



**California Department of Education
School Accountability Report Card
California Montessori Project – Shingle Springs 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.



Kim L. Zawilski, Principal
Principal, California Montessori Project - Shingle Springs

About Our School

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. We are accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in our 15th year as a Montessori Charter School, we pride ourselves on our beautiful classroom environments rich with Montessori materials. We also have an experienced and dually certified team of Montessori teachers; our teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. Our 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.

We encourage our students to become life-long learners by helping them develop their ability to self motivate and work independently. Our Montessori 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 though 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. We find that this method of assessment and curriculum assignment respects each individual child's learning needs.

About ThisSchool

Contact Information (School Year 2015-16)

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

Authorizing District Contact Information (School Year 2015-16)	
District Name	Buckeye Union Elementary
Phone Number	(530) 677-2261
Superintendent	David Roth
E-mail Address	droth@buckeyeusd.org
Web Site	http://www.buckeyeusd.org

Charter School Contact Information (School Year 2015-16)	
School Name	California Montessori Project-Shingle Springs
Street	4645 Buckeye Rd.
City, State, Zip	Shingle Springs, CA 95682
Phone Number	530-672-3095
Principal	Kim L. Zawilski, Principal
E-mail Address	kzawilski@cacmp.org
Web Site	www.cacmp.org
County-District-School (CDS) Code	09618380111724

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.

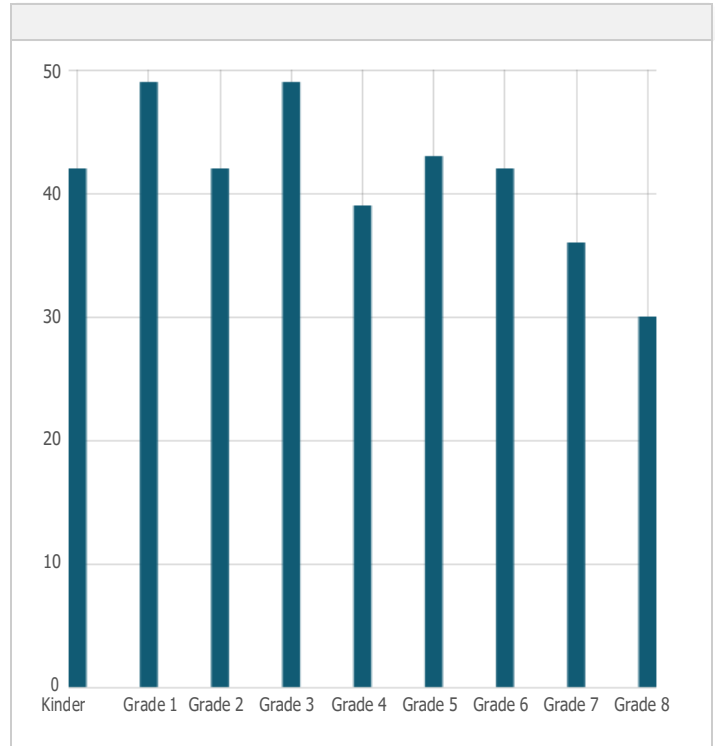
The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own 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 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 2014-15)

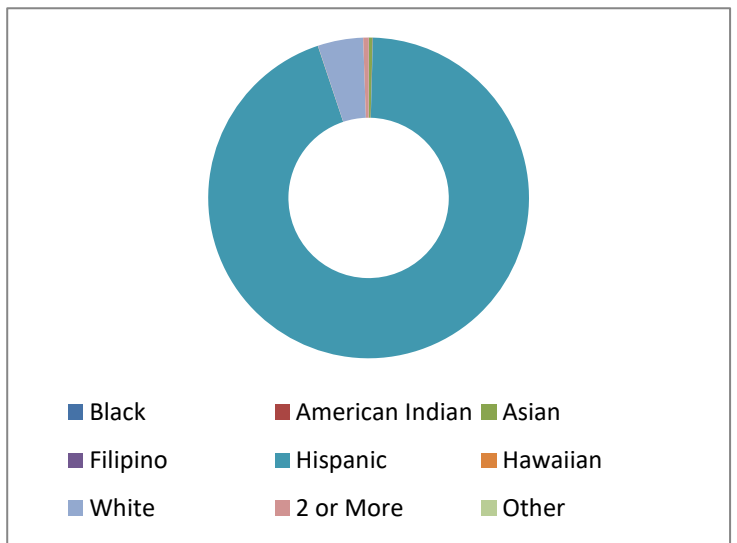
Grade Level	Number of Students
Kindergarten	42
Grade 1	49
Grade 2	42
Grade 3	49
Grade 4	39
Grade 5	43
Grade 6	42
Grade 7	36
Grade 8	30
Total Enrollment	372



