



**California Department of Education  
School Accountability Report Card  
California Montessori Project – San Juan Campuses  
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-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 2020-2021)

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

Authorizing District Contact Information
<b>District Name:</b> San Juan Unified School District
<b>Phone Number:</b> (916) 971-7700
<b>Superintendent:</b> Kent Kern
<b>Email Address:</b> <a href="mailto:info@sanjuan.edu">info@sanjuan.edu</a>
<b>Website:</b> <a href="http://www.sanjuan.edu">www.sanjuan.edu</a>

## School Description and Mission Statement (School Year 2020-2021)

*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 – 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 20<sup>th</sup> 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).

### **Brett Barley, CMP Network Superintendent**



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-San – Juan @ American River**



Ms. Kathleen Merz has over 27 years of experience working with school-age children. She worked for seven years with adolescent boys in out-of-home placement as a residential counselor and social worker before joining the field of education. Initially working in a private Montessori school, Kathleen has worked with the California Montessori Project since its inception in 2001. She worked as a lead teacher in classrooms ranging from first through fourth grades, attended Montessori and charter school conferences, presented Monart Art training for other teachers, developed a school-wide report card rubric for the lower elementary program, provided mentorship for both new and experienced staff members, served as a member of the Campus Advisory Council and co-director of the fundraising committee, and provided administrative support when the Principal was off-site. Kathleen has both a multiple subject California teaching credential and lower elementary Montessori certificate.

In July 2010, Kathleen transitioned into the role of administrator working as the Educational Specialist for the Elk Grove Campus. In 2011, Kathleen became Principal of the Elk Grove Campus. During her time at the CMP - Elk Grove Campus, the school completed the building of a facility using Prop 55 funds and expanded to include a second site. In July 2020, Kathleen transferred to the American River Campus as Principal.

### **Laurien Spiller, CMP – San Juan @ Carmichael**



Laurien Spiller began her career in art marketing, but pivoted to a career in education after being inspired by Montessori methodology and the charter school movement. She obtained her CA Multiple Subjects credential and American Montessori Society teacher certification, and soon began teaching kindergarten in the Montessori charter school setting, first in the Sierra Foothills and later at California Montessori Project. Her commitment to providing a quality, tuition-free, Montessori education evolved from teaching to serving in an administrative capacity. Laurien completed an M.A in Educational Leadership and Policy Studies and CA Administrative Services credential at CSU Sacramento. With a focus on applying her management skills and educational experience within the public Montessori setting, she served as Principal/Head of School at a TK-6

Montessori charter school in Southern California. After five years at the school, which included annual API increases, enrollment growth and campus expansion, annual budget reserve increases, and successful collective bargaining outcomes, she moved on to lead the Fiscal Services department within the same district. This role included overseeing the development and maintenance of the district budgets, accounting and payroll functions, collective bargaining, LCAP lead, and reporting. In 2017, Laurien returned to CMP as Principal of the Carmichael campus and greatly enjoys serving her community. She deeply values the dedication of the CMP Carmichael staff, and is proud of their accomplishments and the true partnership they have established with the parents to support the students to develop to their fullest potential.

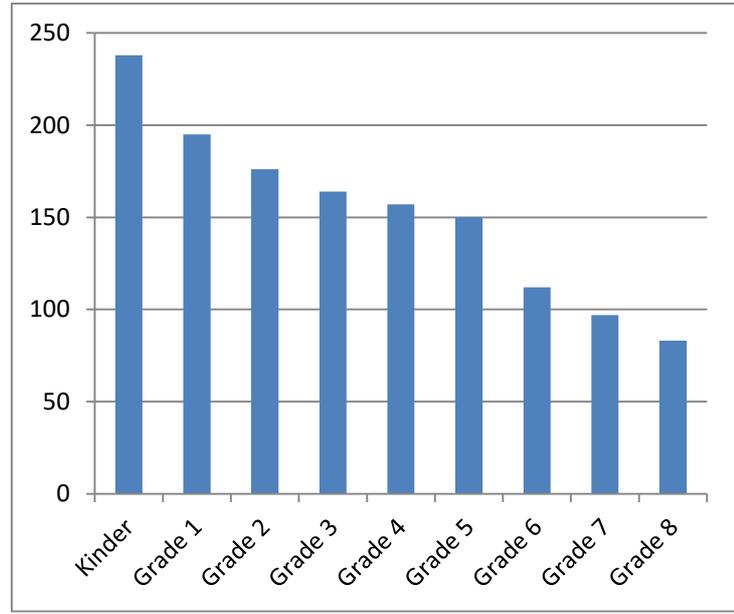
### **Maria Ostendorf, CMP – San Juan @ Orangevale**



