



**California Department of Education
School Accountability Report Card
California Montessori Project – Shingle Springs Campus
Reported Using Data from the 2017-2018 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 This School

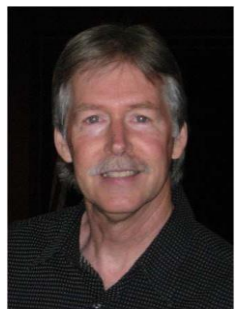
Kim L. Zawilski, Principal



The California Montessori Project-Shingle Springs Campus is a Montessori public charter school offering Kindergarten through 8th grade education under a charter authorized by the Buckeye Union School District. CMP-Shingle Springs is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 17th year as a Montessori Charter School, CMP-Shingle Springs has established beautiful classroom environments rich with Montessori materials. CMP-Shingle Springs also has an experienced and dually-certified team of Montessori teachers; teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. CMP-Shingle Springs teachers enjoy the experience of teaching in teams, offering both a low student-teacher ratio as well as the opportunity to provide small group or individual lessons to students.

Students at CMP-Shingle Springs are encouraged to become life-long learners through developing their abilities to self-motivate and work independently. CMP-Shingle Springs students are assessed throughout each school year to ensure that they are placed in the curriculum that is appropriate for them. Learning then occurs at each individual child's level and pace through the use of customized student work plans. Students are able to accelerate at their own pace or work through additional practice problems based on their individual progress towards mastery. This method of assessment and curriculum assignment respects each individual child's learning needs.

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 2018-2019)

California Montessori Project (CMP) is a charter public school network in the greater Sacramento area. CMP-Shingle Springs continues to thrive as part of the CMP network, but also as a unique campus within the Buckeye Union School District.

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

Charter School Contact Information
School Name: California Montessori Project – Shingle Springs Campus
Address: 4645 Buckeye Road, Shingle Springs, CA 95682
Phone Number: 530-672-3095
Principal: Kim Zawilski
Email: kzawilski@cacmp.org
Website: www.cacmp.org
County-District-School (CDS) Code: 09-61838-0111724

Authorizing District Contact Information
District Name: Buckeye Union Elementary
Phone Number: (530) 677-2261
Superintendent: David Roth
Email Address: droth@buckeyeusd.org
Website: www.buckeyeusd.org

School Description and Mission Statement (School Year 2018-2019)

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 Elementary, 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 Vision of California Montessori Project is to provide a comprehensive education that supports the academics and social-emotional development of every child, and facilitates a relationship with the community and the environment, while empowering every child to be an agent of change for life.

California Montessori Project (CMP) offers an internationally-recognized education program which provides the program and resources to support the academic, social, and emotional development of every child. CMP offers an environment that is focused on student achievement, while promoting each child's growth as an individual, family member, worker, and contributor to a better society and a peaceful world. This is achieved through a commitment from the community: parents, teachers, community groups, and, most importantly, the individual child.

The California Montessori Project provides a Montessori curriculum, integrated with the California state standards, for students ranging from Kindergarten through eighth grade. ***The California Montessori Project is committed to serving the best interest of the student.*** Parental participation is highly valued in terms of the contribution it makes to the child's education and the school community.

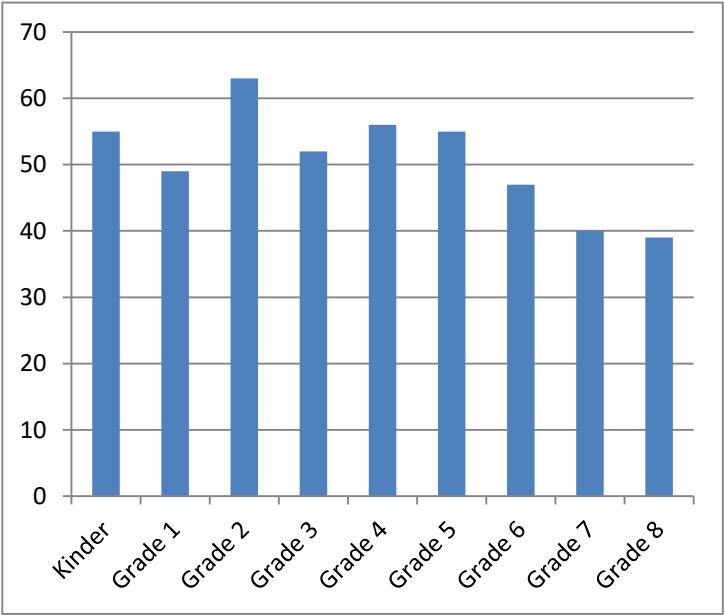
The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own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

