California Department of Education
School Accountability Report Card
California Montessori Project – Elk Grove Campus
Reported Using Data from the 2014-2015 School Year
Published During the 2015-16 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Kathleen Merz, Principal
Principal, California Montessori Project – Elk Grove

About Our School
The California Montessori Project—Elk Grove Campus, is a Montessori public charter school offering kindergarten through eighth grade education under a charter authorized by the Elk Grove Unified School District. We are accredited by the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS). Our program quality is sustained by supporting our California credentialed and Montessori trained faculty with continued professional development and quality Montessori materials in low student/teacher ratio classrooms.

We encourage our students to make Safe, Respectful, and Responsible choices for themselves and empower others to do so as well. Our students utilize individualized work plans to allow them to work at their own level and pace. Cooperation and positive peer relationships are supported through daily Class Meetings. We have a strong school community with a high level of family involvement. Parents are encouraged to volunteer in the classroom, participate in field trips, and help organize special events and fundraisers. There are many opportunities for our families to be involved as a community and get to know one another. Among such events are our Walk-a-Thon, Science Fair, Art Walk, Harvest Festival, World Faire, Harvest Luncheons, Wax Museum, Ice Cream Socials, and class performances.

About ThisSchool

Contact Information (School Year 2015-16)

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

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

Charter School Contact Information (School Year 2015-16)
School Name: California Montessori Project – Elk Grove Campus
Bradshaw Campus: 9649 Bradshaw Road, Elk Grove, CA 95624 916-714-9699
Elk Grove Blvd Campus: 8828 Elk Grove Blvd, Elk Grove, CA 95624 916-714-9702
Principal: Kathleen Merz
Email: cmpegoffice@cacmp.org
Website: www.cacmp.org
County-District-School (CDS) Code: 34-67314-0111732

Authorizing District Contact Information (School Year 2015-16)	
District Name	Elk Grove Unified School District
Phone Number	(916) 686-5085
Superintendent	Christopher Hoffman
E-mail Address	choffman@egusd.net
Web Site	www.egusd.net

School Description and Mission Statement (School Year 2015-16)

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 t rust 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 2014-15)

Grade Level	Number of Students
Kindergarten	67
Grade 1	90
Grade 2	64
Grade 3	62
Grade 4	44
Grade 5	24
Grade 6	38
Grade 7	20
Grade 8	19
Total Enrollment	428
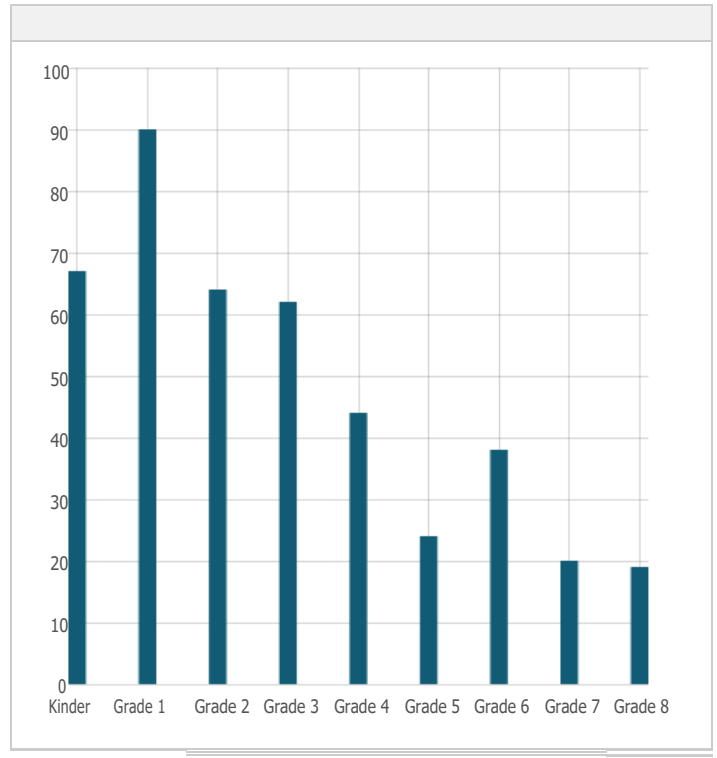
Student Enrollment by Student Group (School Year 2014-15)

The Student Enrollment Pie Chart reflects student ethnicity groups that are at least 4% of the total student enrollment.

