



**California Department of Education
School Accountability Report Card
California Montessori Project – Shingle Springs Campus
Reported Using Data from the 2019-2020 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About this School

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

Contact Information – School Year 2020-2021

Charter School Contact Information
School Name: California Montessori Project – Shingle Springs Campus
Superintendent: Brett Barley
Central Office: 5330-A Gibbons Drive, Carmichael, CA 95608
Principal: Kim Zawilski
Address: 4645 Buckeye Road, Shingle Springs, CA 95682
Phone Number: 530-672-3095
Email: kzawilski@cacmp.org
Website: www.cacmp.org
County-District-School (CDS) Code: 09-61838-0111724

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

School Description and Mission Statement (School Year 2019-2020)

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 - Network

California Montessori Project (CMP) is a public charter school network (K-8) serving over 2,700 students on seven campuses located throughout the greater Sacramento area. Previously sponsored by the Wheatland School District from 2001 through 2006. CMP currently operates under four charter authorizers: Buckeye Union Elementary, Elk Grove Unified, Sacramento City Unified and San Juan Unified School Districts. CMP campuses are located in Shingle Springs, Elk Grove, Sacramento, Fair Oaks, Orangevale and Carmichael.

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.

This will be achieved by:

- Promoting independence
- Teaching respect for oneself and others
- Building confidence
- Creating a sense of social responsibility, and
- Empowering every student to be a global citizen.

California Montessori Project offers an environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a commitment from the community: parents, teachers, community groups, the legislature and, most importantly, the individual child.

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

Fundamental Values:

Internationally high academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Small total school populations and low student/teacher ratios
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

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.

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.

California Montessori Project – Shingle Springs

The California Montessori Project-Shingle Springs Campus is a Montessori public charter school offering Kindergarten – 8th Grade education under a charter authorized by the Buckeye Union School District. CMP-Shingle Springs is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 20th year as a Montessori Charter School, CMP-Shingle Springs has established beautiful classroom environments rich with Montessori materials. CMP-Shingle Springs also has an experienced and dually-certified team of Montessori teachers; teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. CMP-Shingle Springs teachers enjoy the experience of teaching in teams, offering both a low student-teacher ratio as well as the opportunity to provide small group or individual lessons to students.

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

As a charter school, CMP-Shingle Springs takes pride in blending California State Standards with Montessori lessons, and is proud of the student achievement, measured, in part, by a high ranking in the California Assessment of Student Performance and Progress (CAASPP).

The CMP-Shingle Springs' mascot is the CMP Hawk and our motto is: Hawks **H**ave respect, **A**ct responsibly, **W**ork hard, **K**eeP safe, and **S**how kindness. Peace education and character education are integral parts of the CMP curriculum. The school is in its third year of implementation of the Positive Behavioral Intervention and Supports (PBIS) framework. Together, the school and the parents work to educate the children and help them be responsible, respectful, contributing members of the community.

Brett Barley, CMP Network Superintendent



Brett Barley is serving as California Montessori Project's third Superintendent. Prior to joining the California Montessori Project, Brett served in a few different roles, including: Superintendent at Wonderful College Prep Academy (WCPA), a network of free public charter schools serving students in California's Central Valley; Deputy State Superintendent for Student Achievement at the Nevada Department of Education, overseeing many different offices, and supporting schools and districts across the state in implementing instructional best practices from early learning to college and career readiness; Vice President with StudentsFirst, a national non-profit organization focused on organizing parents, teachers, and other community members to advocate for great schools for all children; Director of Education for the Silicon Valley Leadership Group, a non-profit business organization representing the interests of more than 400 of Silicon Valley's largest and most influential technology companies; and fourth grade teacher in San

Jose, California at a school where 100% of the students received free or reduced-priced lunch and 70% were English-Language Learners.

Brett earned his undergraduate degree from the University of Florida and his law degree from the University of San Diego. Brett comes from a family of public school educators. His mother was an elementary school teacher and literacy coach, his father was a school psychologist, his sister is a special education teacher, and his wife is an elementary school teacher. He is the proud father of two sons, both of whom attend Montessori preschool.

Kim L. Zawilski, Principal at CMP-Shingle Springs



Kim Zawilski has been the Principal of the CMP-Shingle Springs Campus since its inception in 2001. She worked with a small team of Montessori educators and charter school leaders to apply for and receive authorization as one of the first Montessori Charter Schools in the State of California.