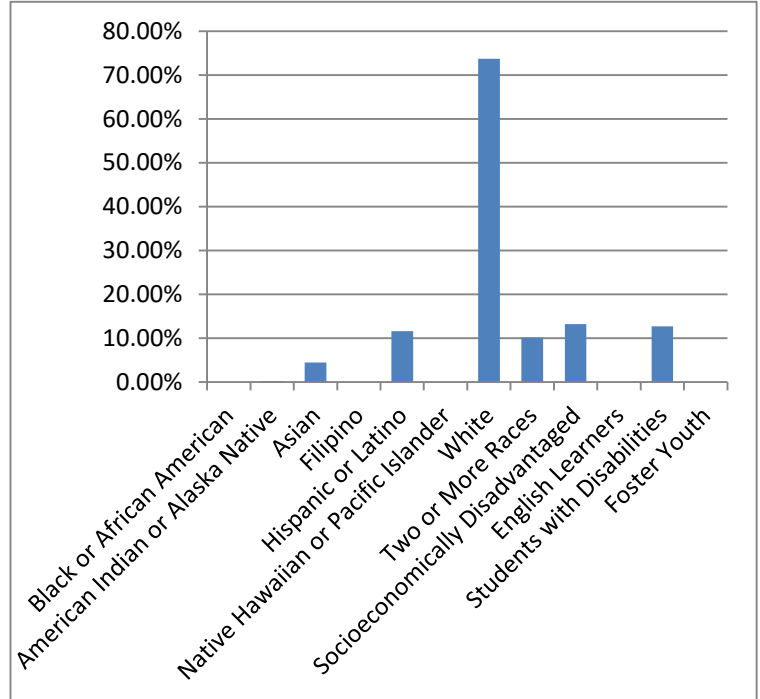
Student Enrollment by Grade Level (School Year 2017-2018)

Grade Level	Number of Students
Kindergarten	55
Grade 1	49
Grade 2	63
Grade 3	52
Grade 4	56
Grade 5	55
Grade 6	47
Grade 7	40
Grade 8	39
Total Enrollment	456



Student Enrollment by Student Group (School Year 2017-2018)

Student Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.2%
Asian	4.4%
Filipino	0.0%
Hispanic or Latino	11.6%
Native Hawaiian or Pacific Islander	0.0%
White	73.7%
Two or More Races	10.1%
Socioeconomically Disadvantaged	13.2%
English Learners	0.0%
Students with Disabilities	12.7%
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
2018-19	2016-17	2018-19	2017-18	2018-19
With Full Credential	24 27	23	27	219
Without Full Credential	0 0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0 0	0	0	0

Teacher Misassignments* and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-2019)

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. All students are provided with copies of textbooks and instructional materials.

