

**California Montessori Project-San Juan Campuses**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

**Address:** 5330A Gibbons Dr., Ste. 700  
Carmichael, CA , 95608-2117

**Principal:** Brett Barley, Superintendent

**Phone:** (916) 971-2432

**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

### Brett Barley, Superintendent

Principal, California Montessori Project-San Juan Campuses

### About Our School



#### CMP-American River:

Ms. Kathleen Merz has over 28 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.

#### CMP-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.

#### CMP-Orangevale:

Maria Ostendorf is in her third 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.

### Contact

California Montessori Project-San Juan Campuses  
5330A Gibbons Dr., Ste. 700  
Carmichael, CA 95608-2117

Phone: (916) 971-2432  
Email: [bbarley@cacmp.org](mailto:bbarley@cacmp.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

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

**School Contact Information (School Year 2021—2022)**

<b>School Name</b>	California Montessori Project-San Juan Campuses
<b>Street</b>	5330A Gibbons Dr., Ste. 700
<b>City, State, Zip</b>	Carmichael, CA , 95608-2117
<b>Phone Number</b>	(916) 971-2432
<b>Principal</b>	Brett Barley, Superintendent
<b>Email Address</b>	<a href="mailto:bbarley@cacmp.org">bbarley@cacmp.org</a>
<b>Website</b>	<a href="http://www.cacmp.org">http://www.cacmp.org</a>
<b>County-District-School (CDS) Code</b>	34674470112169

*Last updated: 2/1/22*

**School Description and Mission Statement (School Year 2021—2022)****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 California State Standards, for students ranging from Transitional Kindergarten through eighth grade. The California Montessori Project is committed to serving the best interests of the student. Parental participation is highly valued in terms of the contribution it makes to the child's education and the school community.

Internationally high academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these fundamental 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 21st 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.

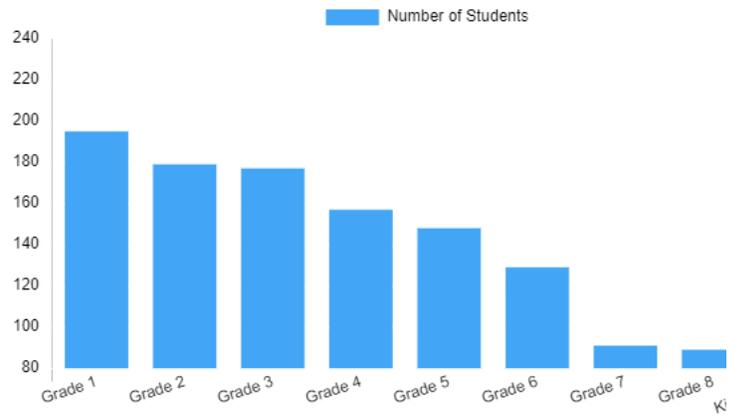
Students at CMP-San Juan are encouraged to become life-long learners through developing their abilities to self-motivate and work independently. They are assessed throughout each school year to ensure that they are placed in the curriculum that is appropriate for them. Learning then occurs at each individual 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).

*Last updated: 2/1/22*

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

Grade Level	Number of Students
Grade 1	195
Grade 2	179
Grade 3	177
Grade 4	157
Grade 5	148
Grade 6	129
Grade 7	91
Grade 8	89
Kindergarten	232
Total Enrollment	1397



Last updated: 2/1/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	2.80%
Black or African American	1.60%
Filipino	0.40%
Hispanic or Latino	18.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	13.10%
White	63.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.30%
Foster Youth	0.30%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	27.50%
Students with Disabilities	16.50%

## 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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.2	82.9	1679.2	71.8	228366.1	83.1
Intern Credential Holders Properly Assigned	6.4	8.7	21	0.9	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	4.9	49.3	2.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	3.1	297.3	12.7	12115.8	4.4
Unknown	0.3	0.5	291.3	12.5	18854.3	6.9
Total Teaching Positions	73.8	100	2338.4	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	1
Misassignments	2.6
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	3.6

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.2
Local Assignment Options	0
Total Out-of-Field Teachers	2.2