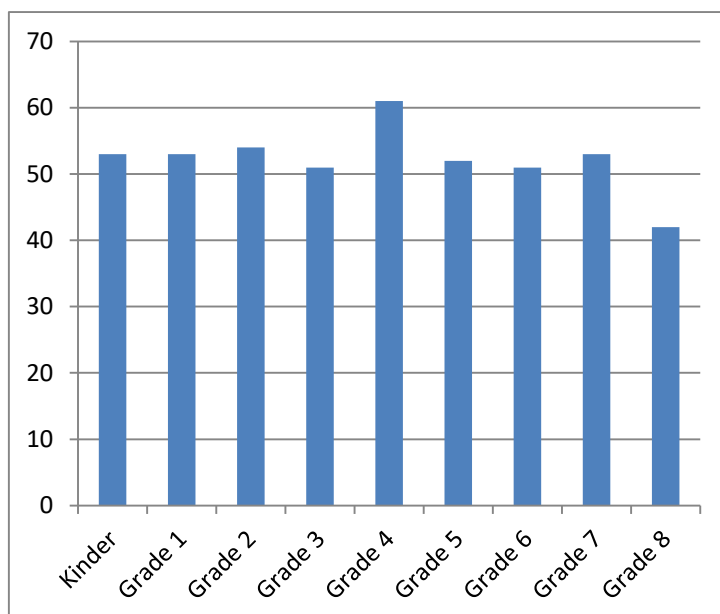
Mrs. Zawilski holds a Bachelor's Degree in Business and Public Administration, along with her Montessori training certifications, and ensures the school operates with a strong and rigorous Montessori program with the support of excellent administrative operations. She has a passion for educating children in a safe and nurturing environment with a strong and collaborative parent-school partnership.

Mrs. Zawilski became involved in the field of Montessori Education over 25 years ago and is in her 20th

year as Principal of the Shingle Springs Campus. She has functioned as a mentor Principal for other CMP Principals and is currently the Lead Principal for the CMP Network. She has served on the CMP Technology Advisory Council and has guided the CMP Shingle Springs Campus facilities building projects, recently opening up a new 10-acre expansion to the school. Mrs. Zawilski thoroughly enjoys the many hats she wears as Principal of the Shingle Springs Campus and enjoys the collaborative relationship she has developed with the school's sponsoring School District and Board of Trustees.

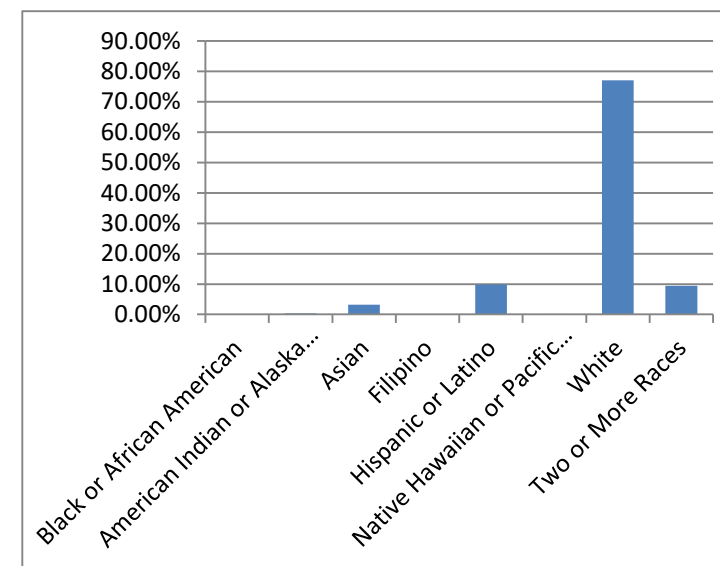
Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	53
Grade 1	53
Grade 2	54
Grade 3	51
Grade 4	61
Grade 5	52
Grade 6	51
Grade 7	53
Grade 8	42
Total Enrollment	470

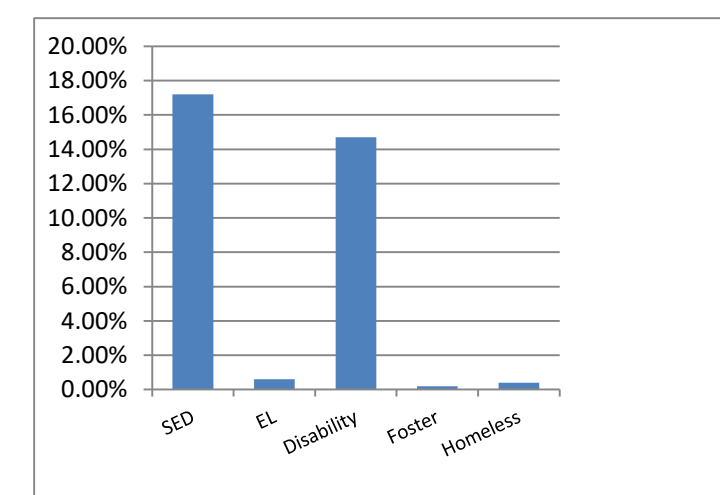


Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.4%
Asian	3.2%
Filipino	0.0%
Hispanic or Latino	9.8%
Native Hawaiian or Pacific Islander	0.2%
White	77.0%
Two or More Races	9.4%



