



**California Department of Education
School Accountability Report Card
California Montessori Project – San Juan Campuses
Reported Using Data from the 2021-2022 School Year**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

Internet Access

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

About This School

Table 1: Authorizing District Contact Information (School Year 2022–23)

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

Table 2: School Contact Information (School Year 2022–23)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | California Montessori Project-San Juan Campuses |
| Street | 5330A Gibbons Dr., Ste. 700 |
| City, State, Zip | Carmichael, CA, 95608-2117 |
| Phone Number | (916) 971-2432 |
| Principal | Brett Barley, Superintendent |
| Email Address | bbarley@cacmp.org |
| Website | www.cacmp.org |
| County-District-School (CDS) Code | 34-67447-0112169 |

Table 3: School Description and Mission Statement (School Year 2022–23)

| |
|---|
| <p><i>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</i></p> |
| <p>California Montessori Project - Network</p> <p>California Montessori Project (CMP) is a public charter school network (TK-8) serving over 2,800 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.</p> |
| <p>The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.</p> |

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 Transitional Kindergarten through eighth grade. ***The California Montessori Project is committed to serving the best interest of the student.*** Parental participation is highly valued in terms of the contribution it makes to the child's education and the school community.

Fundamental Values:

Internationally high academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Small total school populations and low student/teacher ratios
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and

methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her as an individual. This system has a foundation based on trust and respect of the individual, and a belief that children will soar beyond traditional expectations.

CMP holds that an educated person is well-rounded and balanced. The CMP student shall become a collaborative member of a community, motivated to set and achieve high goals. CMP encourages students to demonstrate empathy towards others through respectful and productive communications. The student is guided to view him/herself as a global citizen who is empowered, and responsible, for making positive changes in the world within the immediate environment. The CMP student develops personal habits leading to a healthy lifestyle which includes leisure, work, family, exercise, nutrition and community.

California Montessori Project - San Juan

The California Montessori Project-San Juan Charter School consists of three campuses: CMP-American River in Fair Oaks at the Leighton Little John School, CMP-Carmichael at La Sierra Community Center, and CMP-Orangevale located in the Thomas Coleman School. The school's charter is authorized through San Juan Unified School District. CMP-San Juan is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 22nd 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 with their teaching assistants, offering both a low student-adult ratio as well as the opportunity to provide small group or individual lessons to students.

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

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

Brett Barley, CMP Network Superintendent:

Brett Barley is currently serving as California Montessori Project's third Superintendent. Prior to joining the California Montessori Project, Brett served in a few different roles, including: Superintendent at Wonderful College Prep Academy (WCPA), a network of free public charter schools serving students in California's Central Valley; Deputy State Superintendent for Student Achievement at the Nevada Department of Education, overseeing many different offices, and supporting schools and districts across the state in implementing instructional best practices from early learning to college and career readiness; Vice President with StudentsFirst, a national non-profit organization focused on organizing parents, teachers, and other community members to advocate for great schools for all children; Director of Education for the Silicon Valley Leadership Group, a non-profit business organization representing the interests of more than 400 of Silicon Valley's largest and most influential technology companies; and fourth grade teacher in San Jose, California at a school where 100% of the students received free or reduced-priced lunch and 70% were English-Language Learners.

Brett earned his undergraduate degree from the University of Florida and his law degree from the University of San Diego. Brett comes from a family of public school educators. His mother was an elementary school teacher and literacy coach, his father was a school psychologist, his sister is a special education teacher, and his wife is an elementary school teacher. He is the proud father of two sons, both of whom attended Montessori preschool.

Kathleen Merz, CMP-American River Principal:

Ms. Kathleen Merz has over 29 years of experience working with school-age children. She worked for seven years with adolescent boys in out-of-home placement as a residential counselor and social worker before joining the field of education. Initially working in a private Montessori school, Kathleen has worked with the California Montessori Project since its inception in 2001. She worked as a lead teacher in classrooms ranging from first through fourth grades, attended Montessori and charter school conferences, presented Monart Art training for other teachers, developed a school-wide report card rubric for the lower elementary program, provided mentorship for both new and experienced staff members, served as a member of the Campus Advisory Council and co-director of the fundraising committee, and provided administrative support when the Principal was off-site. Kathleen has both a multiple subject California teaching credential and lower elementary Montessori certificate. In July 2010, Kathleen transitioned into the role of administrator working as the Educational Specialist for the Elk Grove Campus. In 2011, Kathleen became Principal of the Elk Grove Campus. During her time at the CMP - Elk Grove Campus, the school completed the building of a facility using Prop 55 funds and expanded to include a second site. In July 2020, Kathleen transferred to the American River Campus as Principal.