*Last updated:*

**Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Transitional Kindergarten - 3rd Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Language Arts Curriculum</li> <li>• WASECA Montessori Phonics Program</li> <li>• Primary Phonics, Modern Curriculum Press, Houghton Mifflin</li> <li>• Educators Publishing Service Explode the Code</li> <li>• McGraw Hill SRA Reading Laboratory</li> <li>• Instructional Level Spelling Program</li> <li>• Handwriting Without Tears</li> <li>• Curriculum Associates: i Ready Learning</li> <li>• Reading A to Z</li> <li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS)</li> <li>• Soday System Reading Intervention</li> <li>• Super Star Readers</li> <li>• Montessori Research and Development – Word Study Program</li> </ul> <p><b>4th - 6th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Language Arts Curriculum</li> <li>• Montessori Research and Development – Word Study Program</li> <li>• Literature Circles Novels</li> <li>• McGraw Hill SRA Reading Laboratory</li> <li>• Instructional Level Spelling Program</li> <li>• Spelling City</li> <li>• Handwriting Without Tears</li> <li>• Read Naturally Live</li> <li>• Soday System Reading Intervention</li> <li>• Lucy Caulkins Writing</li> </ul> <p><b>7th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Houston Montessori Reproducible Materials</li> <li>• Historic Literature Novels</li> <li>• Literature Circles Novels</li> <li>• Curriculum Associates: i Ready Learning</li> </ul>		0%
Mathematics	<p><b>Transitional Kindergarten - 3rd Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Math Curriculum</li> <li>• Math Facts in a Flash</li> <li>• Curriculum Associates: iReady Math</li> <li>• Curriculum Associates: Ready Common Core Math</li> </ul> <p><b>4th - 6th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Math Curriculum</li> <li>• Math Facts in a Flash</li> <li>• Curriculum Associates: iReady Math</li> <li>• Curriculum Associates: Ready Common Core Math</li> </ul> <p><b>7th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• American River – Houghton Mifflin – California Math*</li> <li>• Carmichael – Curriculum Associates: Ready Classroom*</li> <li>• Orangevale - Go Math!</li> <li>• Curriculum Associates – iReady Math</li> <li>• Math Facts in a Flash</li> </ul> <p>* The Middle School teams are piloting Math programs for future adoption.</p>		0%
Science	<p><b>4th - 5th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Science Curriculum</li> <li>• Science Studies Weekly</li> <li>• Mystery Science</li> </ul>		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p><b>6th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Science Curriculum (6th)</li> <li>• Science Studies Weekly</li> <li>• Carmichael – Teacher’s Curriculum Institute</li> </ul>		
History-Social Science	<p><b>Transitional Kindergarten - 3rd Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori History Curriculum</li> </ul> <p><b>4th - 6th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori History Curriculum</li> <li>• Teacher’s Curriculum Institute: Social Studies Alive! California’s Promise</li> <li>• Teacher’s Curriculum Institute: Social Studies Alive! America’s Past</li> <li>• Teacher’s Curriculum Institute: History Alive! Ancient World</li> </ul> <p><b>7th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori History Curriculum</li> <li>• Teacher’s Curriculum Institute: History Alive! The United States Through Industrialism</li> <li>• History Alive! The Medieval World and Beyond</li> </ul>		0%
Foreign Language	<p><b>Transitional Kindergarten - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Rosetta Stone</li> </ul>		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.

Last updated: 2/1/22

**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. 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 - Carmichael Campus**

The CMP-Carmichael Campus has been located at the La Sierra Community Center since July 2011 in leased space from the Carmichael Recreation and Parks Department (CRPD). The large facility, built in 1958, was originally La Sierra High School, and since 1984 has been used by CRPD as a community center. The campus now has 29 classrooms, a library, science lab, art room, music room, and a large room for the before & after school program. The campus has two multi-purpose rooms, use of a gymnasium, special education resource rooms, and administrative offices. A large field and play structure meet the needs of the TK through 8th grade students. Restrooms are available for student use on three of the wings. The facility is maintained by CRPD, with nightly cleaning completed by CMP janitorial staff. The school recently completed the facility improvement project of resurfacing and re-stripping the playground blacktop. CRPD has committed to roof and gutter repairs for the facility. Daily school maintenance and security is provided by CMP staff. The site safety plan is reviewed and updated annually. The long-term lease will allow the Carmichael Campus to continue to develop the campus to best support students, staff and families, providing a quality, tuition-free Montessori education.