Subject	Textbooks and Instructional Materials
Reading/Language Arts Kindergarten-3rd Grade	<ul style="list-style-type: none"> Montessori Albanesi Language Arts Curriculum Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting without Tears Writing Pathways
Reading/Language Arts 4th Grade-6th Grade	<ul style="list-style-type: none"> Montessori Albanesi Language Arts Curriculum Historic Literature Novels Literature Circle Novels Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting without Tears Writing Pathways
Reading/Language Arts 7th Grade-8th Grade	<ul style="list-style-type: none"> Houston Montessori Reproducible Materials Historic Literature Novels Literature Circle Novels Accelerated Reader Writing Pathways
Mathematics Kindergarten-3rd Grade	<ul style="list-style-type: none"> Montessori Albanesi Math Curriculum Ten Marks Supplemental Math Program Math Facts in a Flash
Mathematics 4th Grade-6th Grade	<ul style="list-style-type: none"> Montessori Albanesi Math Curriculum Ten Marks Supplemental Math Program Math Facts in a Flash
Mathematics 7th Grade-8th Grade	<ul style="list-style-type: none"> Pearson Digits Math Program Pearson Algebra Pearson Geometry
Science 7th Grade-8th Grade	<ul style="list-style-type: none"> Pearson Prentice Hall, Science Explorer: Physical Science Pearson Prentice Hall, Science Explorer: Life Science NGSS Science Curriculum Adoption in Progress (piloting Amplify and TCI Science)
History-Social Science 4th Grade-8th Grade	<ul style="list-style-type: none"> Teacher's Curriculum Institute, Social Studies Alive! Teacher's Curriculum Institute, History Alive!
Foreign Language Kindergarten - 8th Grade	<ul style="list-style-type: none"> Rosetta Stone

School Facility Conditions and Planned Improvements

The CMP-Shingle Springs Campus is nestled in the foothills on two contiguous 15-acre parcels located across the street from a church as well as a traditional public school (Buckeye Elementary) and is located at 4645 Buckeye Road, Shingle Springs, CA 95682. There is also a secondary entrance to the campus located at 4709 Buckeye Road. CMP-Shingle Springs Campus operates a K through 8 program, housed in 19 separate classrooms, as well as several additional dedicated spaces.

On February 23, 2005, CMP-Shingle Springs was awarded a Charter School Facilities Program Grant (CSFP) for \$5,310,746, including site acquisition. At the April 25, 2007 SAB meeting, the regulations were revised to reflect changes to the projects upon conversion from a Preliminary Apportionment to a Final Apportionment. These changes allowed for the Charter School Facilities Program under Proposition 55 to have two categories of funding for the projects: site acquisition and construction, as described in the School Facilities Program (SFP). The regulation changes resulted in the Final Apportionment being limited to eligible costs, as would any project under the SFP. Final determination of the grant amount was determined to be \$10,544,098. The project was advertised, and bids received, in December of 2013; the OPSC 50-05 request for funding was submitted on

January 10, 2014; OPSC released \$10,544,098 to CMP-Shingle Springs; contracts were issued and construction began in Spring of 2014 with completion scheduled in July 2015. CMP-Shingle Springs opened its doors to 14 new classrooms/library spaces, a large gymnasium and warming kitchen, and multiple administrative offices in August, 2015.

CMP-Shingle Springs spread its wings: with the addition of the second campus, CMP–Shingle Springs is now equipped to serve lower grades (K-3rd) at the existing campus, with upper grade students (4th-8th) occupying the newly-constructed campus. This additional space has allowed the school to create multiple libraries, while providing much needed space for our Response to Intervention and Special Education programs, indoor and outdoor Physical Education classes, and a Science Center supporting our STEAM programs.

In addition to the new classrooms and administrative offices, the new CMP-Shingle Springs campus features a large gymnasium, which is utilized for before and after-school enrichment, basketball and volleyball games, physical education, the school’s band program, drama program performances, assemblies and parent events. A developed sports field provides a venue for soccer and flag football, and a larger undeveloped field, fondly referred to as “Green Acres,” allows students the opportunity to engage in nature studies.

A winding, landscaped “Peace Path” connects the two campuses, which are referred to as the “Lower Campus” and the “Upper Campus”. Students and staff regularly use this path as they traverse from one campus to the other. Through ongoing fundraising efforts, CMP-Shingle Springs has installed two large playground systems, two large basketball courts, a ball wall, an outdoor amphitheater, a cross-country running track, and various concrete fire lanes which provide play surface for four square, hopscotch, and other outdoor games. Through LCAP and fundraising efforts, CMP-Shingle Springs has fully equipped two student libraries, one at the Lower Campus and one at the Upper Campus. CMP-Shingle Springs is also committed to gardening programs, as evidenced by our Garden of Learning program, which incorporates multiple classroom garden areas throughout the 15-acre grounds.

Students utilize three large outdoor patios for lunch. CMP-Shingle Springs is currently in the process of replacing existing, moveable shade umbrellas with permanent shade structures to extend the outdoor lunch areas for the 4th-8th grade 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).

