



**California Department of Education
School Accountability Report Card
California Montessori Project – Elk Grove Campus
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-Elk Grove continues to thrive as part of the CMP network, but also as a unique campus within the Elk Grove Unified School District.

Charter School Contact Information
School Name: California Montessori Project – Elk Grove Campus
Superintendent: Brett Barley
Central Office: 5330-A Gibbons Drive, Carmichael, CA 95608 916-971-2432
Principal: Kathleen Merz
Bradshaw Campus: 9649 Bradshaw Road, Elk Grove, CA 95624 916-714-9699
Elk Grove Blvd Campus: 8828 Elk Grove Blvd, Elk Grove, CA 95624 916-714-9702
Email: cmpegoffice@cacmp.org
Website: www.cacmp.org
County-District-School (CDS) Code: 34-67314-0111732

Authorizing District Contact Information
District Name: Elk Grove Unified School District
Phone Number: 916-686-5085
Superintendent: Christopher Hoffman
Email: choffman@egusd.net
Website: www.egusd.net

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 - Elk Grove:

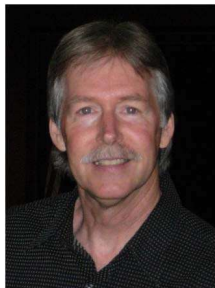
The California Montessori Project—Elk Grove Campus, is a Montessori public charter school offering K-8th Grade education under a charter authorized by the Elk Grove Unified School District. CMP-Elk Grove is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 19th year as a Montessori Charter School, CMP-Elk Grove has established beautiful classroom environments rich with Montessori materials. CMP-Elk Grove 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-Elk Grove's program quality is sustained by supporting its faculty with continued professional development and quality Montessori materials in low student/teacher ratio classrooms.

CMP-Elk Grove has a strong school community with a high level of family involvement. Parents are encouraged to volunteer in the classroom, participate in field trips, and help organize special events and fundraisers. There are many opportunities for families to be involved as a community and get to know one another. Among such events are the Walk-a-Thon, Science Fair, Art Walk, Harvest Festival, Family Dance, Harvest Luncheons, Family Movie Nights, Wax Museum, Ice Cream Socials, and class performances.

CMP-Elk Grove 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 work at their own pace or work through additional practice problems based on their individual progress towards mastery. This method of assessment and curriculum assignment respects each individual child's learning needs.

The CMP-Elk Grove's mascot is the CMP Lion and the motto is Lions ROAR (**R**espect others and the environment, **O**wn their actions, **A**ct responsibility, and **R**ise to the challenge). Peace education and character education are integral parts of the CMP-Elk Grove curriculum. The school is completing its first 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.

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).

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.

Kathleen Merz, CMP – Elk Grove Campus Principal

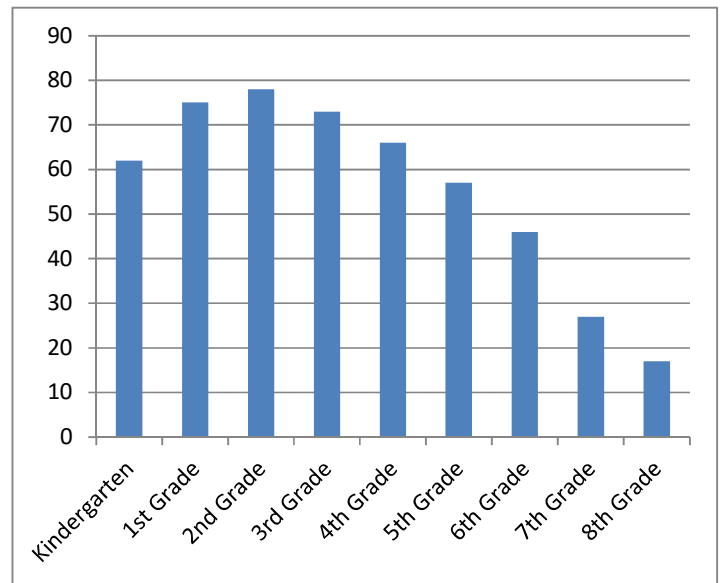


Kathleen Merz has over 30 years of experience working with school age children. In addition to a Bachelor of Arts Degree in Psychology, Kathleen also holds her Montessori Elementary I Certificate and her California Teaching Credential. Before joining the field of education, Kathleen worked for seven years with adolescent boys in out of home placement as a residential counselor and social worker. Inspired by the Montessori philosophy, she began working for Norman Lorenz, a CMP founder, at Mr. Lorenz's Elk Grove Montessori Elementary School in 1998 as a lower elementary lead teacher. When the California Montessori Project was established, Kathleen continued in her role as a lead teacher at the Elk Grove Campus. During her 9 years of teaching for CMP, she served as a mentor to new teachers, provided both curricular and professional support to all teaching staff in kindergarten and lower elementary grade levels, and was a member of the Campus Advisory Council (CAC) and the Instruction and Curriculum Committees.

