

California Montessori Project-San Juan 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.



Julie Miller, Kim Aldridge, Dorothy Hilts

Principal, California Montessori Project-San Juan Campus

About Our School

The California Montessori Project-San Juan Charter Schools consists of three campuses: CMP-American River in Fair Oaks at the Leighton Little John School, CMP-Carmichael at La Sierra Community Center, and CMP-Orangevale located in the Thomas Coleman School. The school's charter is authorized through San Juan Unified School District. As a Montessori charter, the philosophical and curriculum approach is based on the Montessori method, developed over 100 years ago by Dr. Maria Montessori.

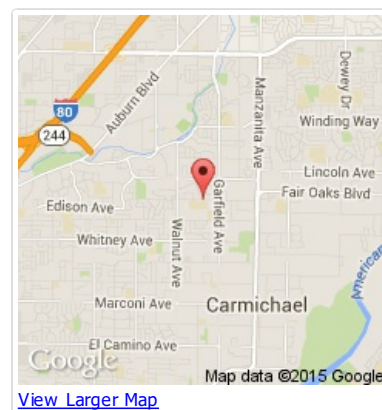
Emphasis is placed on student development as independent, lifelong learners. Regular assessments allow students to be challenged academically at their own pace. Concepts are introduced utilizing hands on materials and reinforced through individual and project based work. Small group collaborative learning strengthens academic and social skills within the classroom community. In addition to specialized Montessori and support materials, the classrooms are equipped with computers allowing students to work on self paced technical and foreign language skills.

Teachers are Montessori certified and state credentialed. Ongoing staff development supports the goal of lifelong learning and builds upon a strong academic program. CMP-San Juan campuses have been accredited through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS).

Contact

5330A Gibbons Dr., Ste. 700
Carmichael, CA 95608-2117

Phone: 916-971-2432
E-mail: gbowman@cacmp.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

CMP-San Juan has 3 school sites:

American River - 6838 Kermit Lane, Fair Oaks - 916-864-0081

Carmichael - 5325 Engle Road, Carmichael - 916-971-2430

Orangevale - 6545 Beech Avenue, Orangevale - 916-673-9389

California Montessori Project Central Administration Office - Gary Bowman, Executive Director/Superintendent - 5330-A Gibbons Dr, Carmichael, CA 95608 - 916-971-2432

School	
School Name	California Montessori Project-San Juan Campus
Street	5330A Gibbons Dr., Ste. 700
City, State, Zip	Carmichael, Ca, 95608-2117
Phone Number	916-971-2432
Principal	Julie Miller, Kim Aldridge, Dorothy Hilts
E-mail Address	gbowman@cacmp.org
Web Site	www.cacmp.org
County-District-School (CDS) Code	34674470112169

District	
District Name	San Juan Unified
Phone Number	(916) 971-7700
Web Site	http://www.sanjuan.edu
Superintendent First Name	Kent
Superintendent Last Name	Kern
E-mail Address	kkern@sanjuan.edu

Last updated: 2/26/2015

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.

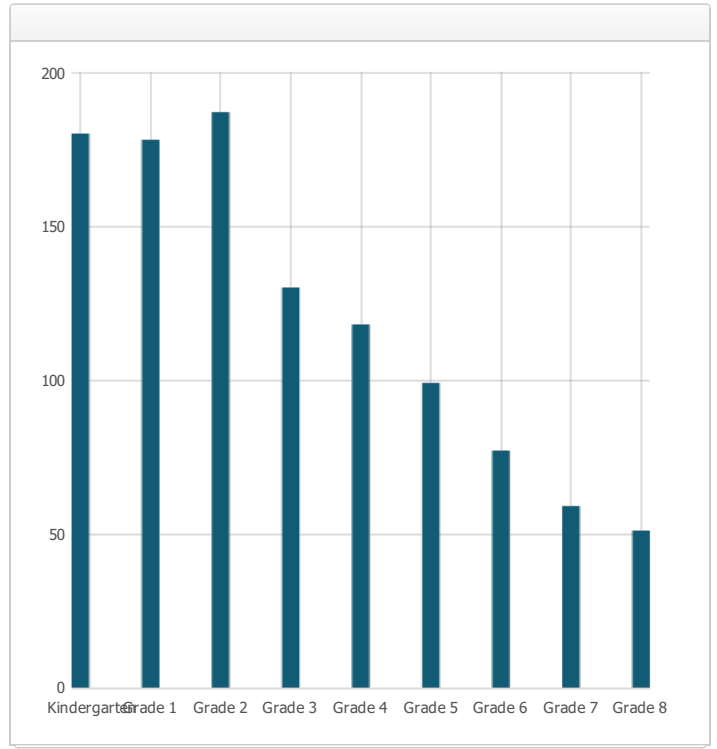
California Montessori Project offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, 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: 4/8/2015

