks, CA 95628 916-714-9699 Principal: RaDene Girola Email: aroffice@cacmp.org
Carmichael Campus:	5325 Engle Road, Ste 200, Carmichael, CA 95608 916-971-2430 Principal: Julie Miller Email: jmiller@cacmp.org
Orangevale Campus:	6545 Beech Avenue, Orangevale, CA 95662 916-673-9389 Principal: Kim Aldridge Email: kaldridge@cacmp.org
Website:	www.cacmp.org
County-District-School (CDS) Code:	34-67447-0112169

Authorizing District Contact Information	
District Name:	San Juan Unified School District
Phone Number:	(916) 971-7700
Superintendent:	Kent Kern
Email Address:	info@sanjuan.edu
Website:	www.sanjuan.edu

School Description and Mission Statement (School Year 2016-2017)

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

California Montessori Project (CMP) is a public charter school network (K-8) serving over 2500 students on seven campuses located throughout the greater Sacramento area. Previously sponsored by the Wheatland School District from 2001 through 2006, CMP currently operates under four charter authorizers: Buckeye Union, Elk Grove Unified, Sacramento City Unified and San Juan Unified School Districts. CMP campuses are located in Shingle Springs, Elk Grove, Sacramento, Fair Oaks, Orangevale and Carmichael.

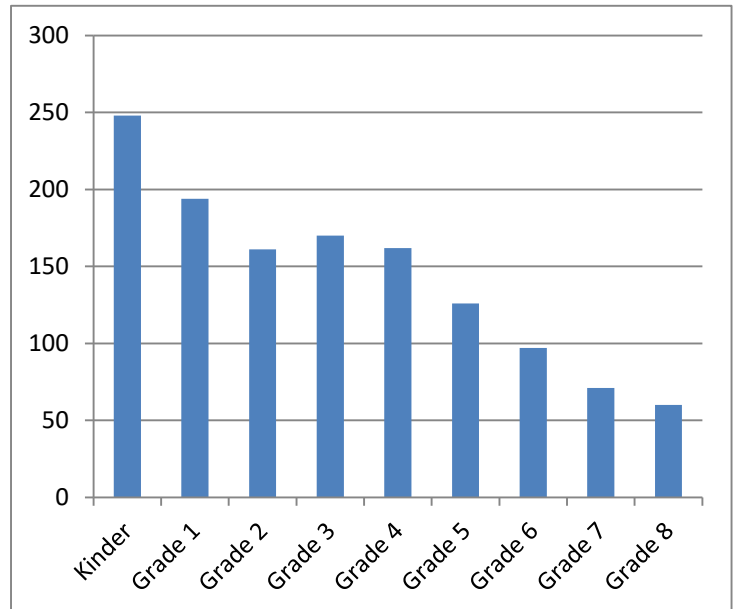
The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her as an individual. This system has a foundation based on trust and respect of the individual, and a belief that children will soar beyond traditional expectations.

California Montessori Project offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the parents, teachers, school leaders, community groups, legislators and, most importantly, the individual child. CMP is grounded in a philosophy of trust in individuals to seek their greatest potential.

CMP holds that an educated person is well-rounded and balanced. The CMP student shall become a collaborative member of a community, motivated to set and achieve high goals. CMP encourages students to demonstrate empathy towards others through respectful and productive communications. The student is guided to view him/herself as a global citizen who is empowered, and responsible, for making positive changes in the world within the immediate environment. The CMP student develops personal habits leading to a healthy lifestyle which includes leisure, work, family, exercise, nutrition and community.