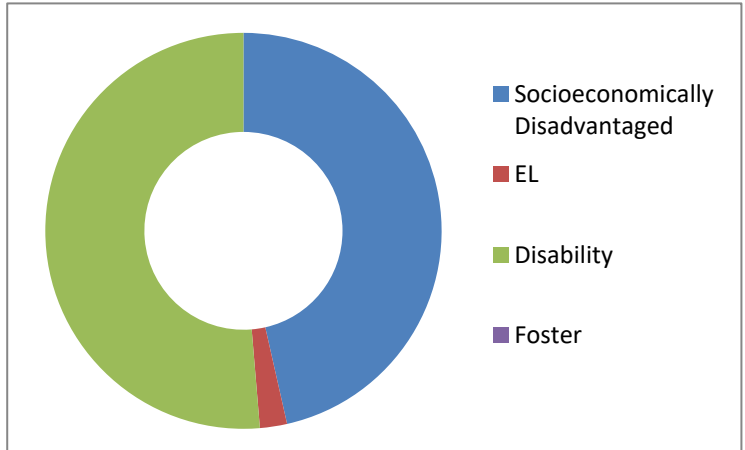
Student Enrollment by Student Group (School Year 2014-15)

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	0.3 %
American Indian or Alaska Native	0.3 %
Asian	5.6 %
Filipino	0.5 %
Hispanic or Latino	14.5 %
Native Hawaiian or Pacific Islander	0.3 %
White	70.2 %
Two or More Races	8.3 %
Other	0.0 %



Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	10.5 %
English Learners	0.5 %
Students with Disabilities	11.6 %
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	20	22	198
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments* and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty in District Schools	100.0%	0.0%
Low -Poverty in District Schools	100.0%	0.0%

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)

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 Montessori Albanesi Language Arts Curriculum Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting without Tears 6+1 Scholastic Writing Trait Crates 4th Grade-6th Grade Montessori Albanesi Language Arts Curriculum Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting without Tears 6+1 Scholastic Writing Trait Crates 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 Math Facts in a Flash 4th Grade-6th Grade Montessori Albanesi Math Curriculum Accelerated Math Math Facts in a Flash 7th Grade-8th Grade Pearson Digits Math Program Pearson Algebra Pearson Geometry Accelerated Math	0 %
Science	6th Grade-8th Grade Pearson Prentice Hall, Science Explorer: Physical Science Pearson Prentice Hall, Science Explorer: Life Science	0 %
History-Social Science	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

The CMP-Shingle Springs campus was originally on a five-acre parcel which was leased from 2001-2005 and then purchased by CMP in 2005. CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55 and in 2014, the school purchased an additional ten-acre contiguous parcel. The combined campus is now configured with 18 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom environment.

We also have a beautiful new gymnasium, two libraries, a special education resource room, a room for before- and after-school care, a teacher's lounge, a conference room, and administrative offices. The buildings are in very good condition and are maintained on a daily basis by our custodial and maintenance staff. Custodial and maintenance services are provided through contractual services, as well as paid staff. Additional site improvement activities are provided by staff members, subcontractors, and parent volunteers.

The fifteen-acre parcel allows us to have extensive room for an outdoor amphitheatre, basketball courts, playground structures as well as multiple gardens for our Garden of Learning Program. The school has constructed a large athletic field and track, supported entirely through the efforts of our campus Fundraising Committee.

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)	--	63.0%	--	63.0%	--	44.0%
Mathematics (grades 3-8 and 11)	--	49.0%	--	58.0%	--	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	49	49	100.0%	12.0%	22.0%	35.0%	31.0%
Male	49	20	40.8%	15.0%	25.0%	30.0%	30.0%
Female	49	29	59.2%	10.0%	21.0%	38.0%	31.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	49	1	2.0%	--	--	--	--
Asian	49	3	6.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	49	4	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	49	37	75.5%	14.0%	24.0%	30.0%	32.0%
Two or More Races	49	4	8.2%	--	--	--	--
Socioeconomically Disadvantaged	49	5	10.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	49	8	16.3%	--	--	--	--
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	39	39	100.0%	15.0%	33.0%	33.0%	18.0%
Male	39	23	59.0%	22.0%	35.0%	26.0%	17.0%
Female	39	16	41.0%	6.0%	31.0%	44.0%	19.0%
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	39	3	7.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	5	12.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	39	27	69.2%	15.0%	37.0%	33.0%	15.0%
Two or More Races	39	4	10.3%	--	--	--	--
Socioeconomically Disadvantaged	39	1	2.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	39	9	23.1%	--	--	--	--
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	43	43	100.0%	21.0%	12.0%	33.0%	35.0%
Male	43	22	51.2%	27.0%	14.0%	32.0%	27.0%
Female	43	21	48.8%	14.0%	10.0%	33.0%	43.0%
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	43	2	4.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	43	9	20.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	43	31	72.1%	16.0%	13.0%	29.0%	42.0%
Two or More Races	43	1	2.3%	--	--	--	--
Socioeconomically Disadvantaged	43	7	16.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	43	4	9.3%	--	--	--	--
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.