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

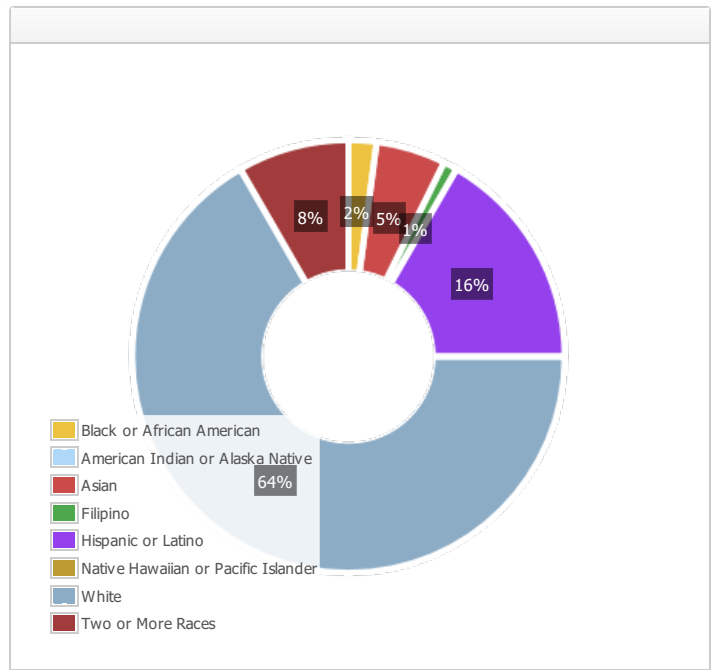
Grade Level	Number of Students
Kindergarten	180
Grade 1	178
Grade 2	187
Grade 3	130
Grade 4	118
Grade 5	99
Grade 6	77
Grade 7	59
Grade 8	51
Total Enrollment	1079



Last updated: 2/3/2015

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

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.6
Asian	5.7
Filipino	1.2
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.5
White	64.2
Two or More Races	8.4
Socioeconomically Disadvantaged	22.4
English Learners	3.8
Students with Disabilities	11.0



