



**California Department of Education
School Accountability Report Card
California Montessori Project – San Juan Campuses
Reported Using Data from the 2018-2019 School Year**

Every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

California Montessori Project (CMP) is a charter public school network in the greater Sacramento area. CMP-San Juan continues to thrive as part of the CMP network, but also as three unique campuses within the San Juan Unified School District.

Contact Information (School Year 2019-2020)

Charter School Contact Information	
School Name: California Montessori Project – San Juan Campuses	
Superintendent: Brett Barley	
Central Office: 5330-A Gibbons Drive, Carmichael, CA 95608 916-971-2432	
American River Campus: 6838 Kermit Lane, Fair Oaks, CA 95628 916-714-9699 Principal: Julie Miller Email: aroffice@cacmp.org	
Carmichael Campus: 5325 Engle Road, Suite 200, Carmichael, CA 95608 916-971-2430 Principal: Laurien Spiller Email: lspillar@cacmp.org	
Orangevale Campus: 6545 Beech Avenue, Orangevale, CA 95662 916-673-9389 Principal: Maria Ostendorf Email: mostendorf@cacmp.org	
Website: www.cacmp.org	
County-District-School (CDS) Code: 34-67447-0112169	

Authorizing District Contact Information	
District Name: San Juan Unified School District	
Phone Number: (916) 971-7700	
Superintendent: Kent Kern	
Email Address: info@sanjuan.edu	
Website: www.sanjuan.edu	

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 2600 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 (CMP) offers an internationally-recognized education program which provides the program and resources to support the academic, social, and emotional development of every child. CMP offers an environment that is focused on student achievement, while promoting each child's growth as an individual, family member, worker, and contributor to a better society and a peaceful world. This is achieved through a commitment from the community: parents, teachers, community groups, 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.

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.

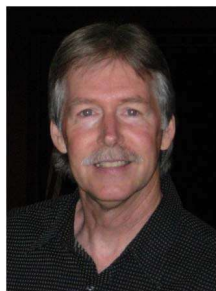
California Montessori Project – San Juan

The California Montessori Project-San Juan Charter School 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. CMP-San Juan is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 19th year as a Montessori Charter School, CMP-San Juan has established beautiful classroom environments rich with Montessori materials. CMP-San Juan 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-San Juan 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-San Juan are encouraged to become life-long learners through developing their abilities to self-motivate and work independently. They 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-San Juan 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).

Gary Bowman, CMP Network Superintendent/Executive Director, 2005-2019



Gary S. Bowman is an educator with over 30 years of extensive experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary's College (Moraga, CA) and Chico State University.

Mr. Bowman has earned statewide recognition for his work with Native-American students and families, receiving awards at the Governor's Mansion and at the Lawrence Livermore National Lab. He has presented numerous workshops for CSDC (Charter School Development Center), CCSA (California Charter Schools Association) and AMS (American Montessori Society).

In addition to an extensive teaching career, he has served as a site and/or District administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville USD. Mr. Bowman was recently elected to serve as a Board Member for the American Montessori Society.

Brett Barley, CMP Network Superintendent, 2019-Current



Brett Barley is currently 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.

Julie Miller, CMP-San – Juan @ American River



For over twenty years, Julie Miller's had the opportunity to work in Montessori schools in both the private and public sector. Since 2001, she has worked for the California Montessori Project and for the past twelve years she has served as Principal at the CMP - American River and Carmichael campuses. She holds a 6-12 Montessori Teaching Credential through the American Montessori Society, has a Bachelor of Arts degree in Social Sciences, California State Multiple Subject Clear Teaching Credential, and Administrative Service Credential. Since being employed by the California Montessori Project she has taught grades K-6, with the majority of her time spent teaching in the upper grades. In addition to teaching, she took on many leadership roles, serving as a grade level mentor, BTSA Support Provider, teacher representative for the Campus Advisory Council, and teacher

representative on our CMP Governing Board.

Since being in administration, she's had the wonderful opportunity to work closely with students, staff, and families. Some of the highlights she has experienced as campus principal have included beautification of the campus and peace garden, developing and overseeing the campus RTI program, promoting positive student behavior through the comprehensive Peace Curriculum, and collaborating on the WASC Self-Study document, which lead to a six-year accreditation. Her strength lies in building bridges with families and fostering a community feel on campus.