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	42	42	100.0%	12.0%	24.0%	33.0%	31.0%
Male	42	19	45.2%	26.0%	26.0%	32.0%	16.0%
Female	42	23	54.8%	0.0%	22.0%	35.0%	43.0%
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	42	1	2.4%	--	--	--	--
Filipino	42	1	2.4%	--	--	--	--
Hispanic or Latino	42	5	11.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	32	76.2%	16.0%	25.0%	31.0%	28.0%
Two or More Races	42	3	7.1%	--	--	--	--
Socioeconomically Disadvantaged	42	1	2.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	42	2	4.8%	--	--	--	--
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.

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	36	36	100.0%	14.0%	31.0%	53.0%	3.0%
Male	36	16	44.4%	19.0%	25.0%	56.0%	0.0%
Female	36	20	55.6%	10.0%	35.0%	50.0%	5.0%
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	36	1	2.8%	--	--	--	--
Filipino	36	1	2.8%	--	--	--	--
Hispanic or Latino	36	8	22.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	36	22	61.1%	14.0%	27.0%	55.0%	5.0%
Two or More Races	36	4	11.1%	--	--	--	--
Socioeconomically Disadvantaged	36	7	19.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	36	5	13.9%	--	--	--	--
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 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	29	29	100.0%	3.0%	24.0%	38.0%	34.0%
Male	29	18	62.1%	6.0%	17.0%	44.0%	33.0%
Female	29	11	37.9%	0.0%	36.0%	27.0%	36.0%
Black or African American	29	1	3.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	29	1	3.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	29	4	13.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	29	19	65.5%	5.0%	16.0%	47.0%	32.0%
Two or More Races	29	4	13.8%	--	--	--	--
Socioeconomically Disadvantaged	29	1	3.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	29	3	10.3%	--	--	--	--
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.