Socioeconomically Disadvantaged	17.2%
English Learners	0.6%
Students with Disabilities	14.7%
Foster Youth	0.2%
Homeless Youth	0.4%



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	CMP-Shingle Springs		
	2018-19	2019-20	2020-21
With Full Credential	23	30	28
Without Full Credential	0	1	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments* and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments**	0	0	0
Vacant Teacher Positions	0	0	0

* Note: 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-2021)

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular and supplemental materials and programs, the process is to gather input from a variety of stakeholders to present to the administrative leadership team for determining implementation. All students are provided with copies of textbooks and instructional materials.

Subject	Textbooks and Instructional Materials
Reading/Language Arts Kindergarten-3rd Grade	<ul style="list-style-type: none"> • Montessori Albanesi Language Arts Curriculum • iReady Reading Program & Teacher Toolbox • Scholastic StoryWorks Jr. Informational Text Series • Accelerated Reader • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting Without Tears • Writing Pathways • Keyboarding Without Tears • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • Sonday System Reading Intervention
Reading/Language Arts 4th Grade-6th Grade	<ul style="list-style-type: none"> • Montessori Albanesi Language Arts Curriculum • iReady Reading Program & Teacher Toolbox • Scholastic StoryWorks Informational Text Series • Historic Literature Novels • Literature Circle Novels • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting Without Tears • Writing Pathways • Keyboarding Without Tears

	<ul style="list-style-type: none"> • Sondag System Reading Intervention
Reading/Language Arts 7th Grade-8th Grade	<ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • iReady Reading & Teacher Toolbox • Historic Literature Novels • Literature Circle Novels • Writing Pathways • Keyboarding Without Tears • Sondag System Reading Intervention
Mathematics Kindergarten-3rd Grade	<ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • iReady Math & Teacher Toolbox • Ready Math Instruction (1st – 3rd grade) • Ready Math Practice and Problem Solving (1st – 3rd grade)
Mathematics 4th Grade-6th Grade	<ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • iReady Math & Teacher Toolbox • Ready Math Instruction • Ready Math Practice and Problem Solving
Mathematics 7th Grade-8th Grade	<ul style="list-style-type: none"> • Pearson Digits Math Program • Pearson Algebra • Pearson Geometry • iReady Math & Teacher Toolbox • Ready Math Instruction • Ready Math Practice and Problem Solving
Science 4th Grade-8th Grade	<ul style="list-style-type: none"> • Teacher's Curriculum Institute, Science Alive! • Montessori Curriculum
History-Social Science 4th Grade-8th Grade	<ul style="list-style-type: none"> • Teacher's Curriculum Institute, Social Studies Alive! • Teacher's Curriculum Institute, History Alive!
Foreign Language Kindergarten - 8th Grade	<ul style="list-style-type: none"> • Rosetta Stone
Social-Emotional Learning Kindergarten – 8 th Grade	<ul style="list-style-type: none"> • Second Steps • Mindfulness Program

School Facility Conditions and Planned Improvements

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

On February 23, 2005, CMP-Shingle Springs was awarded a Charter School Facilities Program Grant (CSFP) for \$5,310,746, including site acquisition. At the April 25, 2007 SAB meeting, the regulations were revised to reflect changes to the projects upon conversion from a Preliminary Apportionment to a Final Apportionment. These changes allowed for the Charter School Facilities Program under Proposition 55 to have two categories of funding for the projects: site acquisition and construction. The regulation changes resulted in the grant amount being determined to be \$10,544,098. The project was advertised, bids were received, and OPSC released \$10,544,098 to CMP-Shingle Springs. Contracts were issued and construction began in Spring of 2014 with completion in July, 2015. CMP-Shingle Springs opened its doors to 14 new classrooms/library spaces, a large gymnasium, warming kitchen, and multiple administrative offices in August, 2015.