Last updated: 2/3/2015

A. Conditions of Learning

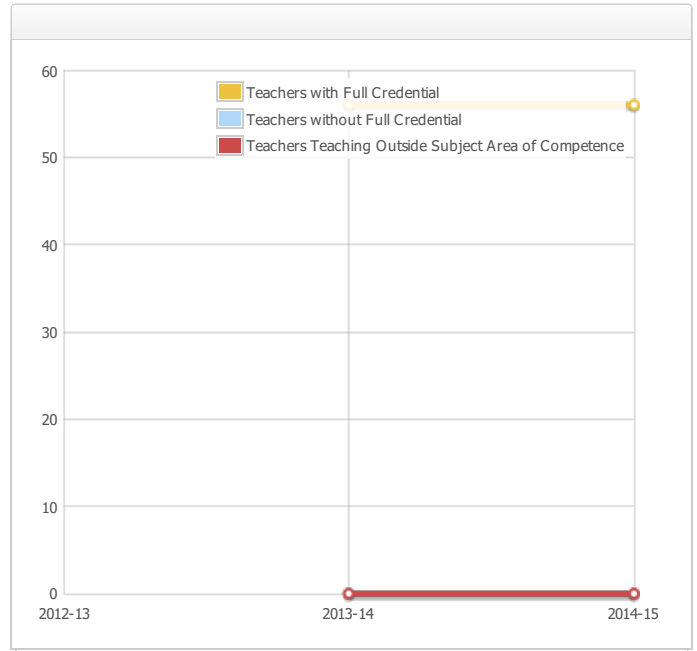
State Priority: Basic

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

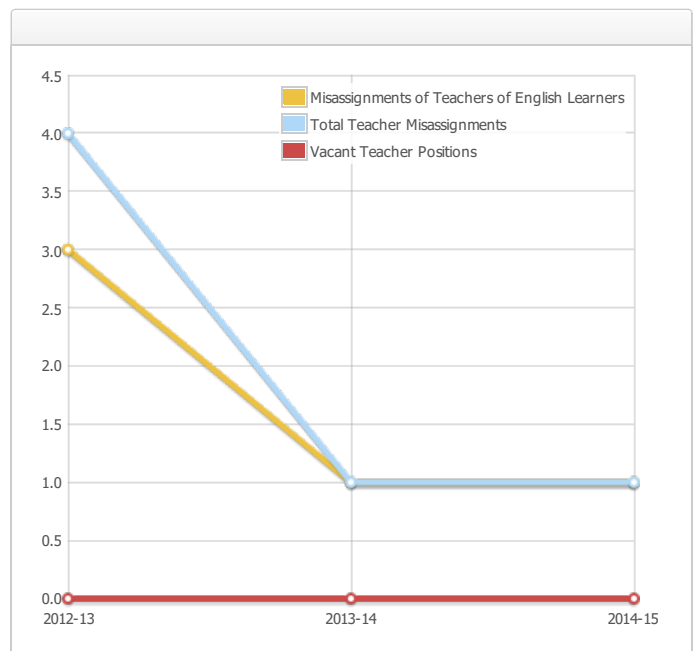
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential		56	56	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 4/7/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	3	1	1
Total Teacher Misassignments*	4	1	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: 4/7/2015

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	87	13
High-Poverty Schools in District	85	15
Low-Poverty Schools in District	97	3

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"> • Montessori Word Building • Montessori Albanesi Language Arts Curriculum • Primary Phonics • Modern Curriculum Press • Houghton Mifflin • Accelerated Reader <p>4th Grade - 6th Grade</p> <ul style="list-style-type: none"> • Montessori Albanesi Language Arts Curriculum • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circles Novels • Accelerated Reader <p>7th Grade - 8th Grade</p> <ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circles Novels • Accelerated Reader 		0.0
Mathematics	<p>Kindergarten - 3rd Grade</p> <ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Accelerated Math <p>4th Grade - 6th Grade</p> <ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Accelerated Math • Key To Workbook Series <p>7th Grade - 8th Grade</p> <ul style="list-style-type: none"> • CGP: Mathematics Course Two and Algebra • McDougal Littell: Geometry • Accelerated Math 		0.0
Science	<p>4th Grade - 5th Grade</p> <ul style="list-style-type: none"> • Montessori Science Curriculum <p>6th Grade - 8th Grade</p> <ul style="list-style-type: none"> • Pearson Prentice Hall: Science Explorer: Physical 		0.0

	<p>Science</p> <ul style="list-style-type: none"> Pearson Prentice Hall: Science Explorer:Life Science 	
History-Social Science	<p>4th Grade</p> <ul style="list-style-type: none"> Houghton-Mifflin: Oh California! <p>5th Grade - 8th Grade</p> <ul style="list-style-type: none"> Teacher's Curriculum Institute: History Alive! 	0.0
Foreign Language	<p>Kindergarten - 8th Grade</p> <ul style="list-style-type: none"> Rosetta Stone 	0.0
Health		0.0
Visual and Performing Arts		0.0
Science Lab Eqpmt(9-12)		0.0

Last updated: 2/26/2015

School Facility Conditions and Planned Improvements - Most Recent Year

CMP - American River Campus

The CMP-American River Campus is housed at the Leighton Littlejohn Campus, which resides in a residential neighborhood. The facility is leased from the San Juan Unified School District (SJUSD). This facility features 20 classrooms, a library, multi-purpose room with stage, Learning Center, two resource rooms and cafeteria operation and hot lunch program through the district. There are also two playgrounds, large asphalt play areas including basketball courts and tetherball, and extensive play/sports fields. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The campus currently has approximately 400 students.

CMP - Carmichael Campus

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

CMP - Orangevale Campus

The CMP-Orangevale Campus opened in August of 2010 at the Thomas Coleman Campus, which resides in a residential neighborhood. The facility is currently leased from the SJUSD through June 2016. We share this campus with SJUSD Child Development Programs. Currently we occupy 7 classrooms, which include two Kindergartens, three lower elementary classrooms, and one upper elementary classroom. We have expansive fields with soccer and baseball diamonds, two play structures and a large asphalt area with basket ball, four-square and tetherball. We have access to the Multi-purpose room which we share with SJUSD Child Development Programs. The SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The Campus currently has 139 students.

Last updated: 4/8/2015

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)	68	63	67	60	59	61	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: 2/8/2015

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	61
All Students at the School	67
Male	69
Female	66
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	
White	65
Two or More Races	
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	60
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: 2/8/2015

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	63%	68%	60%	55%	57%	54%	54%	56%	55%
Mathematics	55%	51%	52%	49%	50%	47%	49%	50%	50%
History-Social Science	63%	83%	61%	47%	49%	48%	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: 2/8/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	6	5
Similar Schools	1	1	1

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

Last updated: 2/8/2015

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	-3	2	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12		
Native Hawaiian or Pacific Islander			
White	3	2	-13
Two or More Races			
Socioeconomically Disadvantaged	-7	-22	-5
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: 2/8/2015

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	11.1%	20.2%	53.5%
7	15.3%	16.9%	55.9%

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: 2/8/2015

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

Building community is an important component of CMP schools. Parent involvement assists in creating the family feeling at each of the campuses. Parents are encouraged 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. Parents may be involved by helping in the classrooms, driving on field trips, working on fundraising and campus community events or serving on the Campus Advisory Council or CMP Governing Board.

