

California Montessori Project - Elk Grove Campus

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Kathleen Merz, Principal

Principal, California Montessori Project - Elk Grove Campus

About Our School

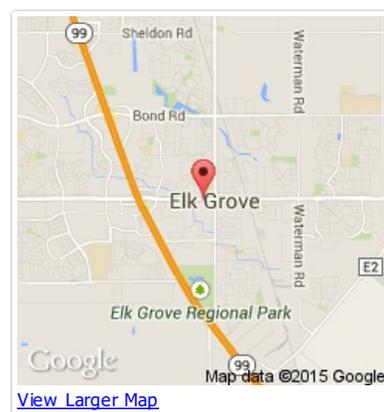
The California Montessori Project—Elk Grove Campus, is a Montessori public charter school offering kindergarten through eighth grade education under a charter authorized by the Elk Grove Unified School District. We are accredited by the Western Association of Schools and Colleges (WASC) and the American 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.

Contact

8828 Elk Grove Blvd., Ste. 4
Elk Grove, CA 95624-1875

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E-mail: cmpeqoffice@cacmp.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

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

School	
School Name	California Montessori Project - Elk Grove Campus
Street	8828 Elk Grove Blvd., Ste. 4
City, State, Zip	Elk Grove, Ca, 95624-1875
Phone Number	916-714-9699
Principal	Kathleen Merz, Principal
E-mail Address	cmpegoffice@cacmp.org
Web Site	www.cacmp.org
County-District-School (CDS) Code	34673140111732

District	
District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent First Name	Mark
Superintendent Last Name	Cerutti
E-mail Address	mcerutti@egusd.net

Last updated: 2/9/2015

School Description and Mission Statement (Most Recent Year)

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 2100 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.

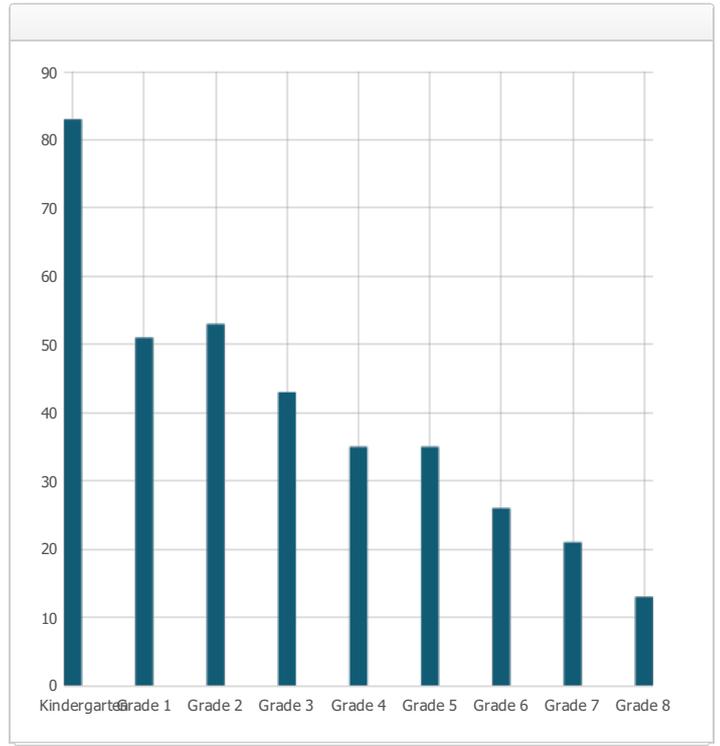
California Montessori Project offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, 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.

Last updated: 2/9/2015

Student Enrollment by Grade Level (School Year 2013-14)

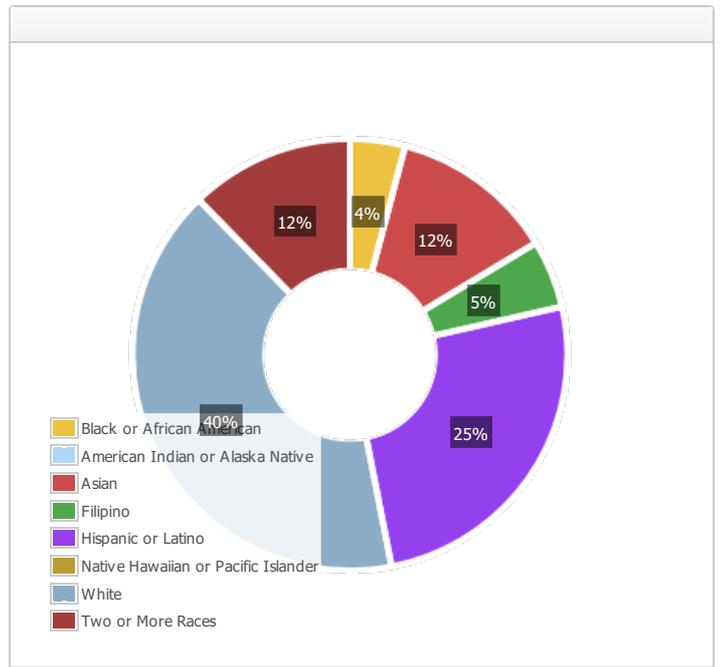
Grade Level	Number of Students
Kindergarten	83
Grade 1	51
Grade 2	53
Grade 3	43
Grade 4	35
Grade 5	35
Grade 6	26
Grade 7	21
Grade 8	13
Total Enrollment	360