Laurien Spiller, CMP-Carmichael Principal:

Laurien Spiller began her career in art marketing, but pivoted to a career in education after being inspired by Montessori methodology and the charter school movement. She obtained her CA Multiple Subjects credential and American Montessori Society teacher certification, and soon began teaching kindergarten in the Montessori charter school setting, first in the Sierra Foothills and later at California Montessori Project. Her commitment to providing a quality, tuition-free, Montessori education evolved from

teaching to serving in an administrative capacity. Laurien completed an M.A in Educational Leadership and Policy Studies and CA Administrative Services credential at CSU Sacramento. With a focus on applying her management skills and educational experience within the public Montessori setting, she served as Principal/Head of School at a TK-6 Montessori charter school in Southern California. After five years at the school, which included annual API increases, enrollment growth and campus expansion, annual budget reserve increases, and successful collective bargaining outcomes, she moved on to lead the Fiscal Services department within the same district. This role included overseeing the development and maintenance of the district budgets, accounting and payroll functions, collective bargaining, LCAP lead, and reporting. In 2017, Laurien returned to CMP as Principal of the Carmichael campus and greatly enjoys serving her community. She deeply values the dedication of the CMP Carmichael staff, and is proud of their accomplishments and the true partnership they have established with the parents to support the students to develop to their fullest potential.

Maria Ostendorf, CMP-Orangevale Principal:

Maria Ostendorf is in her fourth 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.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 249 |
| Grade 1 | 174 |
| Grade 2 | 190 |
| Grade 3 | 172 |
| Grade 4 | 156 |
| Grade 5 | 146 |
| Grade 6 | 124 |
| Grade 7 | 92 |
| Grade 8 | 83 |
| Total Enrollment | 1,386 |

Table 5: Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Female | 47.8% |
| Male | 52.2% |
| Non-Binary | 0.0% |
| American Indian or Alaska Native | 0.1% |
| Asian | 3.5% |
| Black or African American | 1.7% |
| Filipino | 0.5% |
| Hispanic or Latino | 19.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 13.9% |
| White | 61.3% |
| English Learners | 4.3% |
| Foster Youth | 0.0% |
| Homeless | 0.1% |
| Migrant | 0.0% |
| Socioeconomically Disadvantaged | 26.3% |
| Students with Disabilities | 15.7% |

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

| 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) | 61.3 | 82.9% | 1,679.3 | 71.8% | 228,366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 6.4 | 8.7% | 21.0 | 12.7% | 4,026.0 | 1.5% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.6 | 4.9% | 49.4 | 2.1% | 11,216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.3 | 3.1% | 297.4 | 12.7% | 12,115.8 | 4.4% |
| Unknown | 0.4 | 0.5% | 174.0 | 7.4% | 2,690.7 | 1.0% |
| Total Teaching Positions | 73.9 | N/A | 2,338.4 | N/A | 274,759.1 | N/A |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

| 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) | 54 | 81.8% | [DPC] | [DPC] | [DPC] | [DPC] |
| Intern Credential Holders Properly Assigned | 7 | 10.6% | [DPC] | [DPC] | [DPC] | [DPC] |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4 | 6.1% | [DPC] | [DPC] | [DPC] | [DPC] |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1 | 1.5% | [DPC] | [DPC] | [DPC] | [DPC] |
| Unknown | 0 | 0% | [DPC] | [DPC] | [DPC] | [DPC] |
| Total Teaching Positions | 66 | 100% | [DPC] | [DPC] | [DPC] | [DPC] |

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

| Authorization/Assignment | 2020–21 Number | 2021–22 Number |
|--|---------------------------|---------------------------|
| Permits and Waivers | 1.0 | 1.0 |
| Misassignments | 2.6 | 3.0 |
| Vacant Positions | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | 3.6 | 4.0 |

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

| Indicator | 2020–21 Number | 2021–22 Number |
|---|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.2 | 1.0 |
| Local Assignment Options | 0.0 | 0.0 |
| Total Out-of-Field Teachers | 2.2 | 1.0 |

Table 10: Class Assignments

| Indicator | 2020–21 Percent | 2021–22 Percent |
|---|----------------------------|----------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.0% | 0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.7% | 4.5% |