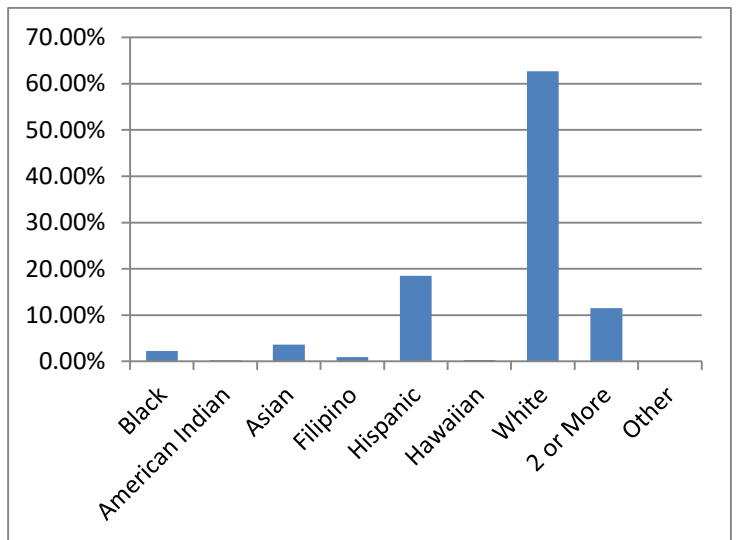
Student Enrollment by Grade Level (School Year 2015-2016)

Grade Level	Number of Students
Kindergarten	248
Grade 1	194
Grade 2	161
Grade 3	170
Grade 4	162
Grade 5	126
Grade 6	97
Grade 7	71
Grade 8	60
Total Enrollment	1,289

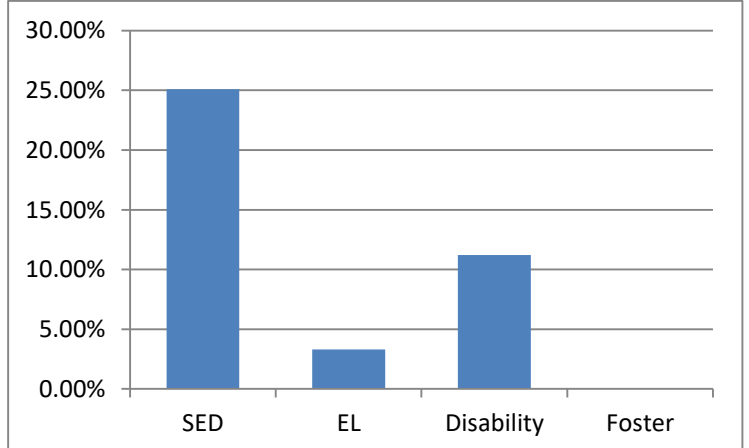


Student Enrollment by Student Group (School Year 2015-2016)

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0.2%
Asian	3.6%
Filipino	0.9%
Hispanic or Latino	18.5%
Native Hawaiian or Pacific Islander	0.3%
White	62.7%
Two or More Races	11.5%
Other	0.1%



Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	25.1
English Learners	3.3
Students with Disabilities	11.2
Foster Youth	0.0



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	Charter School			Authorizing District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	56	58	64	1814
Without Full Credential	1	0	0	33
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	29

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes Not Taught by Highly Qualified Teachers
CMP-San Juan	98.0%	1.0%
All Schools in Authorizing District	86.0%	13.0%
High-Poverty in District Schools	83.0%	16.0%
Low -Poverty in District Schools	96.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

Subject	Textbooks and Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 3rd Grade Montessori Word Building Montessori Albanesi Language Arts Curriculum Primary Phonics Modern Curriculum Press Houghton Mifflin Accelerated Reader 4th Grade - 6th Grade Montessori Albanesi Language Arts Curriculum Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader 7th Grade - 8th Grade Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader	0 %
Mathematics	Kindergarten - 3rd Grade Montessori Albanesi Math Curriculum Accelerated Math 4th Grade - 6th Grade Montessori Albanesi Math Curriculum Accelerated Math Key To Workbook Series 7th Grade - 8th Grade CGP: Mathematics Course Two and Algebra McDougal Littell: Geometry Accelerated Math	0 %
Science	4th Grade - 5th Grade Montessori Science Curriculum 6th Grade - 8th Grade Pearson Prentice Hall: Science Explorer: Physical Science Pearson Prentice Hall: Science Explorer: Life Science	0 %
History-Social Science	4th Grade Houghton-Mifflin: Oh California! 5th Grade - 8th Grade Teacher's Curriculum Institute: History Alive!	0 %
Foreign Language	Kindergarten - 8th Grade Rosetta Stone	0 %

School Facility Conditions and Planned Improvements

CMP - American River Campus

The CMP-American River Campus is housed at the Leighton Littlejohn Campus, which resides in a residential neighborhood. The facility is leased from the San Juan Unified School District (SJUSD). This facility features 20 classrooms, a library, multi-purpose room with stage, Learning Center, two resource rooms and cafeteria operation and hot lunch program through the district. There are also two playgrounds, large asphalt play areas including basketball courts and tetherball, and extensive play/sports fields. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The campus currently has approximately 307 students.