Student Group	Percent of Total Enrollment
Black or African American	6.8 %
American Indian or Alaska Native	0.0 %
Asian	11.7 %
Filipino	7.2 %
Hispanic or Latino	23.4 %
Native Hawaiian or Pacific Islander	0.5 %
White	37.4 %
Two or More Races	13.1 %
Other	0.0 %
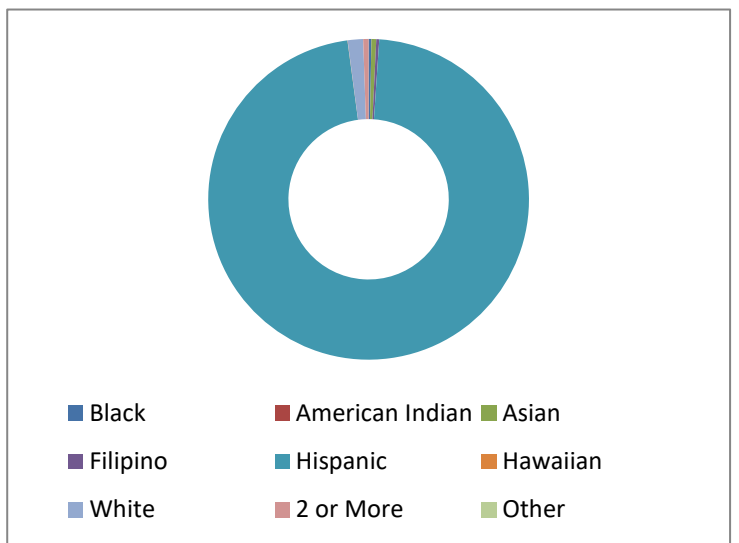
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	16.6 %
English Learners	4.0 %
Students with Disabilities	8.2 %
Foster Youth	0.0 %
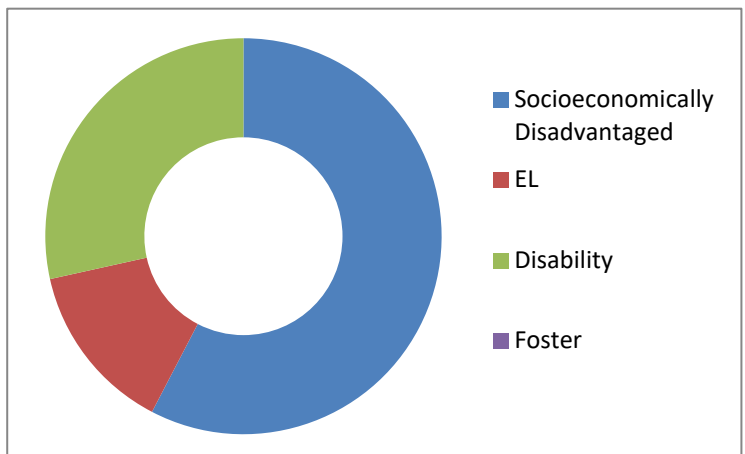
A. Conditions of Learning

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	19	20	3021
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	49

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers w ho 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 2014-15)

Location of Classes	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	2%
High-Poverty in District Schools	98%	1%
Low -Poverty in District Schools	95%	4%

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)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**Kindergarten-3rd Grade** Primary Phonics, Modern Curriculum Press Great Source Education Press: Working Words in Spelling Albanesi Language Curriculum **4th Grade -8th Grade** Great Source Education Press: Working Words in Spelling Prentice Hall: Prentice Hall Literature, Timeless Voices, Timeless, Themes Bronze Level Year A, Silver Level Year B Individual novels for literature studies Wordly Wise Albanesi Language Curriculum	0 %
Mathematics	**Kindergarten-3rd Grade** Albanesi Math Curriculum Otter Creek Institute: Mastering Math Facts, Black Line Masters **4th Grade-6th Grade** Harcourt Brace: Math Albanesi Math Curriculum Otter Creek Institute: Mastering Math Facts, Black Line Masters **7th Grade-8th Grade** CGP: California Algebra I CGP: California Mathematics, Course II (Pre-Algebra) Holt McDougal: Geometry	0 %
Science	**7th Grade-8th Grade** Prentice Hall: Science Explorer – Cycle A Life Science, Cycle B Physical Science Pearson Prentice Hall, Life Science	0 %
History-Social Science	**4th Grade-5th Grade** Houghton Mifflin: Oh California Teacher's Curriculum Institute: Social Studies Alive! – America's Past **6th Grade** Teacher's Curriculum Institute: History Alive! – Ancient Civilizations **7th Grade-8th Grade** Teacher's Curriculum Institute: History Alive! – Cycle A Medieval World, Cycle B The United States Through Industrialization	0 %
Foreign Language	**Kindergarten - 8th Grade** Rosetta Stone	0 %

