California Montessori Project-Shingle Springs Campus
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	4645 Buckeye Rd. Shingle Springs, CA , 95682-9505	**Principal:**	Kim Zawilski
Phone:	530-672-3095	**Grade Span:**	K-8

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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

Kim Zawilski

📍 Principal, California Montessori Project-Shingle Springs Campus

About Our School

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

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

Mrs. Zawilski became involved in the field of Montessori Education over 25 years ago and is in her 20th year as Principal of the Shingle Springs Campus. She has functioned as a mentor Principal for other CMP Principals and is currently the Lead Principal for the CMP Network. She has served on the CMP Technology Advisory Council and has guided the CMP Shingle Springs Campus facilities building projects, recently opening up a new 10-acre expansion to the school. Mrs. Zawilski thoroughly enjoys the many hats she wears as Principal of the Shingle Springs Campus and enjoys the collaborative relationship she has developed with the school's sponsoring School District and Board of Trustees.

Contact

California Montessori Project-Shingle Springs Campus
4645 Buckeye Rd.
Shingle Springs, CA 95682-9505

Phone: 530-672-3095
Email: kzawilski@cacmp.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Buckeye Union Elementary
Phone Number	(530) 677-2261
Superintendent	Roth, David
Email Address	droth@buckeyeusd.org
Website	www.buckeyeusd.org

School Contact Information (School Year 2020—2021)

School Name	California Montessori Project-Shingle Springs Campus
Street	4645 Buckeye Rd.
City, State, Zip	Shingle Springs, CA , 95682-9505
Phone Number	530-672-3095
Principal	Kim Zawilski
Email Address	kzawilski@cacmp.org
Website	http://www.cacmp.org
County-District-School (CDS) Code	09618380111724

Last updated: 1/10/22

California Montessori Project (CMP) is a charter public school network in the greater Sacramento area.

Central Administration Office

5330-A Gibbons Drive, Carmichael, CA 95608

Superintendent - Brett Barley

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 – Shingle Springs

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

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

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

The CMP-Shingle Springs' mascot is the CMP Hawk and our motto is: Hawks Have respect, Act responsibly, Work hard, Keep safe, and Show kindness. Peace education and character education are integral parts of the CMP curriculum. The school is in its third year of implementation of the Positive Behavioral Intervention and Supports (PBIS) framework. Together, the school and the parents work to educate the children and help them be responsible, respectful, contributing members of the community.

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	54
Grade 2	55
Grade 3	51
Grade 4	47
Grade 5	61
Grade 6	47
Grade 7	50
Grade 8	50
Kindergarten	50
Total Enrollment	465
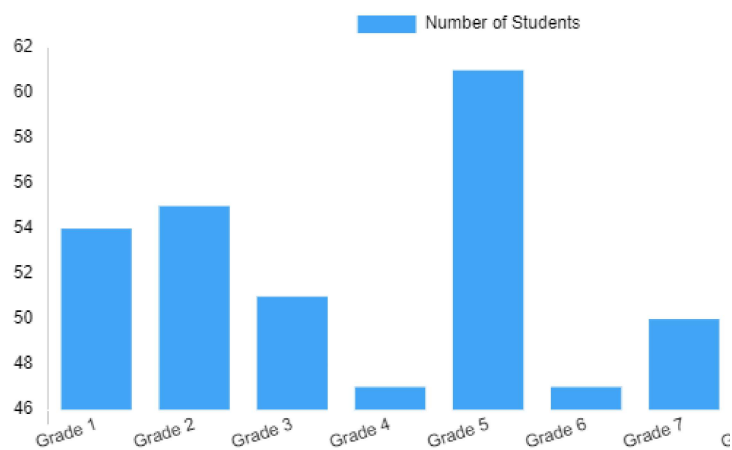
Student Enrollment by Student Group (School Year 2020—2021)

The Student Enrollment Pie Chart reflects student ethnicity groups that are at least 4% of the total student enrollment.