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

In addition to the new classrooms and administrative offices, the new CMP-Shingle Springs campus features a large gymnasium, which is utilized for before and after-school enrichment, basketball and volleyball games, physical education, the school's band

program, drama program performances, assemblies and parent events. A developed sports field provides a venue for soccer and flag football, and a larger undeveloped field, fondly referred to as “Green Acres,” allows students the opportunity to engage in nature studies.

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

CMP-Shingle Springs completed its latest Site Safety Assessment on November 12, 2020. The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards. The team noted a couple of campus improvement projects to further enhance the campus. The campus grounds and facilities were also determined to be well-maintained, clean and in good repair. Regular safety device inspections, fire safety inspections and pest inspections occur. Evacuation maps, safety drills and regular safety inspection logs were also reviewed and were deemed to be in compliance with the school’s safety protocols. CMP-Shingle Springs’ maintenance team regularly inspects and repairs doors, gates, fences, roofs, and playground equipment.

Campus Grounds and Facilities	Not Assessed	No	Yes
Campus grounds are clean, clear of graffiti and in good repair.			x
There is good visibility for all campus common areas with no barriers blocking line of sight.			x
Buildings and classrooms have direct contact with the office by phone, intercom or two-way radio.			x
Classrooms have secure communication with the office by phone or email.			x
Classroom doors can be locked from the inside.			x
Fire extinguisher inspection tags are in place and include current inspection status.			x
Doors and windows are visibly in good operation condition, providing security as needed.			x
Evacuation maps are clearly posted in each room and show primary and alternate routes.			x
Exits (primary and emergency) are marked clearly, free of obstruction and in good working conditions.			x
Bathrooms are clean, clear of graffiti, in good condition and have adequate lighting.			x
Bathrooms are equipped with hand-washing supplies and signage.			x
Ceiling tiles and vents are in place and do not show signs of tampering (especially in bathrooms).			x

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities).

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
English Language Arts / Literacy (grades 3-8)	68%	N/A	69%	N/A	50%	N/A
Mathematics (grades 3-8)	55%	N/A	61%	N/A	39%	N/A

- Note: Cells with N/A values do not require data.
- Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
- 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.
- Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in English Language Arts/Literacy (ELA) by Student Group Grades 3 – 8 (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

- Note: Cells with N/A values do not require data.
- Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades 3 – 8 (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

- Note: Cells with N/A values do not require data.
- Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades 5 and 8

Subject	Percentage of Students Scoring at Proficient or Advanced					
	CMP-Shingle Springs		Buckeye Union		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Science	44.6%	N/A	56.2%	N/A	29.9%	N/A

- Note: Cells with N/A values do not require data.
- Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
- Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

- Note: Cells with N/A values do not require data.
- Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

The parents and other family members of our students are very actively involved at our campus. Last year they logged over 16,000 hours of parent participation! Generally, 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. During the school closure due to the COVID pandemic, parents were recruited to assist in making individual Montessori Materials for each of our students to use in their Distance Learning programs and have been working on weekend work parties on outdoor facilities. During this time, parents have been amazing partners in facilitating the education of their children during Distance Learning. They logged hundreds of hours on this project alone. 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.

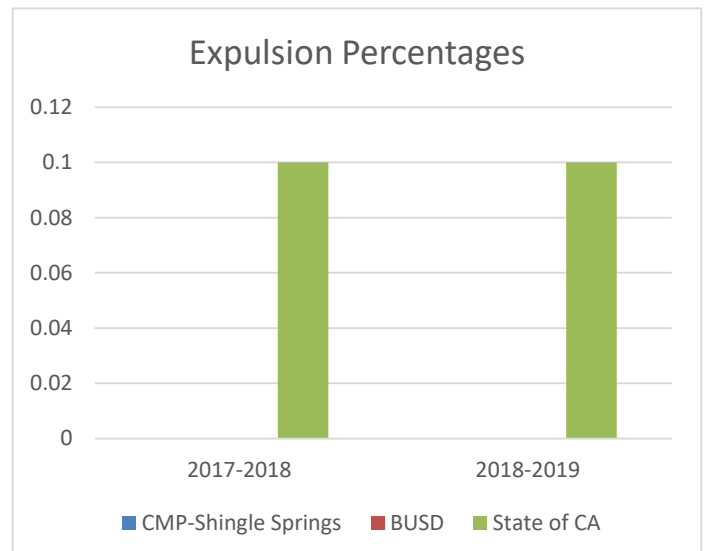
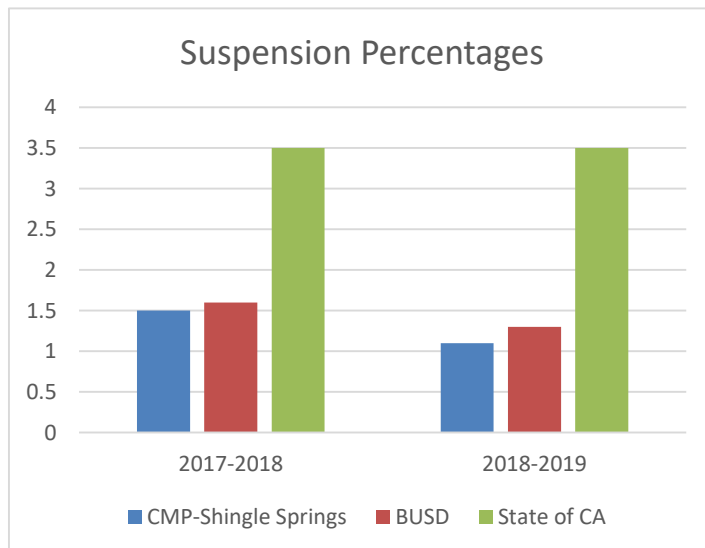
State Priority: School Climate