Maria Ostendorf is in her second year as the principal at the CMP – San Juan Orangevale Campus. Maria began her journey as a school administrator as the Dean of Students at the CMP - Capitol Campus in 2009. She has been a part of the CMP community since 2003, starting as an upper elementary teacher. Her leadership at the CMP – San Juan Orangevale Campus is informed by her extensive experience and multiple Montessori credentials. Maria 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 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 in the roles of teacher and school administrator.

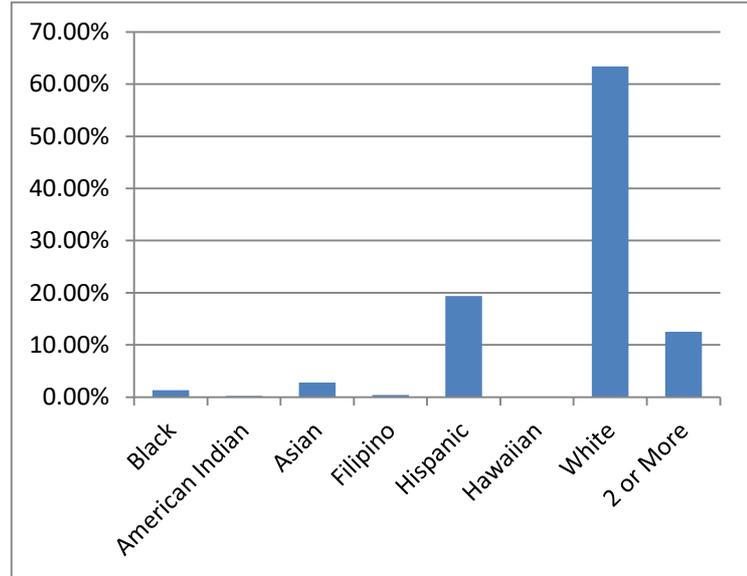
**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	238
Grade 1	195
Grade 2	176
Grade 3	164
Grade 4	157
Grade 5	150
Grade 6	112
Grade 7	97
Grade 8	83
<b>Total Enrollment</b>	<b>1,372</b>

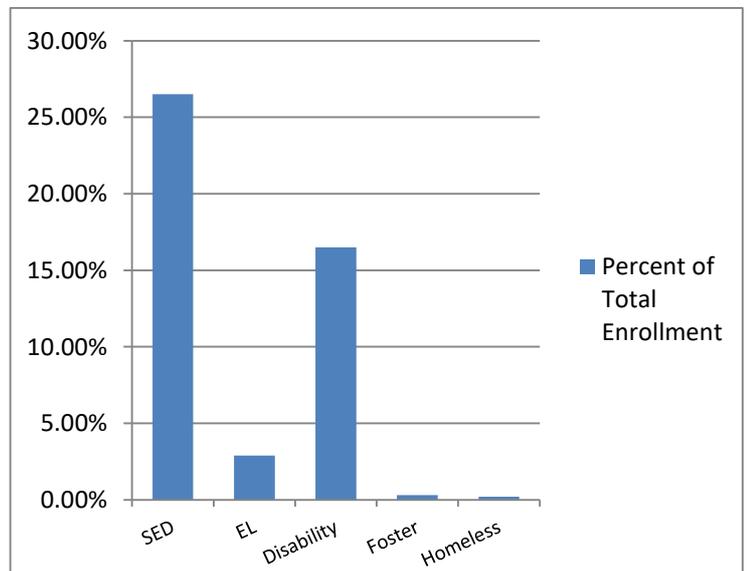


**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	0.2%
Asian	2.8%
Filipino	0.4%
Hispanic or Latino	19.4%
Native Hawaiian or Pacific Islander	0.0%
White	63.4%
Two or More Races	12.5%



Socioeconomically Disadvantaged	26.5%
English Learners	2.9%
Students with Disabilities	16.5%
Foster Youth	0.3%
Homeless	0.2%