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

ELA TK-3rd Grade

- Montessori Language Arts Curriculum
- WASECA Montessori Phonics Program
- Primary Phonics, Modern Curriculum Press, Houghton Mifflin
- Educators Publishing Service Explode the Code
- McGraw Hill SRA Reading Laboratory
- Instructional Level Spelling Program
- Handwriting Without Tears
- Curriculum Associates: i Ready Learning
- Read Naturally Live
- Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS)
- Super Star Readers
- Montessori Research and Development - Word Study Program
- Literary Resources Heggerty Phonemic Awareness
- Zoophonics

ELA 4th-6th Grade

- Montessori Language Arts Curriculum
- Montessori Research and Development - Word Study Program
- Literature Circles Novels
- McGraw Hill SRA Reading Laboratory
- Instructional Level Spelling Program
- Handwriting Without Tears
- Read Naturally Live
- Curriculum Associates: i Ready Learning
- Curriculum Associates: Ready Reading Classroom

ELA 7th-8th Grade

- Houston Montessori Reproducible Materials
- Historic Literature Novels
- Literature Circles Novels
- Curriculum Associates: i Ready Learning

Math TK-K

- Montessori Math Curriculum
- Curriculum Associates: iReady Math
- Curriculum Associates: Ready Common Core Math

Math 1st-3rd Grade

- Montessori Math Curriculum
- Curriculum Associates: iReady Math
- Curriculum Associates: Ready Common Core Math

Math 4th-6th Grade

- Montessori Math Curriculum
- Curriculum Associates: Ready instruction and practice workbooks

- Curriculum Associates: i Ready Learning
- ETC Montessori Math (American River, Carmichael)

Math 7th-8th Grade

- Go Math! (Orangevale)
- Curriculum Associates: Ready Classroom Common Core Math (American River, Carmichael)

Science TK/K

- Montessori Science Curriculum: Botany, Zoology, Geography

Science 1st-3rd Grade

- Montessori Science Curriculum: Botany, Zoology, Geography
- Mystery Science

Science 4th-5th Grade

- Montessori Science Curriculum
- Science Studies Weekly
- ETC Montessori Science (American River, Carmichael)

Science 6th-8th Grade

- Science Studies Weekly
- TCI Science Curriculum (American River, Orangevale)

History-Social Science TK-3rd Grade

- Montessori History Curriculum

History-Social Science 4th-6th Grade

- Montessori History Curriculum
- Teacher's Curriculum Institute: Social Studies Alive! California's Promise
- Teacher's Curriculum Institute: Social Studies Alive! America's Past
- Teacher's Curriculum Institute: History Alive! Ancient World

History-Social Science 7th-8th Grade

- Montessori History Curriculum
- Teacher's Curriculum Institute: History Alive! The United States Through Industrialism
- Teacher's Curriculum Institute: History Alive! The Medieval World and Beyond

Health 7th-8th Grade

- Positive Prevention Plus

Table 12: 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, and two resource rooms. Breakfast and hot lunch are provided by the District in the multi-purpose room cafeteria. 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 and a large room for Club M (the Expanded Learning Opportunities Program).

The campus has one multi-purpose room, use of a gymnasium, special education resource rooms, and administrative offices. The campus has converted one of their multi-purpose rooms into a lunch room for the students serving breakfast and lunch in partnership with San Juan Unified School District. 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. Daily school maintenance and security is provided by CMP staff. The site safety plan is reviewed and updated annually. The long-term relationship CMP has had with CRPD allows 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 Orangevale. The facility is currently leased from the San Juan Unified School District (SJUSD). Currently CMP-Orangevale occupies 12 classrooms, which includes one Transitional Kindergarten/Kindergarten classroom, two 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. During the 2022-2023 school year, CMP-Orangevale gained access to a room that SJUSD had used for their Child Development Program and the site uses it for their before and after school 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. 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. 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 beginning in 2023 which will include fencing around the entire school property, updated office space, restroom renovations, classroom renovations and more.

Table 13: School Facility Good Repair Status

Using the most recently collected 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 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|------------------|------------------|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | CMP-Orangevale identified cracks in the playground asphalt. |

Overall Facility Rate

Year and month of the most recent FIT report: November 2022

Table 14: Overall Rating

| Exemplary | Good | Fair | Poor |
|------------------|-------------|-------------|-------------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).
- **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.