For more information on how to become involved, please contact, American River Principal, Julie Miller at (916) 864-0081, Carmichael Principal, Kim Aldridge at (916) 971-2430, or Orangevale Principal, Dorothy Hilts at (916) 673-9389.

State Priority: Pupil Engagement

Last updated: 2/26/2015

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

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

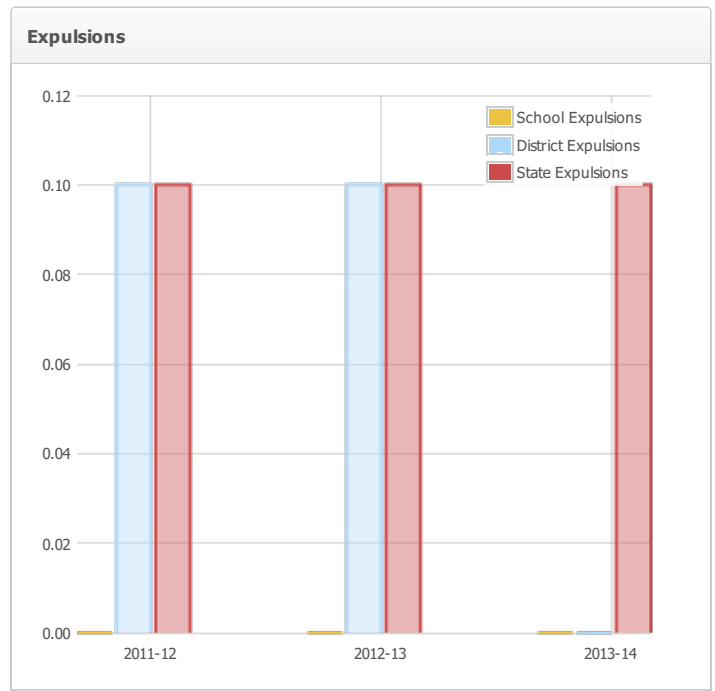
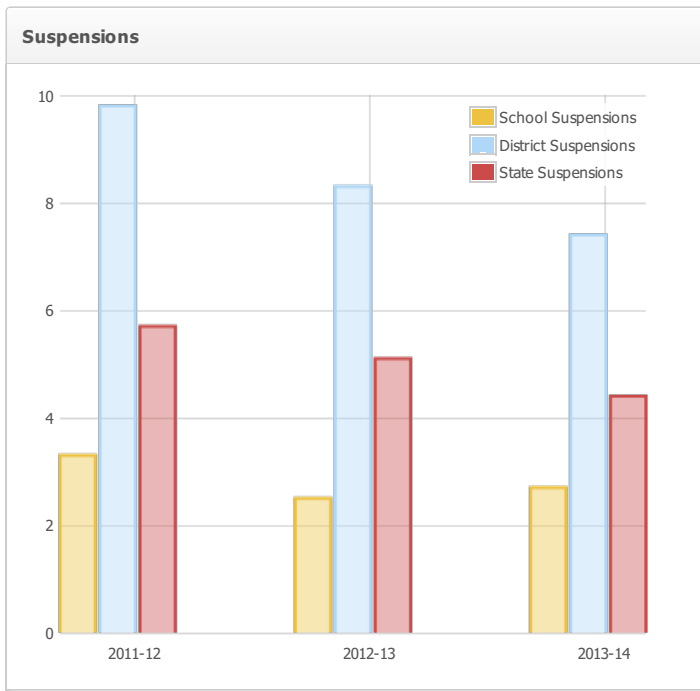
State Priority: School Climate

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	3.30	2.50	2.70	9.80	8.30	7.40	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: 2/8/2015

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: 2/8/2015

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: 3/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	79.2%

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: 2/8/2015

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	18.6	10	0	0	17.0	4	7		16.0	9	2	
1	17.6	12	0	0	9.0	23			9.0	20		
2	16.3	4	0	0	7.0	22			9.0	22		
3	19.0	4	0	0	7.0	18			8.0	17		
4	23.0	2	2	0	13.0	7	1		11.0	11		
5	28.0	0	2	0	9.0	10			8.0	13		
6	24.5	0	4	0	9.0	8			10.0	8		
Other												