In 2010, Kathleen transitioned into an assistant administrative role at the Elk Grove Campus, working as the Education Specialist under the mentorship of then Principal Mickey Slamkowski. As Education Specialist, Kathleen was the campus RTI coordinator, worked to streamline curriculum, planned staff in-services, and coordinated the WASC Initial Self-Study for the Elk Grove Campus. In 2011, Kathleen began serving as Principal of the Elk Grove Campus. Under her leadership, the Elk Grove Campus expanded to include a second school site, built using Prop 55 funds. With what she refers to as "a 2-mile long hallway", Kathleen and her staff have continued to foster a climate and culture of collaboration and partnership with the children and families they serve at the two sites.

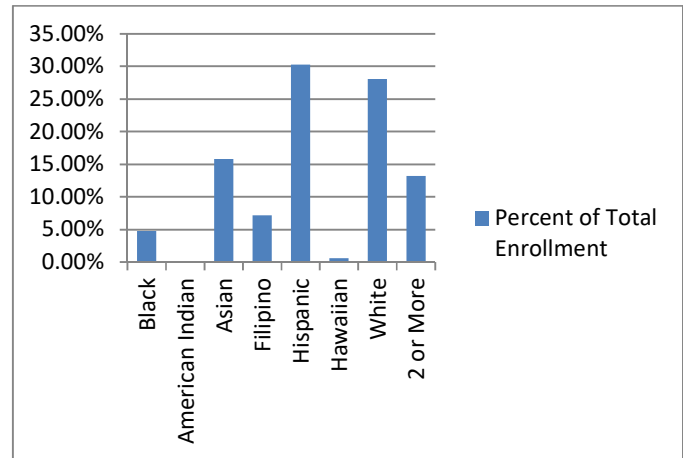
Student Enrollment by Grade Level (School Year 2018-2019)

Grade Level	Number of
Kindergarten	62
Grade 1	75
Grade 2	78
Grade 3	73
Grade 4	66
Grade 5	57
Grade 6	46
Grade 7	27
Grade 8	17
Total Enrollment	501

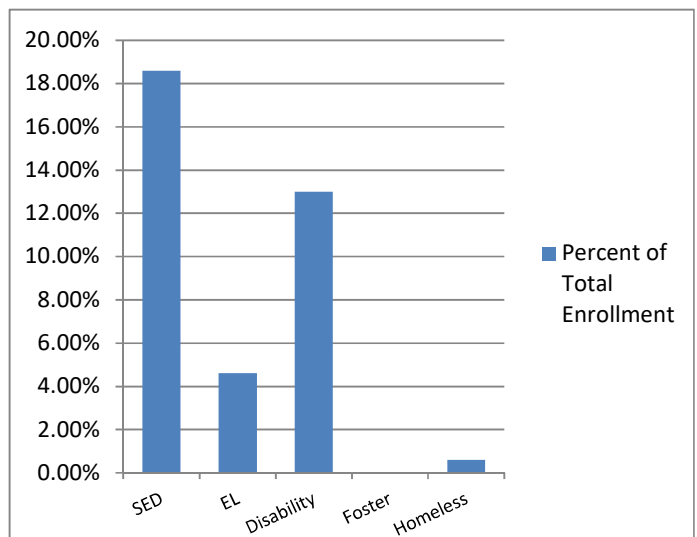


Student Enrollment by Student Group (School Year 2018-2019)

Student Group	Percent of Total Enrollment
Black or African American	4.8 %
American Indian or Alaska Native	0.0 %
Asian	15.8 %
Filipino	7.2 %
Hispanic or Latino	20.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	28.1 %
Two or More Races	13.2 %



Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.6 %
English Learners	4.6 %
Students with Disabilities	13.0 %
Foster Youth	0.0 %
Homeless	0.6 %