**CMP - Orangevale Campus**

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

*Last updated: 1/8/22*

**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: November 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>Interior:</b> Interior Surfaces	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>Electrical:</b> Electrical	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>Structural:</b> Structural Damage, Roofs	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Site assessment was aligned with an insurance visit, and there was no need for an additional safety audit.

System Inspected	Rating	Repair Needed and Action Taken or Planned
audit.		

**Overall Facility Rate**

Year and month of the most recent FIT report: November 2021

Overall Rating	Good
----------------	------

*Last updated: 1/8/22*

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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 taking and completing a state-administered assessment

##### 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: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/9/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	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
Black or African American	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
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	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
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	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
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

*Last updated: 1/8/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	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
Black or African American	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
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	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
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	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
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/8/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Curriculum Associates i-Ready

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	1344	737	97.62	2.38	69.88
Female	648	357	97.81	2.19	73.95
Male	696	380	97.44	2.56	66.05
American Indian or Alaska Native	3	--	--	--	--
Asian	39	25	100.00	0.00	76.00
Black or African American	22	11	78.57	21.43	72.73
Filipino	3	--	--	--	--
Hispanic or Latino	256	135	97.12	2.88	65.93
Native Hawaiian or Pacific Islander	0	0	--	--	--
Two or More Races	181	96	98.97	1.03	65.63
White	840	463	97.27	2.73	72.14
English Learners	41	13	100.00	0.00	23.08
Foster Youth	3	--	--	--	--
Homeless	3	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	372	198	95.65	4.35	51.52
Students Receiving Migrant Education Services	0	0	--	--	--
Students with Disabilities	223	152	95.6	4.4	30.92

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

## Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): Curriculum Associates i-Ready

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	1344	740	98.01	1.99	38.51
Female	648	360	98.63	1.37	40.56
Male	696	380	97.44	2.56	39.21
American Indian or Alaska Native	3	--	--	--	--
Asian	39	25	100.0	0.0	48.0
Black or African American	22	11	78.57	21.43	0.00
Filipino	3	--	--	--	--
Hispanic or Latino	256	134	96.4	3.6	35.82
Native Hawaiian or Pacific Islander	0	0	--	--	--
Two or More Races	181	97	100.0	0.0	38.14
White	840	466	97.9	2.1	40.13
English Learners	41	13	100.0	0.0	7.69
Foster Youth	3	--	--	--	--
Homeless	3	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	372	193	93.24	6.76	30.05
Students Receiving Migrant Education Services	--	0	0	--	--
Students with Disabilities	223	154	96.86	3.14	17.53

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

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

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

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/8/22*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	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
Black or African American	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
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	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
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	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
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/8/22

**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)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
5	--	--	--
7	--	--	--
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/8/22*

## 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)

Parents play an active role in the California Montessori Project. Parents are invited and encouraged to volunteer, 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.

Due to COVID restrictions, opportunities for parental involvement have looked different. Volunteers on campus need to show proof of vaccination 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
- Chronic Absenteeism

**Chronic Absenteeism by Student Group**  
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1422	1404	71	5.1
Female	689	678	32	4.7
Male	733	725	39	5.4
American Indian or Alaska Native	3	3	0	5.4
Asian	39	39	0	0.0
Black or African American	22	22	2	9.1
Filipino	5	5	0	0.0
Hispanic or Latino	266	263	23	8.7
Native Hawaiian or Pacific Islander	0	0	0	--
Two or More Races	186	185	7	3.8
White	901	886	39	4.4
English Learners	44	43	4	9.3
Foster Youth	4	1	0	0.0
Homeless	3	1	0	0.0
Socioeconomically Disadvantaged	397	394	51	12.9
Students Receiving Migrant Education Services	0	0	0	--
Students with Disabilities	255	251	17	6.8

*Last updated:*

## 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 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.55%	0.00%	4.86%	0.10%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.06%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### 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 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.28%	3.11%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

*Last updated: 1/8/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*
**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 2, 2021. The Safety Operations Plan was presented to the Governing Board on January 10, 2022 for a public hearing, prior to its 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.