## 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		
	2018-19	2019-20	2020-21
With Full Credential	75	77	69
Without Full Credential	0	6	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	3	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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
English Language Arts K-3 <sup>rd</sup>	Montessori Language Arts Curriculum WASECA Montessori Phonics Program Primary Phonics, Modern Curriculum Press, Houghton Mifflin Educators Publishing Service Explode the Code McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting Without Tears Curriculum Associates: i Ready Learning Reading A to Z Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS) Soday System Reading Intervention Super Star Readers Montessori Research and Development – Word Study Program
English Language Arts 4 <sup>th</sup> -6 <sup>th</sup>	Montessori Language Arts Curriculum Montessori Research and Development – Word Study Program Literature Circles Novels McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Spelling City Handwriting Without Tears Read Naturally Live Soday System Reading Intervention Lucy Caulkins Writing
English Language Arts 7 <sup>th</sup> -8 <sup>th</sup>	Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Curriculum Associates: i Ready Learning
Mathematics K-3 <sup>rd</sup>	Montessori Math Curriculum Math Facts in a Flash Curriculum Associates: iReady Math Curriculum Associates: Ready Common Core Math
Mathematics 4 <sup>th</sup> -6 <sup>th</sup>	Montessori Math Curriculum Math Facts in a Flash Curriculum Associates: iReady Math Curriculum Associates: Ready Common Core Math
Mathematics 7 <sup>th</sup> -8 <sup>th</sup>	American River – Houghton Mifflin – California Math* Carmichael – Curriculum Associates: Ready Classroom* Orangevale - Go Math! Curriculum Associates – iReady Math Math Facts in a Flash  * The Middle School teams are piloting Math programs for future adoption.
Science 4 <sup>th</sup> – 5 <sup>th</sup>	Montessori Science Curriculum Science Studies Weekly Mystery Science
Science 6 <sup>th</sup> -8 <sup>th</sup>	Montessori Science Curriculum (6 <sup>th</sup> ) Science Studies Weekly Carmichael – Teacher’s Curriculum Institute
History-Social Science	Montessori History Curriculum 4 <sup>th</sup> -6 <sup>th</sup> Teacher’s Curriculum Institute: Social Studies Alive! California’s Promise 4 <sup>th</sup> -6 <sup>th</sup> Teacher’s Curriculum Institute: Social Studies Alive! America’s Past 4 <sup>th</sup> -6 <sup>th</sup> Teacher’s Curriculum Institute: History Alive! Ancient World 7 <sup>th</sup> -8 <sup>th</sup> Teacher’s Curriculum Institute: History Alive! The United States Through Industrialism History Alive! The Medieval World and Beyond

## 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 454 students. CMP-San Juan American River Campus, in partnership with the San Juan Unified School District, recently completed a full remodel of the campus, including classrooms, administrative offices, multipurpose room, HVAC systems, kindergarten playground, parking lot, and landscaping.

CMP-San Juan American River Campus completed its latest Site Safety Assessments on November 3, 2020:

The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards. The team noted that signage needed replacing due to removal during construction.

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

### **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 8<sup>th</sup> grade students. Restrooms are available for student use on three of the wings. The facility is maintained by CRPD, with nightly cleaning completed by CMP janitorial staff. The school recently completed 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-San Juan Carmichael Campus completed its latest Site Safety Assessments on November 5, 2020:

The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards.

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

### 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/1<sup>st</sup> 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. CMP- San Juan Orangevale looks forward to the opportunity to collaborate with SJUSD for the renovation of the Coleman site as part of the Prop 51 grant.

CMP-San Juan Orangevale Campus completed its latest Site Safety Assessments on October 29, 2020:

The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards. The team noted a few areas for improvement: water puddles in parking lot, cracks in playground asphalt, garbage and graffiti in school park.

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)	53%	N/A	46%	N/A	50%	N/A
Mathematics (grades 3-8)	36%	N/A	35%	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 Three through Eight (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
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 waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight (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
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-San Juan		San Juan Unified		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Science	51.2%	N/A	30.7%	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)**

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. During the school closure due to the COVID pandemic, parents were recruited to assist in the classroom in other ways, such as making individual Montessori Materials for each of our students to use in their Distance Learning programs. During this time, parents have been amazing partners in facilitating the education of their children during Distance Learning. Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board.