Last updated: 2/9/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.3
Asian	12.5
Filipino	5.0
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	0.3
White	40.0
Two or More Races	12.2
Socioeconomically Disadvantaged	16.4
English Learners	3.9
Students with Disabilities	8.1



Last updated: 2/9/2015

A. Conditions of Learning

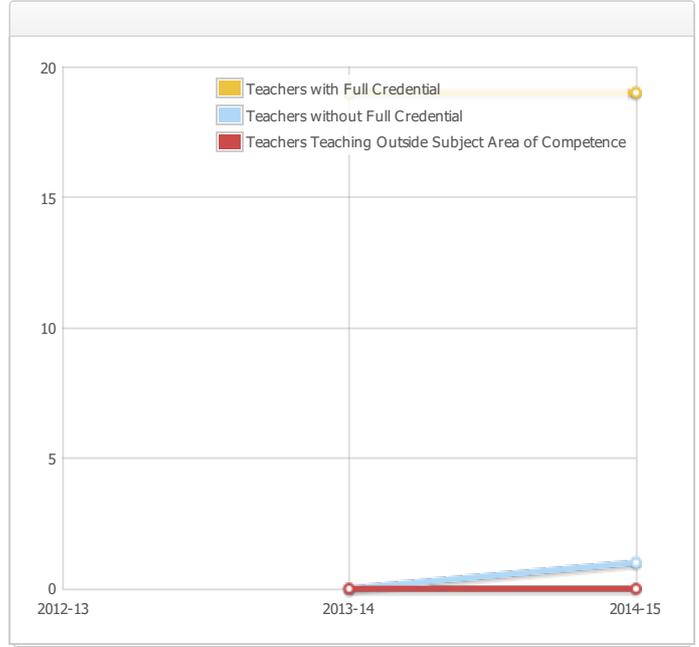
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

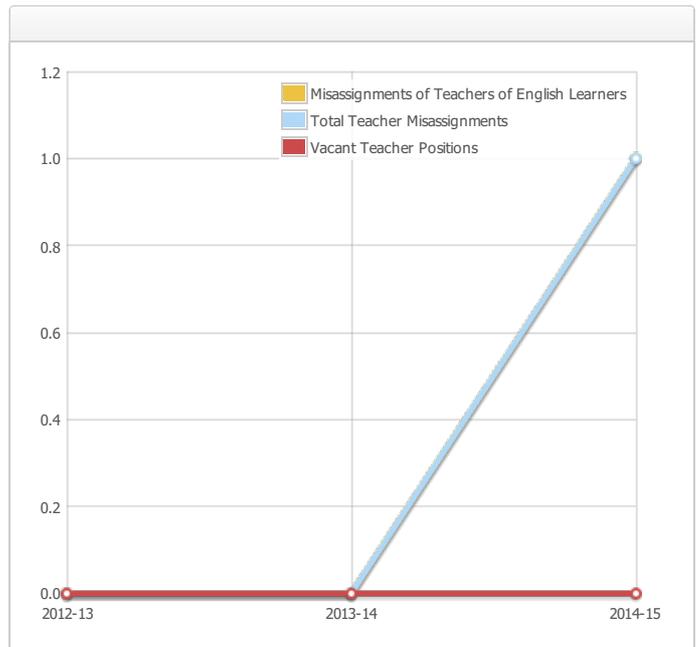
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential		19	19	
Without Full Credential		0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 4/2/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Last updated: 4/2/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	95	5