Laurien Spiller, CMP – San Juan @ Carmichael



Laurien Spiller is the Principal at the CMP Carmichael campus and has worked in the field of public Montessori education since 2006. In addition to serving as a teacher and principal at CMP, Ms. Spiller's leadership positions have included Director/Principal of a Montessori charter school in Southern California and Director of Fiscal Services for a mid-sized elementary school district in Southern California.

Ms. Spiller holds a M.A. in Educational Leadership and Policy Studies from CSU Sacramento, a B.A. in Visual Art/Criticism from UC San Diego, a California Administrative Services Credential and Multiple Subject Teaching Credential, and an American Montessori Society Primary Credential.

Ms. Spiller greatly values the staff, students, and families at CMP Carmichael and is committed to working in partnership to support the students to develop to their fullest potential!

Kim Aldridge, CMP-San Juan @ Orangevale (2015-2019)



Kim Aldridge's Montessori experience began as a parent of two children enrolled in a private Montessori school. She actively assisted in the classrooms and taught music to the preschool and lower elementary children. Rather than return to her previous career, Kim enrolled in Montessori training and taught at the Kindergarten level for ten years.

When presented with the opportunity to assist in the start-up of a Montessori charter, Kim embraced this as a means of bringing Montessori education to families who would otherwise be unable to afford the tuition of a private school. She found great fulfillment in working with parents, staff, and the governing body of the charter. She accepted an administrative position when it was offered, realizing this gave her the opportunity to work with both the children and the adults involved in the school. This is her fourteenth year working in an administrative capacity, currently as Principal of the Orangevale Campus.

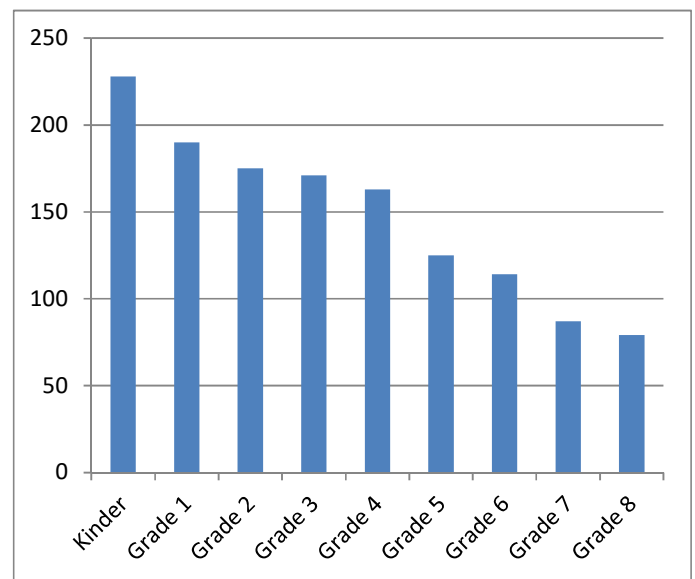
Maria Ostendorf, CMP – San Juan @ Orangevale (2019-Current)