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

	CMP – Shingle Springs		Buckeye Union School District		State	
Rate	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Suspensions Rate	1.5%	1.1%	1.6%	1.3%	3.5%	3.5%
Expulsions Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%



2019-2020 Suspension/Expulsion Chart

	CMP – Shingle Springs	Buckeye Union School District	State
Rate	2019-20	2019-20	2019-20
Suspensions Rate	0.42%	1.1%	2.6%
Expulsions Rate	0.0%	0.0%	0.06%

- Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

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

Subject	Avg Class Size	2017-18			Avg Class Size	2018-19			Avg Class Size	2019-20		
		Number of Classes 1-20	21-32	33+		Number of Classes 1-20	21-32	33+		Number of Classes 1-20	21-32	33+
K	18	3	0	0	17	2	0	0	16	2	0	0
K-1st	19	1	0	0	20	2	0	0	20	2	0	0
1st	16	2	0	0	16	2	0	0	17	2	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0	0
1st-2nd-3rd	0	0	0	0	0	0	0	0	0	0	0	0
2nd-3rd	23	0	5	0	23	0	5	0	21	0	5	0
4th	0	0	0	0	0	0	0	0	0	0	0	0
4th-5th-6th	25	4	4	0	20	4	4	0	21	4	4	0
5th-6th	0	0	0	0	0	0	0	0	0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2017-18				2018-19				2019-20			
	Avg Class Size	Number of Classes			Avg Class Size	Number of Classes			Avg Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	20	4	0	0	21	1	3	0	24	0	4	0
Math	11	7	0	0	17	4	1	0	13	5	2	0
Science	20	4	0	0	21	1	3	0	24	0	4	0
Social Science	20	4	0	0	21	1	3	0	24	0	4	0

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

Academic Counselors and Other Support Staff (School Year 2019-2020)

Number of FTE* Assigned to School	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (librarian)	0
Library Media Services Staff (paraprofessional)	0.2
Psychologist	0.16
Social Worker	0
Nurse	0 (Contracted as needed)
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.8 and 0.9
Other	1.5 (maintenance staff)
Average Number of Students per Staff Member	
Academic Counselor	470

- Note: Cells with N/A values do not require data.
- Note: 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 (2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)
CMP – Shingle Springs	11,014	2,664	8,350
District - BUSD	10,860		
Percent Difference – CMP-Shingle Springs and BUSD	1%		
State	13,079		
Percent Difference – CMP-Shingle Springs and State	-16%		

Professional Development

Measure	2018-2019	2019-2020	2020-2021
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	19

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, on-line supplemental curriculum training and other areas of educational specialty.

CMP offered staff 6 days of preservice meetings that allowed campus administration to inform, train and support staff during the transition to the digital platform for distance learning. Training was offered on the online programs and technology platforms, focusing on: Google Classroom, Clever integration, managing our new Distance Learning website, incorporating iReady Math and Reading, and creating resources that could be shared network wide. Time was provided for grade level teams to collaborate after training and for individuals to process the information and prepare Google Classrooms and the work for the students. Other training topics also offered: safety, distance learning model and website, attendance, Special Education services, Teacher Assistant training, interventions/MTSS/RTI, parent communication, new curriculum guides, priority standards, new curriculum, ways to support students and parents, etc.

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. In addition, CMP offers four Super Duper Saturdays of professional development training that specifically focuses on teaching assistants, offering opportunities to move them up in their career path.

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, the result is highly-trained teachers who are ready to lead students into the 21st century.