Student Group	Student Group
Black or African American	0.00%
American Indian or Alaska Native	0.00%
Asian	3.40%
Filipino	0.00%
Hispanic or Latino	11.00%
Native Hawaiian or Pacific Islander	0.40%
White	73.50%
Two or More Races	11.60%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	17.60%
English Learners	1.10%
Students with Disabilities	16.60%
Foster Youth	0.00%
Homeless	0.40%

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**Kindergarten - 3rd Grade:** • Montessori Albanesi Language Arts Curriculum • iReady Reading Program & Teacher Toolbox • Scholastic StoryWorks Jr. Informational Text Series • Accelerated Reader • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting Without Tears • Writing Pathways • Keyboarding Without Tears • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • Sonday System Reading Intervention **4th - 6th Grade:** • Montessori Albanesi Language Arts Curriculum • iReady Reading Program & Teacher Toolbox • Scholastic StoryWorks Informational Text Series • Historic Literature Novels • Literature Circle Novels • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting Without Tears • Writing Pathways • Keyboarding Without Tears • Sonday System Reading Intervention **7th - 8th Grade:** • Houston Montessori Reproducible Materials • iReady Reading & Teacher Toolbox • Historic Literature Novels • Literature Circle Novels • Writing Pathways • Keyboarding Without Tears • Sonday System Reading Intervention		0%
Mathematics	**Kindergarten - 3rd Grade:** • Montessori Albanesi Math Curriculum • iReady Math & Teacher Toolbox • Ready Math Instruction (1st – 3rd grade) • Ready Math Practice and Problem Solving (1st – 3rd grade) **4th - 6th Grade:** • Montessori Albanesi Math Curriculum • iReady Math & Teacher Toolbox • Ready Math Instruction • Ready Math Practice and Problem Solving **7th - 8th Grade:** • Pearson Digits Math Program • Pearson Algebra • Pearson Geometry • iReady Math & Teacher Toolbox • Ready Math Instruction • Ready Math Practice and Problem Solving		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	**4th - 8th Grade:** • Teacher's Curriculum Institute, Science Alive! • Montessori Curriculum		0%
History-Social Science	**4th - 8th Grade:** • Teacher's Curriculum Institute, Social Studies Alive! • Teacher's Curriculum Institute, History Alive!		0%
Foreign Language	**Kindergarten - 8th Grade:** • Rosetta Stone		0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

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

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

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

In addition to the new classrooms and administrative offices, the new CMP-Shingle Springs campus features a large gymnasium, which is utilized for before and after-school enrichment, basketball and volleyball games, physical education, the school's band program, drama program performances, assemblies and parent events. A developed sports field provides a venue for soccer and flag football, and a larger undeveloped field, fondly referred to as "Green Acres," allows students the opportunity to engage in nature studies.

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

CMP-Shingle Springs completed its latest Site Safety Assessment on November 9, 2021. The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards. The campus grounds and facilities were also determined to be well-maintained, clean and in good repair. Regular safety device inspections, fire safety inspections and pest inspections occur. Evacuation maps, safety drills and regular safety inspection logs were also reviewed and were deemed to be in compliance with the school's safety protocols. CMP-Shingle Springs' maintenance team regularly inspects and repairs doors, gates, fences, roofs, and playground equipment.

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

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. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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.

Last updated: 1/10/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T

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.

Last updated: 1/10/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T

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.

Last updated: 1/10/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	52.63	N/A	28.72

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.

Last updated: 1/10/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T

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.

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	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.

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 2021-2022)

The parents and other family members of our students are very actively involved at our campus. In prior years they logged over 16,000 hours of parent participation! Generally, parents assist in the classrooms, chaperone students on field trips, organize special school events and fundraisers, assist with special projects on the campus grounds, etc. Parents are also involved in many leadership roles, including service on the Campus Advisory Council, Technology Committee, Site Improvement Committee, Fundraising Committee, Grants Committee, and the CMP Governing Board.

Due to COVID restrictions, opportunities for parental involvement have looked different. Volunteers on campus need to show proof of vaccindation and COVID testing on the day of volunteering. CMP classrooms interested in having volunteers will share specific volunteer opportunities with their classroom community. Volunteers will then have the ability to sign up for these specific opportunities and coordinate with the classroom teaching team. Non-classroom based volunteer opportunities will be shared by campus administration and interested volunteers are encouraged to coordinate with the campus administration on those opportunities.

CMP campuses will hold, if they have not already, Parent Volunteer training sessions that will include, among other requirements, the "7 Habits of Highly Effective Volunteers," how to submit fingerprints, how to submit TB test results, how to sign up for volunteer opportunities, and how volunteers can comply with COVID related requirements.