School Facility Conditions and Planned Improvements

The CMP—Elk Grove Campus is comprised of two sites. The original facility located on Elk Grove Blvd is a former public school campus leased through the Cosumnes Community Services District. The facility houses an office and four traditional classrooms. This site serves students in Kindergarten thru 2nd grade. The school grounds include a spacious field, a playground, and a large asphalt play area with a basketball court. Our second facility is located just 2.2 miles from the original site on Bradshaw Road. Ten acres of land houses school offices, 14 classrooms, and a large multipurpose room. This site serves students in Kindergarten thru 8th grade. The school grounds include a separate Kindergarten play area, a large asphalt play area, and a large play field.

Custodial and maintenance services are provided in the late afternoon and evening through contractual services and parent volunteers.

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	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
English Language Arts / Literacy (grades 3-8 and 11)	--	50.0%	--	49.0%	--	44.0%
Mathematics (grades 3-8 and 11)	--	24.0%	--	41.0%	--	33.0%

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 and Eleven (School Year 2014-15)
ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	61	57	93.4%	30.0%	23.0%	30.0%	18.0%
Male	61	32	52.5%	38.0%	25.0%	22.0%	16.0%
Female	61	25	41.0%	20.0%	20.0%	40.0%	20.0%
Black or African American	61	6	9.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61	6	9.8%	--	--	--	--
Filipino	61	4	6.6%	--	--	--	--
Hispanic or Latino	61	13	21.3%	38.0%	23.0%	15.0%	23.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	25	41.0%	24.0%	20.0%	40.0%	16.0%
Two or More Races	61	3	4.9%	--	--	--	--
Socioeconomically Disadvantaged	61	14	23.0%	36.0%	14.0%	29.0%	21.0%
English Learners	61	2	3.3%	--	--	--	--
Students with Disabilities	61	2	3.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	44	43	97.7%	21.0%	35.0%	26.0%	19.0%
Male	44	25	56.8%	32.0%	16.0%	36.0%	16.0%
Female	44	18	40.9%	6.0%	61.0%	11.0%	22.0%
Black or African American	44	3	6.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	44	2	4.5%	--	--	--	--
Filipino	44	3	6.8%	--	--	--	--
Hispanic or Latino	44	14	31.8%	36.0%	43.0%	14.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	44	17	38.6%	12.0%	47.0%	18.0%	24.0%
Two or More Races	44	4	9.1%	--	--	--	--
Socioeconomically Disadvantaged	44	6	13.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	44	3	6.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	24	24	100.0%	17.0%	21.0%	29.0%	33.0%
Male	24	9	37.5%	--	--	--	--
Female	24	15	62.5%	13.0%	13.0%	40.0%	33.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	24	1	4.2%	--	--	--	--
Filipino	24	1	4.2%	--	--	--	--
Hispanic or Latino	24	7	29.2%	--	--	--	--
Native Hawaiian or Pacific Islander	24	1	4.2%	--	--	--	--
White	24	11	45.8%	0.0%	27.0%	36.0%	36.0%
Two or More Races	24	3	12.5%	--	--	--	--
Socioeconomically Disadvantaged	24	2	8.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	2	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	38	38	100.0%	24.0%	34.0%	32.0%	11.0%
Male	38	15	39.5%	13.0%	40.0%	27.0%	20.0%
Female	38	23	60.5%	30.0%	30.0%	35.0%	4.0%
Black or African American	38	2	5.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38	1	2.6%	--	--	--	--
Filipino	38	2	5.3%	--	--	--	--
Hispanic or Latino	38	7	18.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	38	23	60.5%	22.0%	30.0%	39.0%	9.0%
Two or More Races	38	3	7.9%	--	--	--	--
Socioeconomically Disadvantaged	38	3	7.9%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	38	7	18.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