CMP - Carmichael Campus

The CMP-Carmichael Campus has been located at the La Sierra Community Center since July 2011 in leased space from the Carmichael Recreation and Parks Department (CRPD). The large facility, built in 1958, was originally La Sierra High School, and since 1984 has been used by CRPD as a community center. The campus now has 24 classrooms, a library, science center, and a large room for the before & after school program. The campus has two multi-purpose rooms, use of a gymnasium, special education rooms, and administrative space. A large field and a play structure meets the needs of the TK through 8th grade students. Restrooms are available for student use on three of the wings. The facility is maintained by CRPD, with nightly cleaning done through an outsourced janitorial service. The long term lease will allow the Carmichael Campus to grow, giving access to a quality, tuition-free Montessori education to more students and their families.

CMP - Orangevale Campus

The CMP-Orangevale Campus opened in August of 2010 at the Thomas Coleman Campus, which resides in a residential neighborhood. The facility is currently leased from the SJUSD through June 2016. We share this campus with SJUSD Child Development Programs. Currently we occupy 7 classrooms, which include two Kindergartens, three lower elementary classrooms, and one upper elementary classroom. We have expansive fields with soccer and baseball diamonds, two play structures and a large asphalt area with basketball, four-square and tetherball. We have access to the Multi-purpose room which we share with SJUSD Child Development Programs. The SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The Campus currently has 171 students.

B. PupilOutcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8)	49%	52.0%	42%	45.0%	44%	48.0%
Mathematics (grades 3-8)	31%	37.0%	32%	35.0%	33%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight (School Year 2015-16)
ELA – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	162	98.2%	42.0%
Male	84	82	97.6%	42.7%
Female	81	80	98.8%	41.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	97.0%	34.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.0%	41.6%
Two or More Races	20	19	95.0%	52.6%
Socioeconomically Disadvantaged	50	50	100.0%	16.0%
English Learners	--	--	--	--
Students with Disabilities	22	20	90.9%	35.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

ELA – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	154	97.5%	50.0%
Male	77	75	97.4%	40.0%
Female	81	79	97.5%	59.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	42.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.0%	50.5%
Two or More Races	13	12	92.3%	50.0%
Socioeconomically Disadvantaged	46	44	95.7%	36.4%
English Learners	--	--	--	--
Students with Disabilities	27	24	88.9%	37.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

ELA – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	122	99.2%	53.3%
Male	72	71	98.6%	53.5%
Female	51	51	100.0%	52.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	38.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	81	98.8%	59.3%
Two or More Races	14	14	100.0%	50.0%
Socioeconomically Disadvantaged	32	32	100.0%	31.3%
English Learners	--	--	--	--
Students with Disabilities	15	14	93.3%	35.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

ELA – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	97	99.0%	69.1%
Male	47	46	97.9%	69.6%
Female	51	51	100.0%	68.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.1%	75.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	60	100.0%	73.3%
Two or More Races	15	15	100.0%	46.7%
Socioeconomically Disadvantaged	24	24	100.0%	70.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

ELA – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	66	95.7%	56.1%
Male	33	30	90.9%	56.7%
Female	36	36	100.0%	55.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	46.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	44	93.6%	59.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	27.8%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

ELA – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	53.3%
Male	27	27	100.0%	44.4%
Female	33	33	100.0%	60.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100.0%	61.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	38.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight (School Year 2014-15)