Table 15: 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 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 53.83% | N/A | 42.62% | N/A | 47.06% |
| Mathematics (grades 3-8 and 11) | N/A | 41.62% | N/A | 29.55% | N/A | 33.38% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

**Table 16: 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 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 759 | 746 | 98.3% | 1.7% | 53.83% |
| Female | 365 | 361 | 98.9% | 1.1% | 59.05% |
| Male | 394 | 385 | 97.7% | 2.3% | 48.96% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 33 | 32 | 97.0% | 3.0% | 68.75% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 136 | 132 | 97.1% | 2.9% | 56.82% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 96 | 95 | 99.0% | 1.0% | 46.81% |
| White | 480 | 474 | 98.8% | 1.2% | 53.6% |
| English Learners | 18 | 18 | 100.0% | 0.0% | 22.22% |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 14 | 14 | 100.0% | 0.0% | 35.72% |
| Socioeconomically Disadvantaged | 182 | 179 | 98.4% | 1.6% | 46.37% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 154 | 147 | 95.5% | 4.5% | 26.71% |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Table 17: 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 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 759 | 747 | 98.4% | 1.6% | 41.62% |
| Female | 365 | 361 | 98.9% | 1.1% | 41.78% |
| Male | 394 | 386 | 98.0% | 2.0% | 41.45% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 33 | 32 | 97.0% | 3.0% | 75.00% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 136 | 132 | 97.1% | 2.9% | 37.88% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 96 | 95 | 99.0% | 1.0% | 33.69% |
| White | 480 | 475 | 99.0% | 1.0% | 41.9% |
| English Learners | 18 | 18 | 100.0% | 0.0% | 11.11% |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 14 | 14 | 100.0% | 0.0% | 14.28% |
| Socioeconomically Disadvantaged | 182 | 180 | 98.9% | 1.1% | 30.17% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 154 | 147 | 95.5% | 4.5% | 20.0% |

Note: 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.

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

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

**Table 18: 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 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | N/T | 44.64% | N/T | 30.51% | 28.72% | 29.45% |

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 227 | 224 | 98.7% | 1.3% | 44.64% |
| Female | 113 | 111 | 98.2% | 1.8% | 45.95% |
| Male | 114 | 113 | 99.1% | 0.9% | 43.36% |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 36 | 36 | 100.0% | 0.0% | 50.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 26 | 26 | 100.0% | 0.0% | 42.31% |
| White | 153 | 151 | 98.7% | 1.3% | 44.37% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 59 | 59 | 100.0% | 0.0% | 35.59% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 43 | 95.6% | 4.4% | 30.23% |

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.

Table 20: Career Technical Education Programs (School Year 2021–22)

N/A

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

N/A

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

N/A

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

Table 23: California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------------|--|--|---|-----------------------------|
| 5 | 100% | 100% | 100% | 97.6% | 100% |
| 7 | 100% | 98% | 100% | 100% | 100% |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

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 weekends, chaperone students on fieldtrips, provide additional supervision during morning drop off and afternoon pick-up times, and organize special school events and fundraisers. Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board.

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.

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

N/A

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)

N/A

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 1,405 | 1,405 | 372 | 26.5% |
| Female | 673 | 673 | 174 | 25.9% |
| Male | 732 | 732 | 198 | 27.0% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 49 | 49 | 10 | 20.4% |
| Black or African American | 25 | 25 | 5 | 20.0% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 269 | 269 | 95 | 35.3% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0% |
| Two or More Races | 196 | 196 | 51 | 26.0% |
| White | 857 | 857 | 208 | 24.3% |
| English Learners | 62 | 62 | 20 | 32.3% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 382 | 382 | 153 | 40.1% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 |
| Students with Disabilities | 281 | 281 | 92 | 32.7% |

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.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 0.3% | 3.1% | 2.5% |
| Expulsions | 0.0% | 0.0% | 0.1% |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.0% | 0.9% | 0.1% | 4.5% | 0.2% | 3.2% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% |