ELA- Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	20	20	100.0%	15.0%	20.0%	55.0%	10.0%
Male	20	8	40.0%	--	--	--	--
Female	20	12	60.0%	8.0%	17.0%	58.0%	17.0%
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	20	2	10.0%	--	--	--	--
Hispanic or Latino	20	4	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	10	50.0%	--	--	--	--
Two or More Races	20	1	5.0%	--	--	--	--
Socioeconomically Disadvantaged	20	1	5.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	19	18	94.7%	11.0%	33.0%	56.0%	0.0%
Male	19	8	42.1%	--	--	--	--
Female	19	10	52.6%	--	--	--	--
Black or African American	19	2	10.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19	3	15.8%	--	--	--	--
Filipino	19	1	5.3%	--	--	--	--
Hispanic or Latino	19	3	15.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	19	8	42.1%	--	--	--	--
Two or More Races	19	1	5.3%	--	--	--	--
Socioeconomically Disadvantaged	19	1	5.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	19	2	10.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

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 Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	61	57	93.4%	37.0%	28.0%	28.0%	7.0%
Male	61	32	52.5%	34.0%	31.0%	25.0%	9.0%
Female	61	25	41.0%	40.0%	24.0%	32.0%	4.0%
Black or African American	61	6	9.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61	6	9.8%	--	--	--	--
Filipino	61	4	6.6%	--	--	--	--
Hispanic or Latino	61	13	21.3%	46.0%	23.0%	23.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	25	41.0%	36.0%	28.0%	32.0%	4.0%
Two or More Races	61	3	4.9%	--	--	--	--
Socioeconomically Disadvantaged	61	14	23.0%	43.0%	29.0%	21.0%	7.0%
English Learners	61	2	3.3%	--	--	--	--
Students with Disabilities	61	2	3.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	44	43	97.7%	33.0%	47.0%	16.0%	5.0%
Male	44	25	56.8%	36.0%	40.0%	16.0%	8.0%
Female	44	18	40.9%	28.0%	56.0%	17.0%	0.0%
Black or African American	44	3	6.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	44	2	4.5%	--	--	--	--
Filipino	44	3	6.8%	--	--	--	--
Hispanic or Latino	44	14	31.8%	50.0%	43.0%	7.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	44	17	38.6%	29.0%	53.0%	18.0%	0.0%
Two or More Races	44	4	9.1%	--	--	--	--
Socioeconomically Disadvantaged	44	6	13.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	44	3	6.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	24	24	100.0%	46.0%	38.0%	4.0%	13.0%
Male	24	9	37.5%	--	--	--	--
Female	24	15	62.5%	47.0%	47.0%	0.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	24	1	4.2%	--	--	--	--
Filipino	24	1	4.2%	--	--	--	--
Hispanic or Latino	24	7	29.2%	--	--	--	--
Native Hawaiian or Pacific Islander	24	1	4.2%	--	--	--	--
White	24	11	45.8%	27.0%	45.0%	0.0%	27.0%
Two or More Races	24	3	12.5%	--	--	--	--
Socioeconomically Disadvantaged	24	2	8.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	2	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	38	38	100.0%	37.0%	45.0%	11.0%	8.0%
Male	38	15	39.5%	13.0%	67.0%	0.0%	20.0%
Female	38	23	60.5%	52.0%	30.0%	17.0%	0.0%
Black or African American	38	2	5.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38	1	2.6%	--	--	--	--
Filipino	38	2	5.3%	--	--	--	--
Hispanic or Latino	38	7	18.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	38	23	60.5%	39.0%	43.0%	13.0%	4.0%
Two or More Races	38	3	7.9%	--	--	--	--
Socioeconomically Disadvantaged	38	3	7.9%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	38	7	18.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	20	20	100.0%	25.0%	40.0%	35.0%	0.0%
Male	20	8	40.0%	--	--	--	--
Female	20	12	60.0%	17.0%	50.0%	33.0%	0.0%
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	20	2	10.0%	--	--	--	--
Hispanic or Latino	20	4	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	10	50.0%	--	--	--	--
Two or More Races	20	1	5.0%	--	--	--	--
Socioeconomically Disadvantaged	20	1	5.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	19	18	94.7%	56.0%	39.0%	0.0%	6.0%
Male	19	8	42.1%	--	--	--	--
Female	19	10	52.6%	--	--	--	--
Black or African American	19	2	10.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19	3	15.8%	--	--	--	--
Filipino	19	1	5.3%	--	--	--	--
Hispanic or Latino	19	3	15.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	19	8	42.1%	--	--	--	--
Two or More Races	19	1	5.3%	--	--	--	--
Socioeconomically Disadvantaged	19	1	5.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	19	2	10.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that w as used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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.