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

Last updated: 2/8/2015

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	21.0	4	1	0	21.0	4	4		15.0	10		
Mathematics	21.0	3	2	0	11.0	11			9.0	12		
Science	21.0	4	1	0	19.0	4	2		16.0	7		
Social Science	21.0	4	1	0	19.0	4	2		16.0	7		

* 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: 2/8/2015

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	1.6	N/A
Resource Specialist (non-teaching)	16.0	N/A
Other	61.8	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: 3/3/2015

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	\$7,545	\$1,006	\$6,539	\$38,071
District	N/A	N/A	\$5,576	\$70,990
Percent Difference – School Site and District	N/A	N/A	12.00%	46.00%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	28.00%	46.00%

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

Last updated: 2/10/2015

Types of Services Funded (Fiscal Year 2013-14)

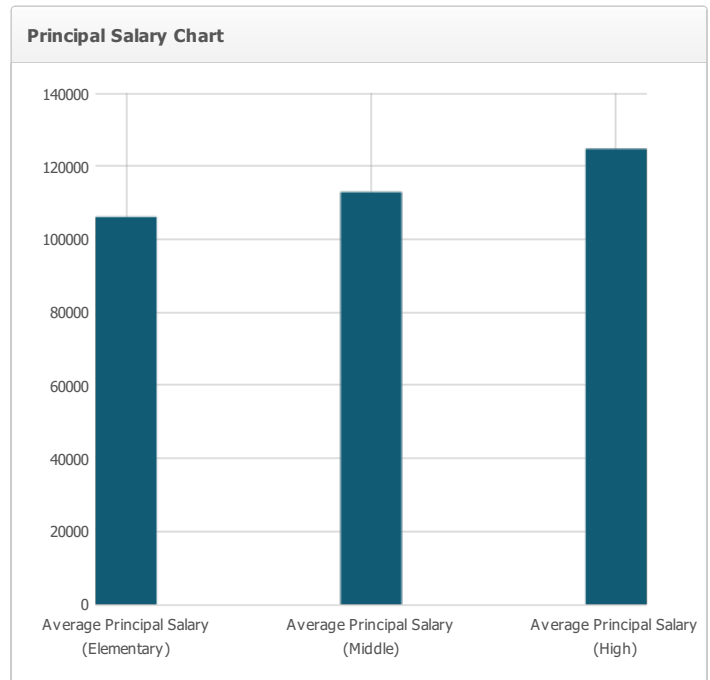
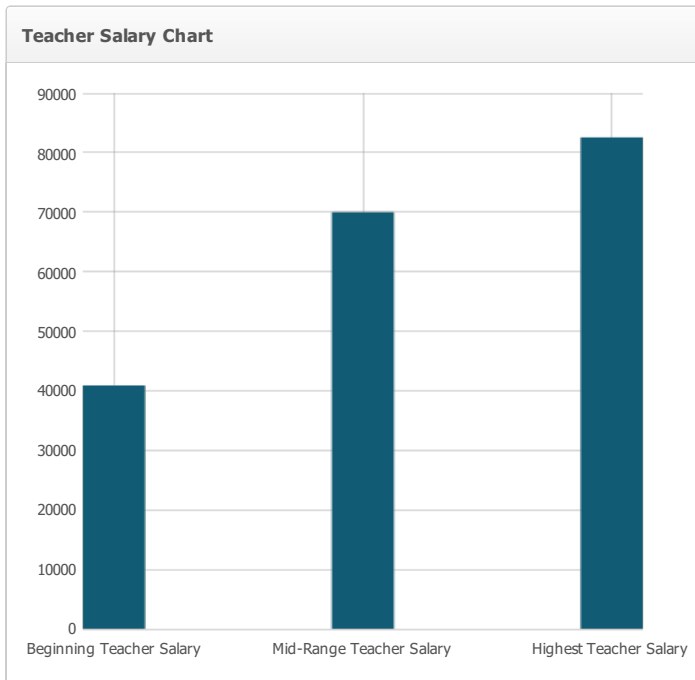
California Montessori Project-San Juan received Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

Last updated: 2/8/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,889	\$41,761
Mid-Range Teacher Salary	\$69,999	\$66,895
Highest Teacher Salary	\$82,562	\$86,565
Average Principal Salary (Elementary)	\$106,107	\$108,011
Average Principal Salary (Middle)	\$112,906	\$113,058
Average Principal Salary (High)	\$124,763	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	40.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	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: 2/8/2015

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: 4/8/2015