Mathematics – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	163	98.8%	36.8%
Male	84	83	98.8%	42.2%
Female	81	80	98.8%	31.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	97.0%	31.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.0%	37.6%
Two or More Races	20	20	100.0%	35.0%
Socioeconomically Disadvantaged	50	50	100.0%	24.0%
English Learners	--	--	--	--
Students with Disabilities	22	21	95.5%	33.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Mathematics – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	154	97.5%	35.1%
Male	77	75	97.4%	36.0%
Female	81	79	97.5%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	31.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.0%	36.6%
Two or More Races	13	12	92.3%	25.0%
Socioeconomically Disadvantaged	46	44	95.7%	20.5%
English Learners	--	--	--	--
Students with Disabilities	27	24	88.9%	41.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Mathematics – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	122	99.2%	35.3%
Male	72	71	98.6%	40.9%
Female	51	51	100.0%	27.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	81	98.8%	38.3%
Two or More Races	14	14	100.0%	28.6%
Socioeconomically Disadvantaged	32	32	100.0%	12.5%
English Learners	--	--	--	--
Students with Disabilities	15	14	93.3%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Mathematics – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	97	99.0%	43.3%
Male	47	46	97.9%	63.0%
Female	51	51	100.0%	25.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.1%	31.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	60	100.0%	50.0%
Two or More Races	15	15	100.0%	26.7%
Socioeconomically Disadvantaged	24	24	100.0%	54.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Mathematics – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	66	95.7%	42.4%
Male	33	30	90.9%	53.3%
Female	36	36	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	38.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	44	93.6%	40.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	33.3%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Mathematics – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100.0%	33.3%
Male	27	27	100.0%	40.7%
Female	33	33	100.0%	27.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100.0%	36.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	7.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students (Three-Year Comparison)

Subject	Percentage of Students Scoring at Proficient or Advanced (meeting or exceeding the State standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8)	67%	62%	64%	61%	57%	56%	60%	56%	54%

CAASPP Tests Results in Science by Student Group Grades Five and Eight (School Year 2015-16)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	179	97.8%	63.7%
Male	99	96	97.0%	66.7%
Female	84	83	98.8%	60.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	54.6%
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	65.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	118	115	97.5%	65.2%
Two or More Races	18	17	94.4%	64.7%
Socioeconomically Disadvantaged	45	44	97.8%	40.9%
English Learners	--	--	--	--
Students with Disabilities	24	22	91.7%	36.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

C. State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.2%	17.1%	50.4%
7	10.4%	16.4%	62.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

D. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2016-17)

Parents play an active role in the California Montessori Project. Parents are invited to volunteer 40 hours with one enrolled child, or 70 hours for two or more children. Many of the parents and other family members exceed this amount, as they assist in the classrooms, chaperone students on fieldtrips, provide additional supervision during morning drop off and afternoon pick-up times, and organize special school events and fundraisers. Parents are also involved in many leadership roles, including service on the Campus Advisory Council, Gardening Committee, Fundraising Committee, and the CMP Governing Board.

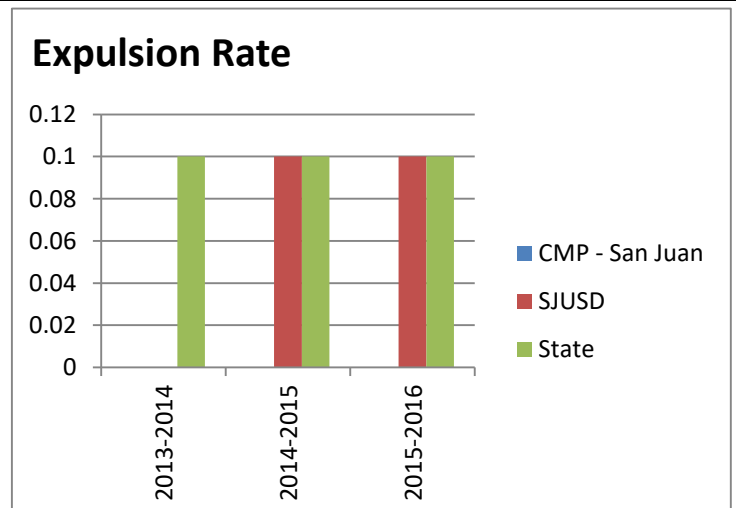
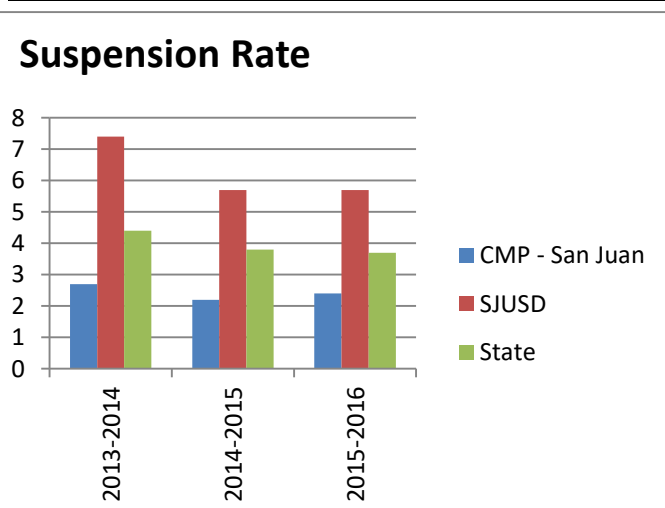
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	CMP – San Juan			San Juan Unified School District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.7	2.2	2.4	7.4	5.7	5.7	4.4	3.8	3.7
Expulsions	0.00	0.00	0.0	0.0	0.1	0.1	0.1	0.1	0.1