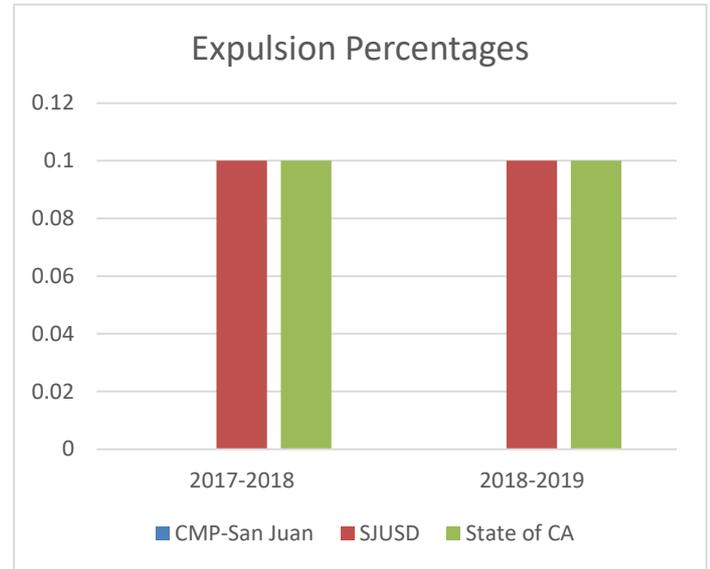
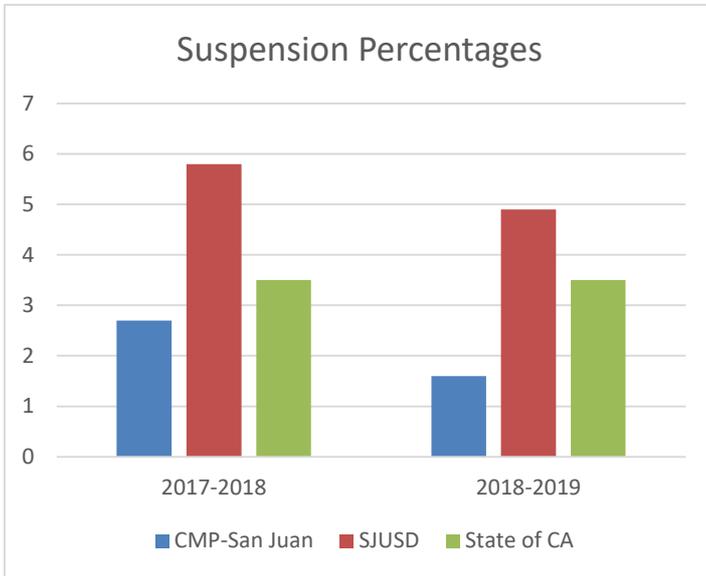
**State Priority: School Climate**

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

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



### 2019-20 Suspension/Expulsion Chart

	CMP – San Juan	San Juan Unified School District	State
<b>Rate</b>	<b>2019-20</b>	<b>2019-20</b>	<b>2019-20</b>
Suspensions Rate	0.28%	3.9%	0.03%
Expulsions Rate	0.00%	2.6%	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	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+
TK/K	22	1	5	0	22	1	8	0	23	0	9	0
K	0	0	0	0	0	0	0	0	0	0	0	0
K-1	23	0	8	0	22	0	3	0	23	0	3	0
1st-2nd	0	0	0	0	0	0	0	0	0	0	0	0
1st-2nd-3rd	22	4	8	0	23	1	18	0	23	3	16	0
2nd-3rd	23	0	8	0	23	0	3	0	24	0	3	0
4th-5th	0	0	0	0	0	0	0	0	0	0	0	0
4th-5th-6th	23	3	14	0	24	1	16	0	23	0	17	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	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	6	4	0	21	4	6	0	22	3	5	0
Math	11	14	1	0	11	14	1	0	8	23	0	0
Science	20	5	3	0	21	4	4	0	22	3	5	0
Social Science	20	5	3	0	21	4	4	0	22	3	5	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 2019-20)**

Number of FTE* Assigned to School	
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (librarian)	0
Library Media Services Staff (paraprofessional)	.875
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	698

• 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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>
CMP – San Juan	10,442	1,977	8,465
SJUSD	12,717		
Percent Difference – CMP-San Juan and SJUSD	-18%		
State	13,079		
Percent Difference – CMP-San Juan and State	-20%		

**Professional Development**

<b>Measure</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
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 provide professional development for 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.