*Last updated: 2/1/22*

**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	22.00	1	8	0
1				
2				
3				
4				
5				
6				
Other**	23.00	2	40	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	23.00	0	9	0
1				
2				
3				
4				
5				
6				
Other**	23.00	3	39	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 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	3	6	0
1				
2				
3				
4				
5				
6				
Other**	22.00	4	40	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 (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	6	0
Math	11.00	14	1	0
Science	21.00	4	4	0
Social Science	21.00	4	4	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary 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	22.00	3	5	0
Math	22.00	23	0	0
Science	22.00	3	5	0
Social Science	22.00	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 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	21.00	4	4	0
Math	21.00	18	3	0
Science	21.00	4	4	0
Social Science	21.00	4	4	0

*Last updated: 2/1/22*

\* 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*	698.5

Last updated: 12/31/99

\* 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)	2.40
Library Media Teacher (Librarian)	0.60
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	3.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	3.10
Resource Specialist (non-teaching)	7.20
Other	45.00

Last updated: 12/31/99

\* 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	\$10790.00	\$2012.00	\$8778.00	\$69461.00
District	N/A	N/A	--	\$77529.00
Percent Difference – School Site and District	N/A	N/A	--	-11.00%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	3.89%	-19.73%

Last updated: 1/10/22

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:

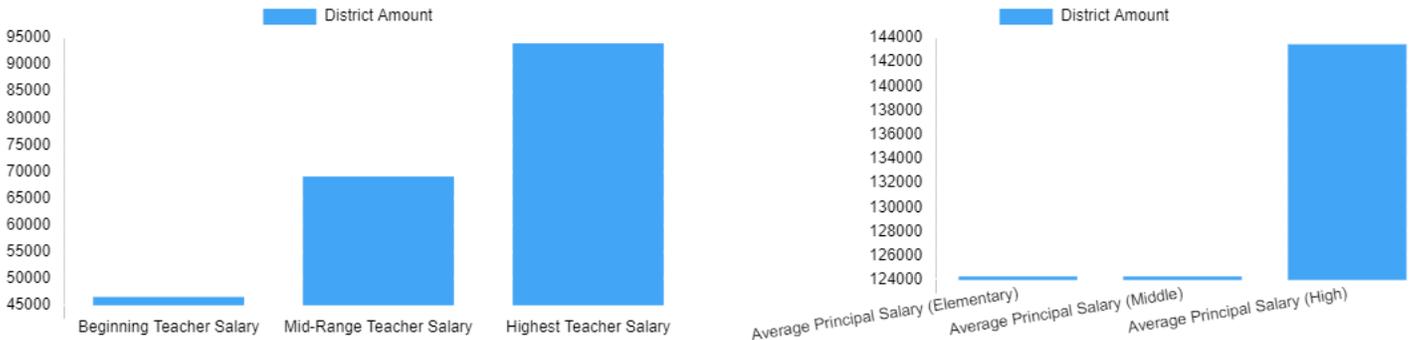
- Counseling
- Academic support in terms of reading and math intervention
- Social emotional curriculum
- Low class sizes
- Two adults per classroom
- Enrichment (i.e. Art, VAPA, PE, Music)

*Last updated: 2/1/22*

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46561.00	\$50897.00
Mid-Range Teacher Salary	\$69093.00	\$78461.00
Highest Teacher Salary	\$94014.00	\$104322.00
Average Principal Salary (Elementary)	\$117706.00	\$131863.00
Average Principal Salary (Middle)	\$124292.00	\$137086.00
Average Principal Salary (High)	\$143484.00	--
Superintendent Salary	\$294991.00	\$297037.00
Percent of Budget for Teacher Salaries	34.00%	32.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



*Last updated:*

**Professional Development**

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