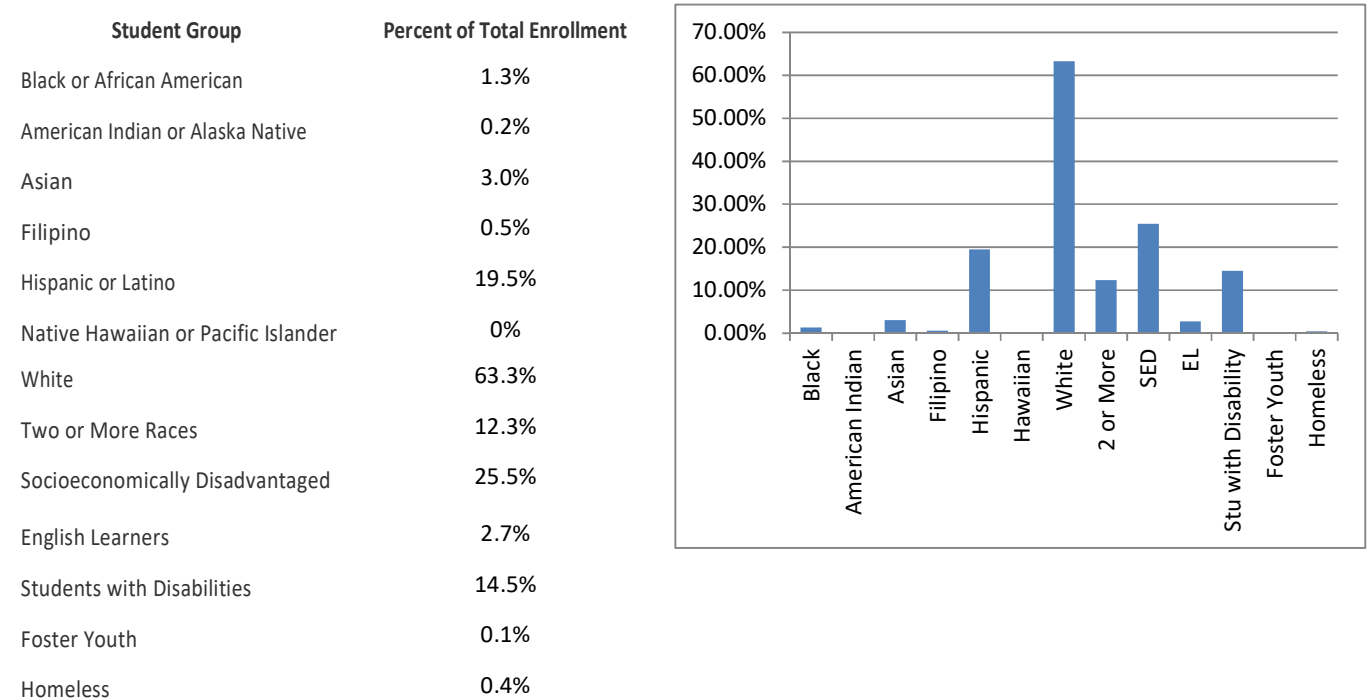
Maria Ostendorf is the principal at the CMP Orangevale Campus. Ms. Ostendorf has been a part of the CMP community since 2003, starting as an upper elementary teacher. She received her Bachelor's degree in Elementary Education from the University of Dayton in Ohio. After completing her undergraduate studies, Maria joined the United States Peace Corps and served as a teacher in Morocco for three years. Upon returning to the United States, Maria earned her Master's degree at California State University, Sacramento. Maria has worked with elementary aged children for more than 25 years as a teacher and administrator. She is a trained Montessori educator and is passionate about Montessori education.

Student Enrollment by Grade Level (School Year 2018-2019)

Grade Level	Number of Students
Kindergarten	228
Grade 1	190
Grade 2	175
Grade 3	171
Grade 4	163
Grade 5	125
Grade 6	114
Grade 7	87
Grade 8	79
Total Enrollment	1,332



Student Enrollment by Student Group (School Year 2018-2019)



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-San Juan		
	2017-18	2018-19	2019-20
With Full Credential	63	75	77
Without Full Credential	0	0	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-2020)

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 Montessori Word Building Montessori Albanesi Language Arts Curriculum Superstar Readers Explode the Code/Primary Phonics Read Naturally Live Keyboarding Without Tears iReady Ready Teacher Toolbox SRA Handwriting without Tears Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) 4th Grade – 6th Grade Montessori Albanesi Language Arts Curriculum Historic Literature Novels Literature Circles Novels iReady Ready Teacher Toolbox SRA Spelling Program: Worldly Wise Read Naturally 7th Grade – 8th Grade Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels iReady Read Naturally
Mathematics	Kindergarten – 3rd Grade Montessori Albanesi Math & Geometry Curriculum iReady Ready Teacher Toolbox 4th Grade – 6th Grade Montessori Albanesi Math & Geometry Curriculum Key To Workbook Series iReady Ready Teacher Toolbox 7th Grade – 8th Grade HMH Go Math iReady Ready Teacher Toolbox

Science	Transitional Kindergarten – 3rd Grade Montessori Science Curriculum Mystery Science 4th Grade – 5th Grade Montessori Science Curriculum Social Studies Weekly 6th Grade – 8th Grade TCI Science
History-Social Science	Transitional Kindergarten – 3rd Grade Montessori Curriculum 4th Grade – 6th Grade Montessori Curriculum Social Studies Weekly 7th Grade - 8th Grade TCI Social Science
Foreign Language	Kindergarten – 8th Grade Rosetta Stone
Social-Emotional Learning	Kindergarten – 8th Grade Second Steps Mindfulness Program

School Facility Conditions and Planned Improvements

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 426 students. The campus is currently mid-way through a large scale renovation of the site with upgrades to infrastructure, interior of classrooms and Multi-Purpose Room, and landscape and hardscape updates. The renovations are expected to be completed by January 2021.