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71.0%	62.0%	63.0%	62.0%	65.0%	63.0%	59.0%	60.0%	56.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 Tests Results in Science by Student Group Grades Five and Eight (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63.0%	Native Hawaiian or Pacific Islander	--
All Students at the School	63.0%	White	90.0%
Male	--	Two or More Races	--
Female	73.0%	Socioeconomically Disadvantaged	--
Black or African American	--	English Learners	--
American Indian or Alaska Native	--	Students with Disabilities	--
Asian	--	Students Receiving Migrant Education Services	--
Filipino	--	Foster Youth	--
Hispanic or Latino	--		

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Percent Met or Exceeded" is calculated by taking the total number of students w ho met or exceeded the standard on the science assessment divided by the total number of students w ho participated in the science assessment.

Note: Scores are not shown 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.

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 2014-15)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3%	29.2%	62.5%
7	20.0%	35.0%	45.0%

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.

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 2015-16)

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
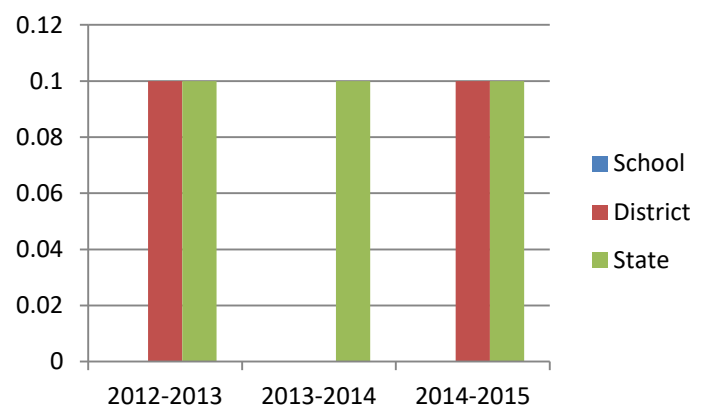- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.4	1.1	1.8	5.9	5.3	4.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

Suspension Rate
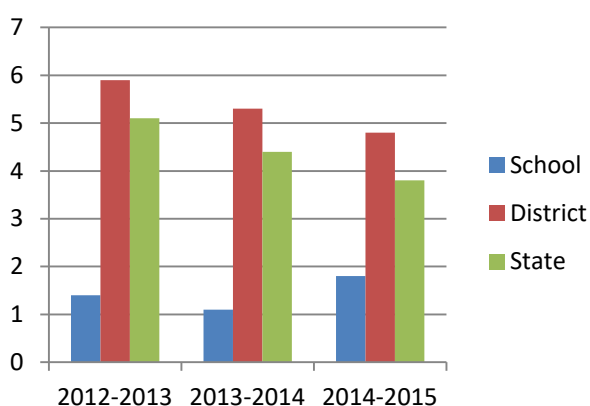
Expulsion Rate

School Safety Plan (School Year 2015-16)

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 2014 Charter Renewal in February 2014. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	Charter School	Authorizing District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	100.0%

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

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	20	2			14	3	3		13	3	2	
1	7	6			10	5			13	7		
2	8	6			9	6			8	9		
3	6	6			14	3			7	9		
4	11	4			9	4			11	4		
5	8	4			9	4			6	4		
6	12	2			7	4			9	4		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	17	5			17	2			19	2		
Mathematics	7	5			9	4			8	5		
Science	16	3			17	2			19	2		
Social Science	17	2			17	2			19	2		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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		N/A
Resource Specialist (non-teaching)	1.4	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 (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
Charter School	$8533	$1028	$7505	$41248
District	N/A	N/A	$339147	$71340
Percent Difference – Charter School and District	N/A	N/A	98%	42%
State	N/A	N/A	$5348	$69086
Percent Difference – Charter School and State	N/A	N/A	29%	40%