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	49	49	100.0%	29.0%	24.0%	29.0%	18.0%
Male	49	20	40.8%	35.0%	20.0%	20.0%	25.0%
Female	49	29	59.2%	24.0%	28.0%	34.0%	14.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	49	1	2.0%	--	--	--	--
Asian	49	3	6.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	49	4	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	49	37	75.5%	30.0%	24.0%	27.0%	19.0%
Two or More Races	49	4	8.2%	--	--	--	--
Socioeconomically Disadvantaged	49	5	10.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	49	8	16.3%	--	--	--	--
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	39	39	100.0%	3.0%	44.0%	31.0%	23.0%
Male	39	23	59.0%	4.0%	39.0%	35.0%	22.0%
Female	39	16	41.0%	0.0%	50.0%	25.0%	25.0%
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	39	3	7.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	5	12.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	39	27	69.2%	0.0%	48.0%	37.0%	15.0%
Two or More Races	39	4	10.3%	--	--	--	--
Socioeconomically Disadvantaged	39	1	2.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	39	9	23.1%	--	--	--	--
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	43	43	100.0%	21.0%	35.0%	19.0%	26.0%
Male	43	22	51.2%	27.0%	23.0%	23.0%	27.0%
Female	43	21	48.8%	14.0%	48.0%	14.0%	24.0%
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	43	2	4.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	43	9	20.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	43	31	72.1%	16.0%	35.0%	16.0%	32.0%
Two or More Races	43	1	2.3%	--	--	--	--
Socioeconomically Disadvantaged	43	7	16.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	43	4	9.3%	--	--	--	--
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	42	42	100.0%	12.0%	38.0%	19.0%	31.0%
Male	42	19	45.2%	26.0%	37.0%	16.0%	21.0%
Female	42	23	54.8%	0.0%	39.0%	22.0%	39.0%
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	42	1	2.4%	--	--	--	--
Filipino	42	1	2.4%	--	--	--	--
Hispanic or Latino	42	5	11.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	32	76.2%	16.0%	31.0%	25.0%	28.0%
Two or More Races	42	3	7.1%	--	--	--	--
Socioeconomically Disadvantaged	42	1	2.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	42	2	4.8%	--	--	--	--
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 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	36	35	97.2%	26.0%	37.0%	20.0%	17.0%
Male	36	16	44.4%	25.0%	31.0%	19.0%	25.0%
Female	36	19	52.8%	26.0%	42.0%	21.0%	11.0%
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	36	1	2.8%	--	--	--	--
Filipino	36	1	2.8%	--	--	--	--
Hispanic or Latino	36	7	19.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	36	22	61.1%	27.0%	32.0%	23.0%	18.0%
Two or More Races	36	4	11.1%	--	--	--	--
Socioeconomically Disadvantaged	36	6	16.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	36	5	13.9%	--	--	--	--
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	29	29	100.0%	10.0%	24.0%	31.0%	34.0%
Male	29	18	62.1%	11.0%	22.0%	22.0%	44.0%
Female	29	11	37.9%	9.0%	27.0%	45.0%	18.0%
Black or African American	29	1	3.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	29	1	3.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	29	4	13.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	29	19	65.5%	16.0%	11.0%	32.0%	42.0%
Two or More Races	29	4	13.8%	--	--	--	--
Socioeconomically Disadvantaged	29	1	3.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	29	3	10.3%	--	--	--	--
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.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	83.0%	90.0%	81.0%	84.0%	83.0%	84.0%	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	84.0%	Native Hawaiian or Pacific Islander	--
All Students at the School	81.0%	White	85.0%
Male	77.0%	Two or More Races	--
Female	80.0%	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 who met or exceeded the standard on the science assessment divided by the total number of students who 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	9.3%	27.9%	58.1%
7	20.0%	22.9%	54.3%

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)

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

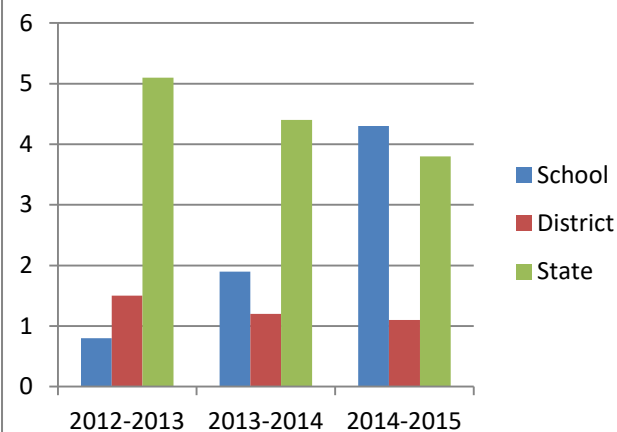
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

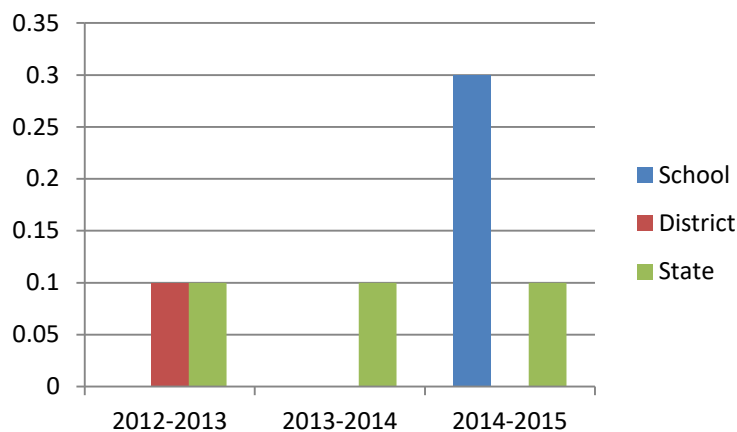
Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.8	1.9	4.3	1.5	1.2	1.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.3	0.1	0.0	0.0	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	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2012-2013
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement	N/A	1
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			
Grade Level	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	14.0	3	0	0	15.0	3	0	0	14.0	3	0	0
1	13.0	4	0	0	11.0	2	0	0	10.0	5	0	0
2	15.0	3	0	0	16.0	3	0	0	14.0	3	0	0
3	15.0	4	0	0	15.0	3	0	0	16.0	3	0	0
4	11.0	4	0	0	10.5	4	0	0	8.0	5	0	0
5	11.0	4	1	0	9.0	4	0	0	9.0	5	0	0
6	13.0	3	2	0	10.0	4	2	1	8.0	5	4	0