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.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

| Student Group | Suspensions Rate | Expulsions Rate |
|--|---------------------|--------------------|
| All Students | 0.9% | 0.0% |
| Female | 0.3% | 0.0% |
| Male | 1.5% | 0.0% |
| Non-Binary | -- | -- |
| American Indian or Alaska Native | -- | -- |
| Asian | 0.0% | 0.0% |
| Black or African American | 8.0% | 0.0% |
| Filipino | -- | -- |
| Hispanic or Latino | 0.4% | 0.0% |
| Native Hawaiian or Pacific Islander | N/A | N/A |
| Two or More Races | * | 0.0% |
| White | 0.9% | 0.0% |
| English Learners | 1.6% | 0.0% |
| Foster Youth | -- | -- |
| Homeless | -- | -- |
| Socioeconomically Disadvantaged | 1.3% | 0.0% |
| Students Receiving Migrant Education Services | N/A | N/A |
| Students with Disabilities | 2.4% | 0.0% |

Table 31: School Safety Plan (School Year 2022–23)

State law requires schools to develop a comprehensive safety plan to address the policies and procedures in place that provide for a safe, orderly, school environment conducive to learning (California Education Code 32280 through 32289).

CMP's mission for the Safety Operations Plan is to provide a Comprehensive Safety Plan and a Site Emergency Response Plan for ensuring a safe, healthy and productive learning environment for all stakeholders.

CMP's Safe School Vision

- CMP will provide a safe, orderly and secure environment to learning.
- CMP will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
- CMP will solicit the participation and views of stakeholders to promote a safe and healthy environment.
- CMP will develop a plan to work cooperatively and collaboratively with parents, students, staff, administrators and community agencies to provide a safe and orderly school and neighborhood.
- CMP will provide training opportunities to staff and students which will promote preparedness in the event of an emergency.

CMP created and maintains a Comprehensive School Safety Plan which includes a Site Emergency Response Plan which helps guide the CMP school administrators with their safety and response plans. Each of these plans 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 goes through their annual Site Safety Assessment every November.

The Safety Operations Plan is reviewed by local first responders, including the fire department and the law enforcement.

The Safety Operations Plan is presented to the Governing Board every January for a public hearing prior to its adoption at the February Board Meeting.

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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)**

| 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 | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| 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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

| 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 | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| 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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 20.29 | 7 | 4 | 0 |
| 1 | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A |
| 3 | N/A | N/A | N/A | N/A |
| 4 | N/A | N/A | N/A | N/A |
| 5 | N/A | N/A | N/A | N/A |
| 6 | N/A | N/A | N/A | N/A |
| Other** | 22.69 | 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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | 22.00 | 3 | 5 | 0 |
| Mathematics | 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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | 21.00 | 4 | 4 | 0 |
| Mathematics | 21.00 | 18 | 3 | 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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | 21.00 | 5 | 3 | 0 |
| Mathematics | 12.92 | 11 | 2 | 0 |
| Science | 21.00 | 5 | 3 | 0 |
| Social Science | 21.00 | 5 | 3 | 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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

| Title | Ratio |
|-------------------------------|--------|
| Pupils to Academic Counselor* | 0.0014 |

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.625 |
| Psychologist | 2.6 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 3 |
| Resource Specialist (non-teaching) | 7.7 |
| Other | 3.1 |

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,175 | \$3,295 | \$7,880 | \$79,949 |
| District | N/A | N/A | [DPL] | \$78,226 |
| Percent Difference – School Site and District | N/A | N/A | [DPL] | 2.2% |
| State | N/A | N/A | \$6,593 | \$85,368 |
| Percent Difference – School Site and State | N/A | N/A | 17.8% | -6.6% |

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

| |
|--|
| Some programs and services that CMP provides to support and assist students are: |
| <ul style="list-style-type: none"> • 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) |

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

| Category | District (SJUSD) Amount | State Average For Districts In Same Category |
|---|-------------------------|--|
| Beginning Teacher Salary | \$46,561.00 | \$51,080.95 |
| Mid-Range Teacher Salary | \$69,093.00 | \$77,514.16 |
| Highest Teacher Salary | \$94,014.00 | \$105,763.62 |
| Average Principal Salary (Elementary) | \$117,870.00 | \$133,420.78 |
| Average Principal Salary (Middle) | \$126,658.00 | \$138,593.75 |
| Average Principal Salary (High) | \$142,797.00 | \$153,391.60 |
| Superintendent Salary | \$303,841.00 | \$298,376.74 |
| Percent of Budget for Teacher Salaries | 33.28% | 31.60% |
| Percent of Budget for Administrative Salaries | 5.56% | 4.97% |

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

N/A

Table 44: Professional Development

| Measure | 2020–21 | 2021–22 | 2022–23 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 18 | 20 | 18 |