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts / Literacy (grades 3-8)	66%	65%	69%	67%	48%	50%
Mathematics (grades 3-8)	55%	54%	63%	60%	37%	38%

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 Test Results in English Language Arts/Literacy (ELA) by Student Group
Grades Three through Eight (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	289	100%	65%
Male	151	151	100%	59%
Female	139	138	99%	71%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100%	86%
Filipino	--	--	--	--
Hispanic or Latino	35	34	97%	50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	208	100%	66%
Two or More Races	32	32	100%	66%
Socioeconomically Disadvantaged	39	39	100%	51%
English Learners	--	--	--	--
Students with Disabilities	42	41	98%	46%

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	289	100%	54%
Male	151	151	100%	50%
Female	139	138	99%	57%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100%	79%
Filipino	--	--	--	--
Hispanic or Latino	35	34	97%	29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	208	100%	56%
Two or More Races	32	32	100%	53%
Socioeconomically Disadvantaged	39	39	100%	54%
English Learners	--	--	--	--
Students with Disabilities	42	41	98%	39%

Note: Test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Grades 5 and 8

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e. 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

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 2017-18)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6%	26%	67%
7	3%	21%	69%

C. 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 2018-19)

The parents and other family members of our students are very actively involved at our campus. Parents assist in the classrooms, chaperone students on field trips, organize special school events and fundraisers, assist with special projects on the campus grounds, etc. Parents are also involved in many leadership roles, including service on the Campus Advisory Council, Technology Committee, Site Improvement Committee, Fundraising Committee, Grants Committee, and the CMP Governing Board.

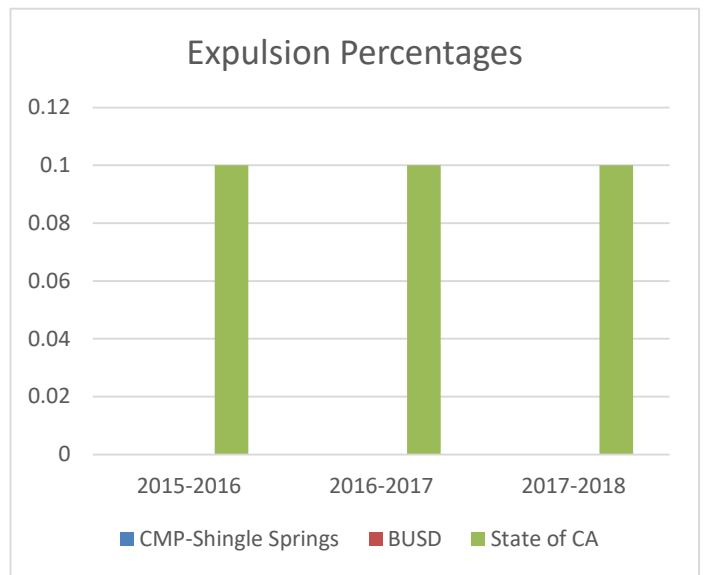
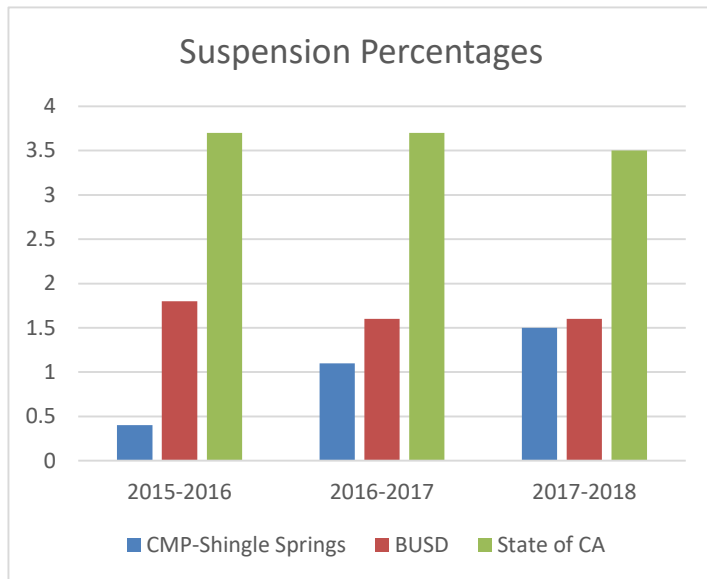
State Priority: School Climate