* 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)

	2012-13				2013-14				2014-15			
Subject	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	18.0	3	0	0	19.0	3	0	0	22.0	2	1	0
Mathematics	14.0	4	0	0	14.0	4	0	0	11.0	6	0	0
Science	18.0	3	0	0	19.0	3	0	0	22.0	2	1	0
Social Science	18.0	3	0	0	19.0	3	0	0	22.0	2	1	0

* 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
Academic Counselor		
Counselor (Social/Behavioral or Career)		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)	1.2	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	\$6813	\$834	\$5978	\$38512
District	N/A	N/A	\$5847	\$66738
Percent Difference – Charter School and District	N/A	N/A	2%	42%
State	N/A	N/A	\$5348	\$69086
Percent Difference – Charter School and State	N/A	N/A	10%	44%

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

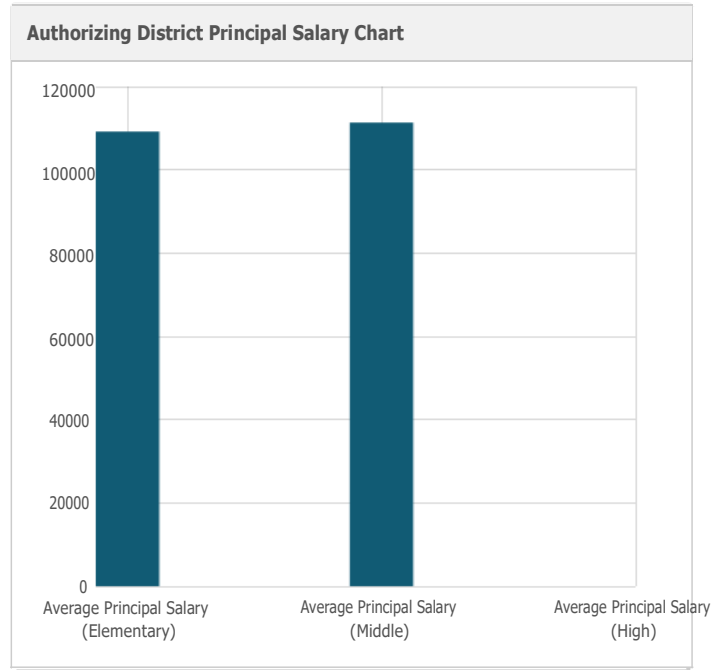
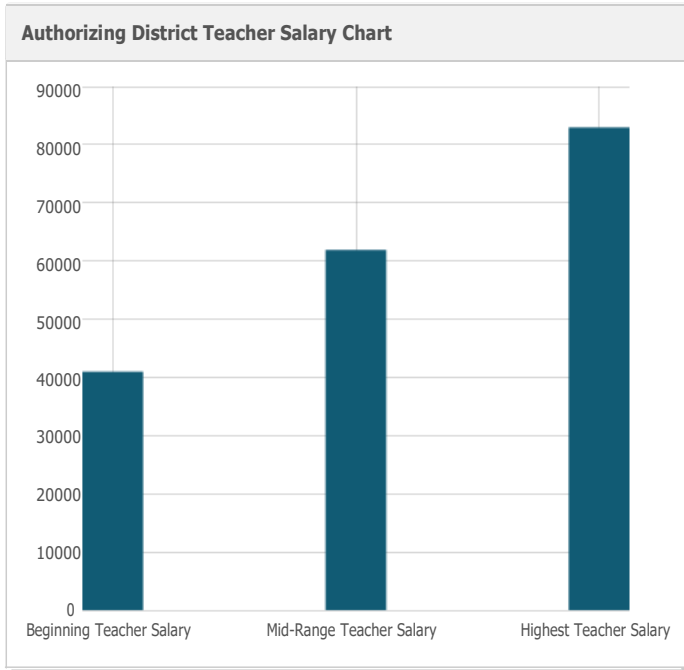
Types of Services Funded (Fiscal Year 2014-15)

California Montessori Project-Shingle Springs 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	\$40,981	\$42,723
Mid-Range Teacher Salary	\$61,900	\$65,936
Highest Teacher Salary	\$82,959	\$84,545
Average Principal Salary (Elementary)	\$109,163	\$106,864
Average Principal Salary (Middle)	\$111,326	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$150,692	\$159,133
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



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.