School Safety Plan (School Year 2016-17)

California Montessori Project has a Site Safety Operations Plan that includes a Comprehensive Safety Plan and a Site Emergency Response Plan. The Site Safety Operation Plan is reviewed every year with the site safety committee at each campus and approved by the CMP Governing Board annually.

The CMP school-wide Safety Plan was submitted and approved as part of the 2016 Charter Renewal. Key elements of the plan include monthly drills and crisis intervention plans.

E. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-2017)

Indicator	CMP-San Juan	SJUSD
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	65.4%

Federal Intervention Program (School Year 2015-16)

Indicator	CMP – San Juan	SJUSD
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	7	19	7	19	7	19	7	21	3	6	
K/1									22	3	3	
1	19	1	19	1	19	1	19	1				
1/2									21	3	4	
1/2/3									21	1	2	
2	20	3	20	3	20	3	20	3				
2/3									21	4	7	
3	21	7	21	7	21	7	21	7				
4												
4/5									20	1		
4/5/6									22	3	15	
5	20	3	20	3	20	3	20	3				
6	24	1	24	1	24	1	24	1				
Other	17	1	17	1	17	1	17	1				

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	10	15	10	15	10	15	10	21	4	4	
Mathematics	9	12	9	12	9	12	9	12	16	7	1	
Science	16	7	16	7	16	7	16	7	21	4	2	
Social Science	16	7	16	7	16	7	16	7	21	4	2	

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	5.6	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and Charter School Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
CMP – San Juan	\$9,270	\$1,868	\$7,402	\$46,154
SJUSD	N/A	N/A	\$5,013	\$74,317
Percent Difference – CMP-San Juan and SJUSD	N/A	N/A	48%	-38%
State	N/A	N/A	\$6,574	\$74,194
Percent Difference – CMP-San Juan and State	N/A	N/A	13%	-38%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

California Montessori Project-San Juan received Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

Teacher and Administrative Salaries

Category	Authorizing District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 44,600	\$ 47,808
Mid-Range Teacher Salary	\$ 76,351	\$ 73,555
Highest Teacher Salary	\$ 90,055	\$ 95,850
Average Principal Salary (Elementary)	\$ 111,903	\$ 120,448
Average Principal Salary (Middle)	\$ 114,058	\$ 125,592
Average Principal Salary (High)	\$ 138,454	\$ 138,175
Superintendent Salary	\$ 263,176	\$ 264,457
Percent of Budget for Teacher Salaries	37	35
Percent of Budget for Administrative Salaries	6	5

Professional Development

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves several non-instructional service days for focused staff training and professional growth to include such topics as: Response to Intervention, Special Education, Montessori curriculum development, academic planning and other areas of educational specialty. CMP also offers twice monthly Early Release/Professional Development opportunities that directly enhance teaching practices in line with the school's mission and vision. CMP offers teacher induction support for newly credentialed teachers as well as tuition assistance for approved outside professional development events and activities.

Finally, CMP provides both tuition assistance and compensation incentives to teachers pursuing cross certification in Montessori education through accredited training centers. This additional level of teacher preparation consists of a rigorous course of study combined with practical classroom experience. In combination with CMP's entire professional development program, we are confident that the result is highly-trained teachers who are ready to lead our students into the 21st century.