Volunteers are required to follow all of the health and safety protocols expected of all CMP staff while on campus.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	0.00%	5.40%	9.60%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	96.40%	89.30%	86.40%	84.50%	84.20%	83.60%

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.08%	0.42%	1.34%	0.63%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.36%	0.20%
Expulsions	0.00%	0.00%	0.00%

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.

Last updated: 1/10/22

School Safety Plan (School Year 2021-2022)

CMP developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan that will help guide the CMP school administrators with their safety and response plans. Each of these plans will address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize and coordinate emergency response among various CMP organizations and public agencies. NIMS/SEMS provide an effective framework for managing emergencies ranging from minor incidents to major earthquakes.CMP-San Juan completed its latest Site Safety Assessment on November 9, 2021. The Safety Operations Plan is being presented to the Governing Board on January 10, 2022 for a public hearing, prior to it's adoption at the February 14th Board Meeting. The Safety Operations Plan was reviewed by local first responders, including the fire department and the law enforcement.

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) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	2		
1	16.00	2		
2				
3	23.00			
4				
5				
6				
Other**	21.00	6	9	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	16.00	2		
1	17.00	2		
2				
3				
4				
5				
6				
Other**	21.00	6	9	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	16.00	2		
1	17.00	2		
2				
3				
4				
5				
6				
Other**	23.00	5	9	1

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	4		
Math	17.00	4	1	
Science	21.00	4		
Social Science	21.00	4		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00		4	
Math	24.00	5	2	
Science	24.00		4	
Social Science	24.00		4	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	50.00			4
Math	50.00	6	1	
Science	25.00		4	
Social Science	25.00		4	

Last updated: 1/10/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	465.0

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.30

* 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 School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10855.00	$1438.00	$9416.00	$76378.00
District	N/A	N/A	--	$77243.00
Percent Difference – School Site and District	N/A	N/A	--	-1.13%
State	N/A	N/A	$8443.83	$82431.00
Percent Difference – School Site and State	N/A	N/A	11.00%	-8.00%

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

Types of Services Funded (Fiscal Year 2020–2021)

Some programs and services that CMP provides to support and assist students are:

Counseling

Academic support in terms of reading and math intervention

Social emotional curriculum

Low class sizes

Two adults per classroom

Enrichment (i.e. art, vapa, pe, music)

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47745.00	$51450.00
Mid-Range Teacher Salary	$72115.00	$80263.00
Highest Teacher Salary	$96649.00	$101012.00
Average Principal Salary (Elementary)	$125671.00	$128082.00
Average Principal Salary (Middle)	$131138.00	$132453.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$167570.00	$197968.00
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
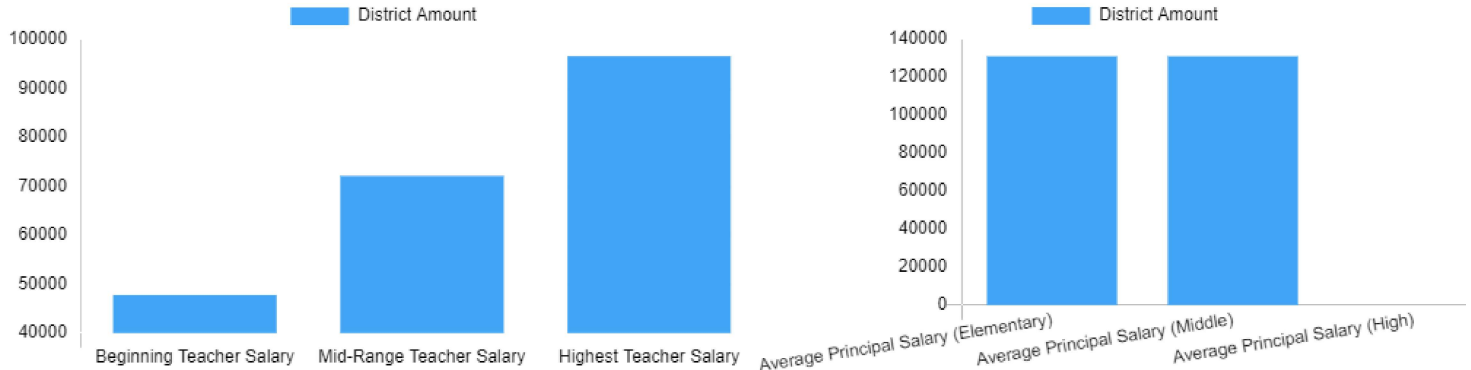
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 12/10/21

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	19