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 29 classrooms, a library, science lab, art room, music room, and a large room for the before & after school program. The campus has two multi-purpose rooms, use of a gymnasium, special education resource rooms, and administrative offices. A large field and play structure meet 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 completed by an outsourced janitorial service. The school is currently undergoing the facility improvement project of resurfacing and re-striping the playground blacktop. CRPD has committed to roof and gutter repairs for the facility. Daily school maintenance and security is provided by CMP staff. The site safety plan is reviewed and updated annually. The long-term lease will allow the Carmichael Campus to continue to develop the campus to best support students, staff and families, providing a quality, tuition-free Montessori education.

CMP - Orangevale Campus

The CMP-Orangevale Campus opened in August of 2010 at the Thomas Coleman Campus, which resides in a residential neighborhood in the small city of Orangevale. The facility is currently leased from the San Juan Unified School District (SJUSD). The campus is shared with SJUSD Child Development Programs. Currently CMP-Orangevale occupies 12 classrooms, which include three Kindergarten/1st grade classrooms, three lower elementary classrooms, four upper elementary classrooms and two middle school classrooms. One additional classroom is a dedicated space for our Special Education services. In August 2018 CMP-Orangevale gained access to portable classroom for use as the school library and before/after school care program. CMP-Orangevale students have access to expansive fields with soccer and baseball diamonds, two play structures and a large asphalt area with basketball, four-square, two sets of swings and a ball wall. CMP-Orangevale has access to the Multi-purpose room which is shared with SJUSD Child Development Programs. The SJUSD maintenance and custodial staff maintain the campus and provide janitorial service throughout the day for cleaning and immediate maintenance needs. For safety purposes, fencing surrounds the lower level classrooms, requiring visitors to check into the office before entering the campus. In the future, CMP-Orangevale would like to add perimeter fencing around the entire school property in order to improve student safety.

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	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts / Literacy (grades 3-8)	51%	53%	45%	46%	50%	50%
Mathematics (grades 3-8)	33%	36%	34%	35%	38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in English Language Arts/Literacy (ELA) by Student Group Grades Three through Eight (School Year 2018-2019)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	732	726	99.18%	0.82%	52.75%
Male	359	354	98.61%	1.39%	44.35%
Female	373	372	99.73%	0.27%	60.75%
Black or African American	13	13	100.00%	0.00%	15.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24%	4.76%	70.00%
Filipino	--	--	--	--	--
Hispanic or Latino	145	143	98.62%	1.38%	46.15%
White	459	456	99.35%	0.65%	55.48%
Two or More Races	89	89	100.00%	0.00%	50.56%
Socioeconomically Disadvantaged	190	189	99.47%	0.53%	37.57%
English Learners	28	28	100.00%	0.00%	25.00%
Students with Disabilities	151	149	98.68%	1.32%	26.17%

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	732	725	99.04%	0.96%	35.86%
Male	359	354	98.61%	1.39%	37.01%
Female	373	371	99.46%	0.54%	34.77%

Black or African American	13	13	100.00%	0.00%	7.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24%	4.76%	60.00%
Filipino	--	--	--	--	--
Hispanic or Latino	145	143	98.62%	1.38%	28.67%
White	459	456	99.35%	0.65%	38.60%
Two or More Races	89	88	98.88%	1.12%	32.95%
Socioeconomically Disadvantaged	190	189	99.47%	0.53%	25.93%
English Learners	28	28	100.00%	0.00%	25.00%
Students with Disabilities	151	148	98.01%	1.99%	18.92%

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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 2018-2019)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2%	33.6%	28.0%
7	16.3%	18.6%	41.9%

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 2019-2020)

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. The parent-school partnership provides the home to school connections that build a strong school community.