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-Elk Grove		
	2017-18	2018-19	2019-20
With Full Credential	22	28	30
Without Full Credential	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicators	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	<ul style="list-style-type: none"> • Primary Phonics, Modern Curriculum Press • Great Source Education Press: Working Words in Spelling • Educators Publishing Specialty: Explode the Code • Albanesi Language Curriculum • Waseca Language Program • iReady Reading • Ready Teacher Toolbox • Keyboarding Without Tears • SRA Reading Laboratory • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
Reading/Language Arts 4th Grade-6th Grade	<ul style="list-style-type: none"> • Great Source Education Press: Working Words in Spelling • Scholastic Story Works • Individual novels for literature studies • Wordly Wise • ETC Language Curriculum • Albanesi Language Curriculum • Vocabulary from Classical Roots

	<ul style="list-style-type: none"> • iReady Reading • Ready Teacher Toolbox • Keyboarding Without Tears • SRA Reading Laboratory • Read Naturally
Reading/Language Arts 7th Grade-8th Grade	<ul style="list-style-type: none"> • iReady Reading • Ready Teacher Toolbox • Engage New York: Grade 8, Module 3B (Pilot) • Read Naturally
Mathematics Kindergarten-3rd Grade	<ul style="list-style-type: none"> • Montessori Math Lessons • Albanesi Math Curriculum • iReady Math • Ready Teacher Toolbox
Mathematics 4th Grade-6th Grade	<ul style="list-style-type: none"> • Montessori Math Lessons • Go Math 6th – Houghton, Mifflin, Harcourt • Albanesi Math Curriculum • iReady Math • Ready Teacher Toolbox
Mathematics 7th Grade-8th Grade	<ul style="list-style-type: none"> • Houghton, Mifflin, Go! Math • Khan Academy • iReady Math • Ready Teacher Toolbox
Science 4 th Grade – 6 th Grade	<ul style="list-style-type: none"> • Montessori Science Lessons • SRA Science Laboratory
Science 7th Grade-8th Grade	<ul style="list-style-type: none"> • Teacher's Curriculum Institute: Bring Science Alive – Cycle A; Life Science Cycle B Physical Science
History-Social Science 4th Grade-6th Grade	<ul style="list-style-type: none"> • Montessori History Lessons
History-Social Science 7 th Grade – 8 th Grade	<ul style="list-style-type: none"> • Teacher's Curriculum Institute: History Alive! – Cycle A Medieval World; Cycle B The United States Through Modern Times
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-Elk Grove Campus is comprised of two sites. The original facility located on Elk Grove Blvd is a former public school campus leased through the Cosumnes Community Services District (CSD). An open site, with perimeter fencing, the grounds are a public park in the evenings and on weekends. The facility houses an office and four traditional classrooms. This site serves students in Kindergarten - 2nd Grade. The school grounds include a spacious field, a playground, and a large asphalt play area with a basketball court. In partnership with CSD, the property is maintained in good repair by maintenance personnel. The second CMP-Elk Grove facility is located 2.2 miles from the original site on Bradshaw Road. Ten acres of land houses school offices, 16 classrooms, a school library, and a large multipurpose room. This site serves students in Kindergarten – 8th Grade. The school grounds include a separate Kindergarten play area, a large asphalt play area, an elementary playground structure, two large shade structures, a middle school physical fitness center, a large garden area, and a large play field. This site is maintained in good repair by maintenance and custodial personnel and outside contractors as appropriate.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most 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)	46%	46%	55%	56%	50%	50%
Mathematics (grades 3-8)	24%	27%	45%	45%	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 3 – 8 (School Year 2018-2019)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	270	96.43%	3.57%	45.69%
Male	138	132	95.65%	4.35%	41.86%
Female	142	138	97.18%	2.82%	49.28%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	34	33	97.06%	2.94%	66.67%

Filipino	--	--	--	--	--
Hispanic or Latino	94	89	94.68%	5.32%	45.35%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	75	97.40%	2.60%	44.00%
Two or More Races	54	52	96.30%	3.70%	38.46%
Socioeconomically Disadvantaged	54	51	94.44%	5.56%	30.00%
English Learners	24	24	100.00%	0.00%	56.52%
Students with Disabilities	52	46	88.46%	11.54%	11.63%
Students Receiving Migrant Education	--	--	--	--	--
Foster Youth	--	--	--	--	--