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

Rate	CMP – Shingle Springs			Buckeye Union School District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4%	1.1%	1.5%	1.8%	1.6%	1.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



School Safety Plan

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 update was submitted and approved at the February 11, 2019 Governing Board Meeting. Key elements of the plan include monthly drills and crisis intervention plans.

D. 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.

Average Class Size and Class Size Distribution (Elementary)

In the Montessori methodology, classrooms are structured into multi-age groupings. Multi-age spans in classrooms are based on the philosophy of the family unit. Just like in a family environment where younger members learn from the experience of the older ones, children in a multi-age group setting learn from each other. Children develop the skills to negotiate, cooperate, and accept ideas other than their own. Since all children are at different stages in their learning and development, negative competition between children is practically non-existent. Younger students benefit by having mentors and role models, and learning from peers as well as adults. The older, more advanced student gains confidence and leadership skills. By mentoring the younger peer, the older student reinforces his/her own academic knowledge. CMP continues to maintain a low student/teacher ratio by keeping small class sizes. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists further reduce the student-to-adult ratio.

Grade	2015-16				2016-17				2017-18			
	Avg Class Size	Number of Classes			Avg Class Size	Number of Classes			Avg Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	0	0	17	3	0	0	18	3	0	0
K-1st	15	1	0	0	0	0	0	0	19	1	0	0
1st	16	2	0	0	20	3	0	0	16	2	0	0
2nd	18	1	0	0	0	0	0	0	0	0	0	0
3rd	15	1	0	0	0	0	0	0	0	0	0	0
1st-2nd-3rd	21	0	1	0	0	0	0	0	0	0	0	0
2nd-3rd	21	0	3	0	22	0	5	0	23	0	5	0
4th	15	2	0	0	0	0	0	0	0	0	0	0
4th-5th-6th	22	0	3	0	18	6	2	0	25	4	4	0
5th-6th	19	1	1	0	0	0	0	0	0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

One of the goals of the California Montessori Project is for all Teachers to have both their Montessori and California teaching credentials. When a Teacher has only one of these credentials, he/she will enroll in an approved program to obtain the other. In many situations, a co-Teacher and/or Teaching Assistant is also teaching in the classroom. CMP Teaching Assistants have knowledge and/or background in early childhood education as well as previous successful experience working with children. These staff positions are supervised by the Lead Teacher.

	2015-16				2016-17				2017-18			
Subject	Avg Class Size	Number of Classes			Avg Class Size	Number of Classes			Avg Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25	0	3	0	21	2	2	0	20	4	0	0
Math	11	7	0	0	16	4	1	0	11	7	0	0
Science	25	0	3	0	21	2	2	0	20	4	0	0
Social Science	25	0	3	0	21	2	2	0	20	4	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Number of FTE* Assigned to School	
Counselor (Social/Behavioral or Career Development)	0.16
Library Media Teacher (librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	0.16
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

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 (2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
CMP – Shingle Springs	\$9,448	\$1,761	\$7,687	\$47,128
District - BUSD	N/A	N/A	\$7,114	\$72,821
Percent Difference – CMP-Shingle Springs and BUSD	N/A	N/A	8%	-35%
State	N/A	N/A	\$7,125	\$80,764
Percent Difference – CMP-Shingle Springs and State	N/A	N/A	8%	-42%

Types of Services Funded (2017-2018)

CMP-Shingle Springs received Local Control Funding Formula (LCFF) revenues and expends them in alignment with the goals and services outlined in its Local Control Accountability Plan (LCAP). In addition to LCFF revenues, the School receives federal and state special education funding through the Yuba County Special Education Local Plan Area (SELPA), state categorical funding including lottery, Low-Performing Students Block Grant, Mandate Block Grant, and other federal, state, and local funding sources.

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.