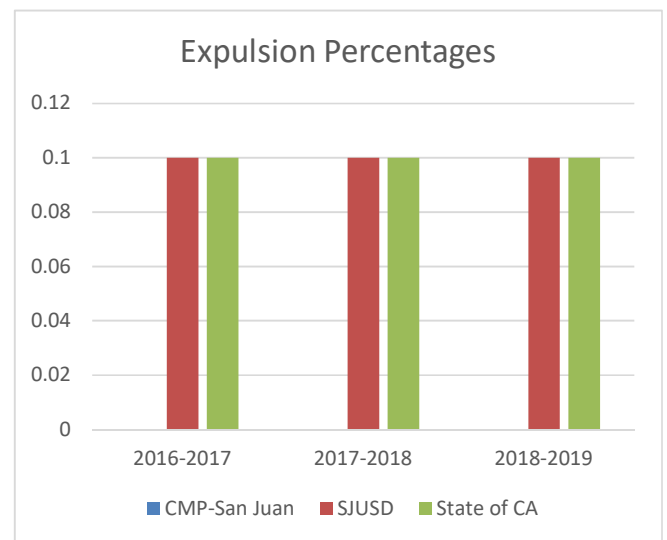
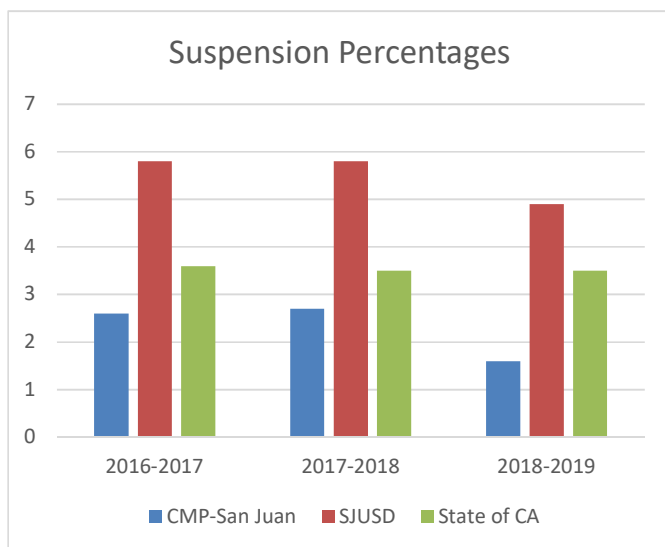
State Priority: School Climate

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-San Juan			San Juan Unified School District			State of California		
Rate	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	2.6%	2.7%	1.6%	5.8%	5.8%	4.9%	3.6%	3.5%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



School Safety Plan

California Montessori Project has a Site Safety Operations Plan that includes a Comprehensive Safety Plan and a Site Emergency Response Plan. The Site Safety Operation Plan is reviewed every year with the network safety committee and approved by the CMP Governing Board annually.

The CMP school-wide Safety Plan update will be submitted for approval at the February 10, 2020 Governing Board Meeting. Key elements of the plan include monthly drills and crisis intervention plans.

D. Other SARC Information

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

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.

Grade	2016-17				2017-18				2018-19			
	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+
TK/K	19	4	3	0	22	1	5	0	22	1	8	0
K/1	21	3	5	0	23	0	8	0	22	0	3	0
1st-2nd-3rd	22	3	11	0	22	4	8	0	23	1	18	0
2nd – 3rd	21	2	4	0	23	0	8	0	23	0	3	0
4th-5th-6th	23	3	14	0	23	3	14	0	24	1	16	0

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

Average Class Size and Class Size Distribution (Secondary)

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	2016-17				2017-18				2018-19			
	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	4	0	20	6	4	0	21	4	6	0
Math	14	5	4	0	14	9	1	0	11	14	1	0
Science	21	3	3	0	20	3	4	0	21	4	4	0
Social Science	21	3	3	0	20	3	4	0	21	4	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 2018-19)

Number of FTE* Assigned to School	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	0.32
Social Worker	
Nurse	

Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and Charter School Teacher Salaries (2017-2018)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
CMP – San Juan	\$9,608	\$2,012	\$7,596	\$52,814
SJUSD	N/A	N/A	\$7,762	\$76,673
Percent Difference – CMP-San Juan and SJUSD	N/A	N/A	-2%	-31%
State	N/A	N/A	\$7,507	\$82,403
Percent Difference – CMP-San Juan and State	N/A	N/A	1%	-36%

Professional Development

Measure	2017-2018	2018-2019	2019-2020
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 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 nine 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.