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 - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten-3rd Grade</p> <ul style="list-style-type: none"> Primary Phonics, Modern Curriculum Press Great Source Education Press: Working Words in Spelling Albanesi Language Curriculum <p>4th Grade -8th Grade</p> <ul style="list-style-type: none"> 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 		0.0
Mathematics	<p>Kindergarten-3rd Grade</p> <ul style="list-style-type: none"> Albanesi Math Curriculum Otter Creek Institute: Mastering Math Facts, Black Line Masters <p>4th Grade-6th Grade</p> <ul style="list-style-type: none"> Harcourt Brace: Math Albanesi Math Curriculum Otter Creek Institute: Mastering Math Facts, Black Line Masters <p>7th Grade-8th Grade</p> <ul style="list-style-type: none"> CGP: California Algebra I CGP: California Mathematics, Course II (Pre-Algebra) Holt McDougal: Geometry 		0.0
Science	<p>7th Grade-8th Grade</p> <ul style="list-style-type: none"> Prentice Hall: Science Explorer – Cycle A Life Science, Cycle B Physical Science 		0.0
History-Social Science	<p>4th Grade-5th Grade</p> <ul style="list-style-type: none"> Houghton Mifflin: Oh California Teacher's Curriculum Institute: Social Studies Alive! – America's Past <p>6th Grade</p> <ul style="list-style-type: none"> Teacher's Curriculum Institute: History Alive! – Ancient Civilizations <p>7th Grade-8th Grade</p>		0.0

- Teacher’s Curriculum Institute: History Alive! – Cycle A Medieval World, Cycle B The United States Through Industrialization

Foreign Language	Kindergarten-8th Grade	0.0
	• Rosetta Stone	
Health		0.0
Visual and Performing Arts		0.0
Science Lab Eqpmt(9-12)		0.0

Last updated: 2/10/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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.

Last updated: 2/10/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	72	61	64	63	65	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 2/10/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65
All Students at the School	61
Male	72
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	71
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 2/10/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	66%	62%	65%	57%	60%	58%	54%	56%	55%
Mathematics	64%	45%	63%	53%	54%	52%	49%	50%	50%
History-Social Science	N/A	40%	56%	54%	55%	56%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 2/10/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	4	7
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/10/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	33	-46	65
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	29	-54	78
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/10/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.9%	38.2%	38.2%
7	5.0%	15.0%	60.0%

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.

Last updated: 2/10/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

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: Pupil Engagement

Last updated: 2/10/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

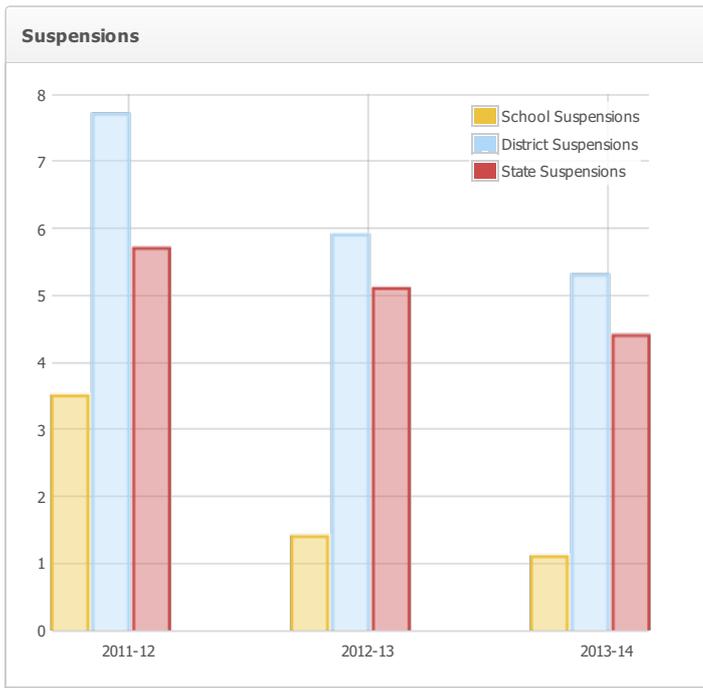
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.50	1.40	1.10	7.70	5.90	5.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 2/10/2015

School Safety Plan - Most Recent Year

California Montessori Project has a School Safety Plan and Emergency Preparedness Handbook that are reviewed annually with staff and teachers at each campus. The CMP school-wide Safety Plan was submitted and approved as part of the 2011 Charter Renewal in April 2011. Key elements of the Plan include monthly drills and crisis intervention plans.

The School Safety Plan was last reviewed and updated in August 2013.

Last updated: 2/10/2015

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 2013-14)

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

Last updated: 2/10/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement *		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 NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/10/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	14.3	3	0	0	20.0	2			14.0	3	3	
1	19.0	3	0	0	7.0	6			10.0	5		
2					8.0	6			9.0	6		
3	18.5	4	0	0	6.0	6			14.0	3		
4	22.0	1	2	0	11.0	4			9.0	4		
5					8.0	4			9.0	4		
6	27.0	0	1	0	12.0	2			7.0	4		
Other												

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

Last updated: 4/2/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	36.0	0	0	1	17.0	5			17.0	2		
Mathematics	14.0	1	0	0	7.0	5			9.0	4		
Science	36.0	0	0	1	16.0	3			17.0	2		
Social Science	36.0	0	0	1	17.0	2			17.0	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.