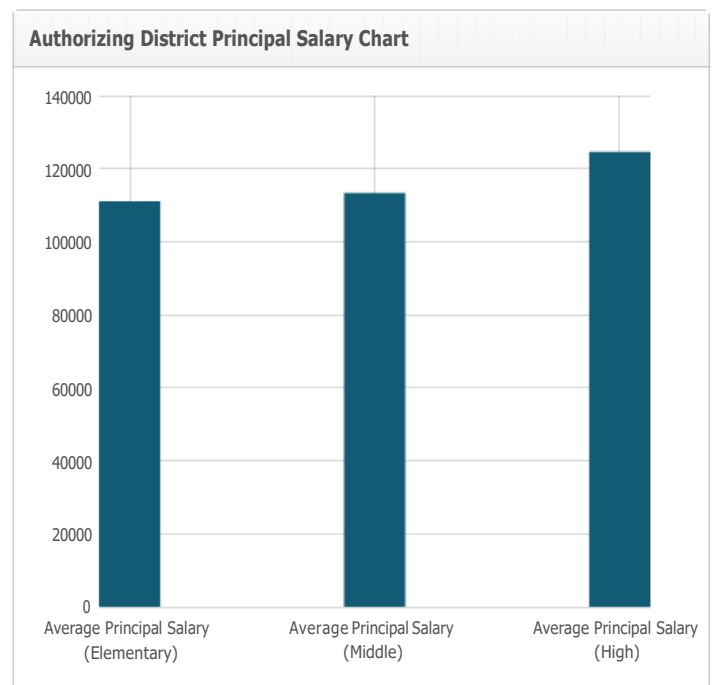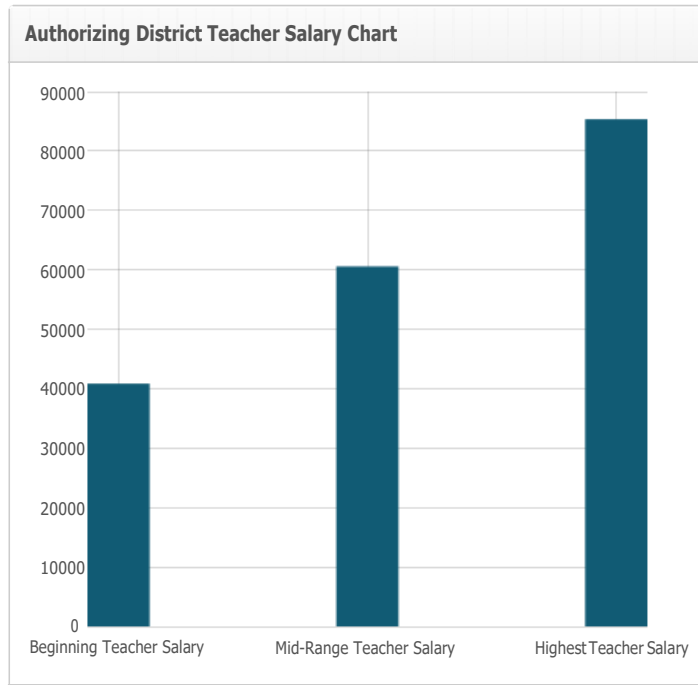Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

California Montessori Project-Elk Grove 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 (Fiscal Year 2013-14)

Category	Authorizing District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,848	$43,165
Mid-Range Teacher Salary	$60,572	$68,574
Highest Teacher Salary	$85,346	$89,146
Average Principal Salary (Elementary)	$111,074	$111,129
Average Principal Salary (Middle)	$113,333	$116,569
Average Principal Salary (High)	$124,595	$127,448
Superintendent Salary	$273,195	$234,382
Percent of Budget for Teacher Salaries	43.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Authorizing District Teacher Salary Chart

Authorizing District Principal Salary Chart

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.