**CAASPP Test Results in English Language Arts/Literacy (ELA) by Student Group
Grades 3 – 8 (School Year 2018-2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	270	96.43%	3.57%	27.07%
Male	138	132	95.65%	4.35%	30.47%
Female	142	138	97.18%	2.82%	23.91%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	34	33	97.06%	2.94%	45.45%
Filipino	--	--	--	--	--
Hispanic or Latino	94	89	94.68%	5.32%	24.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	75	97.40%	2.60%	28.00%
Two or More Races	54	52	96.30%	3.70%	26.92%
Socioeconomically Disadvantaged	54	51	94.44%	5.56%	16.00%
English Learners	24	24	100.00%	0.00%	30.43%
Students with Disabilities	52	46	88.46%	11.54%	0.00%
Students Receiving Migrant Education	--	--	--	--	--
Foster Youth	--	--	--	--	--

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%	17.9%	35.7%
7	0.0%	36.0%	16.0%

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, provide care for classroom pets over breaks and long weekend, 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, PTFC (Parent Teacher Family and Community), and the CMP Governing Board.

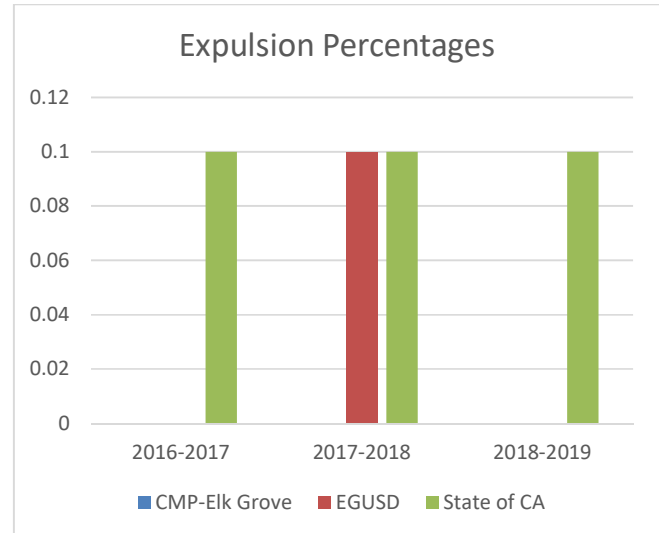
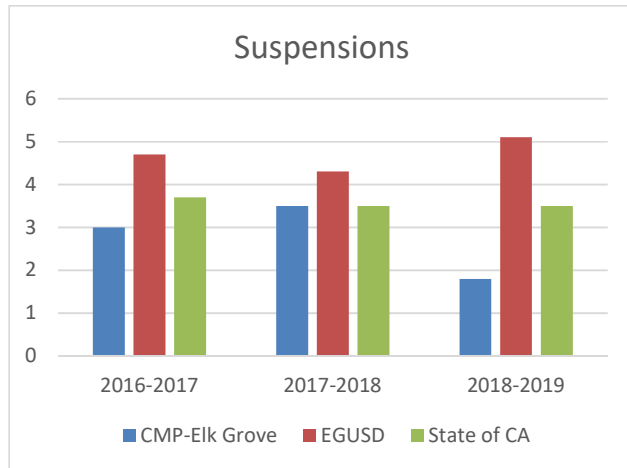
State Priority: School Climate

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-Elk Grove			Elk Grove 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	3.0%	3.5%	1.8%	4.7%	4.3%	5.1%	3.7%	3.5%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	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.

	2016-17				2017-18				2018-19			
Grade	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+
K	20	2	1	0	22	1	2	0	21	2	1	0
1st-2nd-3rd	20	7	4	0	22	1	9	0	22	0	10	0
4th-5th-6th	20	4	1	0	25	0	6	0	24	0	7	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.

Average Class Size and Class Size Distribution (Secondary)												
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	18	4	0	0	15	4	0	0	22	0	4	0
Math	18	2	0	0	15	2	0	0	11	4	0	0
Science	18	2	0	0	15	2	0	0	22	0	2	0
Social Science	18	2	0	0	15	2	0	0	22	0	2	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)	1
Library Media Teacher (librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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.

Expenditure 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 – Elk Grove	\$9,999	\$2,510	\$7,489	\$49,828
EGUSD	N/A	N/A	\$6,191	\$80,261
Percent Difference – CMP-Elk Grove and EGUSD	N/A	N/A	21%	-38%
State	N/A	N/A	\$7,507	\$82,403
Percent Difference – CMP-Elk Grove and State	N/A	N/A	0%	-40%

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.