Last updated: 2/10/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

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)	6.2	N/A
Other	24.3	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.

Last updated: 4/2/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,189	\$740	\$6,449	\$40,246
District	N/A	N/A	\$5,210	\$68,968
Percent Difference – School Site and District	N/A	N/A	19.00%	42.00%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	27.00%	43.00%

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

Last updated: 2/10/2015

Types of Services Funded (Fiscal Year 2013-14)

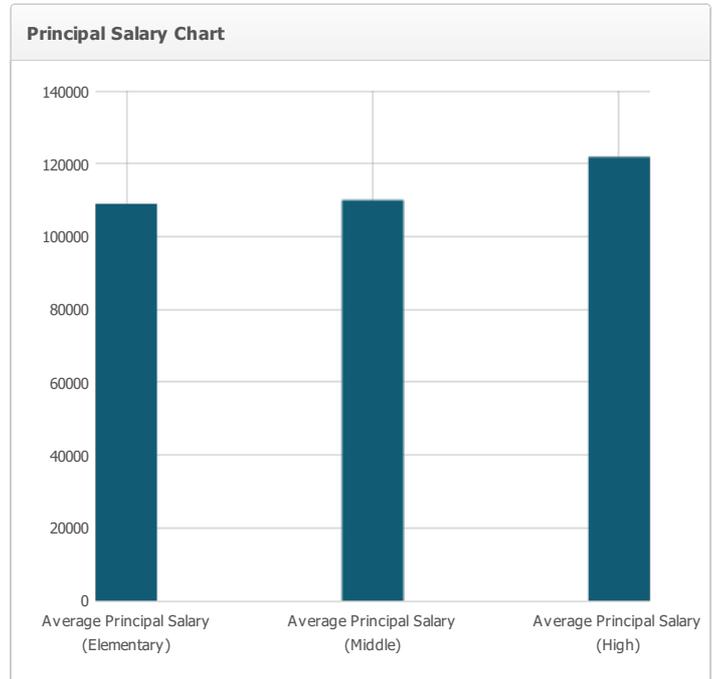
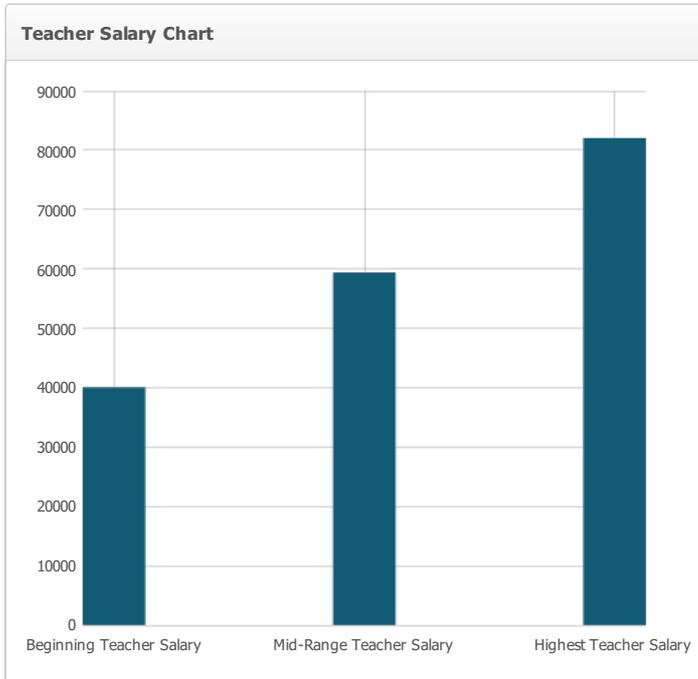
California Montessori Project-Elk Grove Campus receives Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

Last updated: 2/10/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$41,761
Mid-Range Teacher Salary	\$59,384	\$66,895
Highest Teacher Salary	\$82,031	\$86,565
Average Principal Salary (Elementary)	\$108,994	\$108,011
Average Principal Salary (Middle)	\$110,001	\$113,058
Average Principal Salary (High)	\$121,847	\$123,217
Superintendent Salary	\$268,960	\$227,183
Percent of Budget for Teacher Salaries	44.0%	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/>.



Last updated: 2/10/2015

Professional Development – Most Recent Three Years

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 occasional afternoon and weekend workshop opportunities that directly enhance teaching practices in line with the school's mission and vision. CMP offers induction support (BTSA) 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.

Last updated: 2/10/2015