![California Montessori Project logo]

California Department of Education
School Accountability Report Card
California Montessori Project – Shingle Springs Campus
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/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.

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

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

Entity	Contact Information
School Name	California Montessori Project-Shingle Springs Campus
Street	4645 Buckeye Rd.
City, State, Zip	Shingle Springs, CA 95682-9505
Phone Number	(530) 672-3095
Principal	Sara Meece
Email Address	smeece@cacmp.org
Website	www.cacmp.org
County-District-School (CDS) Code	09-61838-0111724

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

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 (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.

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.

This will be achieved by:
- Promoting independence
- Teaching respect for oneself and others
- Building confidence
- Creating a sense of social responsibility, and
- Empowering every student to be a global citizen.

California Montessori Project offers an environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a commitment from the community: parents, teachers, community groups, the legislature and, most importantly, the individual child.

The California Montessori Project provides a Montessori curriculum, aligned with the Common Core State Standards, for students ranging from 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 - Shingle Springs

The California Montessori Project-Shingle Springs Campus is a Montessori public charter school offering Transitional Kindergarten - 8th Grade education under a charter authorized by the Buckeye Union School District. CMP-Shingle Springs is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 22nd year as a Montessori Charter School, CMP-Shingle Springs has established beautiful classroom environments rich with Montessori materials. CMP-Shingle Springs also has an experienced and dually-certified team of Montessori teachers; teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. CMP-Shingle Springs teachers enjoy the experience of teaching 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-Shingle Springs are encouraged to become life-long learners through developing their abilities to self-motivate and work independently. CMP -Shingle Springs students are assessed throughout each school year to ensure that they are placed in the curriculum that is appropriate for them. Learning then occurs at each individual child's level and pace through the use of customized student work plans. Students are able to accelerate at their own pace or work through additional practice problems based on their individual progress towards mastery, while providing rigorous academics at all grade levels. This method of assessment and curriculum assignment respects each individual child's learning needs.

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

The CMP-Shingle Springs' mascot is the CMP Hawk and the motto is: Hawks **H**ave respect, **A**ct responsibly, **W**ork hard, **K**eep safe, and **S**how kindness. Peace education and character education are integral parts of the CMP curriculum. The school is in the process of implementing the Positive Behavioral Intervention and Supports (PBIS) framework. Together, the school and the parents work to educate the children and help them be responsible, respectful, contributing members of the community.

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.

Sara Meece, CMP-Shingle Springs Principal

Sara Meece received her Bachelor's Degree in Liberal Studies (Blended Multiple Subject Program) from California State University, Sacramento in May 2004. She is currently in her 18th year of employment with California Montessori Project. She served as a lead teacher at the California Montessori Project, American River Campus for 14 school years, first as an Upper Elementary teacher for two years before joining the Middle School team teaching 7th and 8th grade Science and Math. She completed Secondary I Montessori Training at the Houston Montessori Center in 2009 and earned a Preliminary Administrative Services Credential through the Sacramento County Office of Education (SCOE) Leadership Institute in June 2020.

In addition to her role in the classroom, she served as the Network Middle School Specialist, Network SCOE Teacher Induction Mentor, Campus Curriculum Level Lead Teacher, Network Montessori Support Provider, and Teacher Representative on the CMP Governing Board. Additionally, she was the part-time Dean of Students at the American River Campus for the 2018-19 school year and was selected as the 2018 Sacramento County Teacher of the Year for the California Charter Schools Association (CCSA).

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

Grade Level	Number of Students
Kindergarten	64
Grade 1	56
Grade 2	63
Grade 3	56
Grade 4	51
Grade 5	48
Grade 6	58
Grade 7	43
Grade 8	48
Total Enrollment	487

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

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.5%
Non-Binary	N/A
American Indian or Alaska Native	0.2%
Asian	3.1%
Black or African American	0.0%
Filipino	0.0%
Hispanic or Latino	11.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	10.5%
White	74.3%
English Learners	0.6%
Foster Youth	0.0%
Homeless	0.4%
Migrant	0.0%
Socioeconomically Disadvantaged	15.6%
Students with Disabilities	13.3%

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)	26.0	97.8%	167.9	96.3%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.4	1.5%	0.0	0.0%	4,026.0	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	5.5	3.2%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	2,690.7	1.0%
Total Teaching Positions	26.6	N/A	174.3	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)	19	83%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	1	4%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	[DPC]3	13%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	23	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	[DPC]	2
Misassignments	[DPC]	0
Vacant Positions	[DPC]	1
Total Teachers Without Credentials and Misassignments	[DPC]	3

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	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

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)	0.0%	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)	1.3%	0.0%

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 Albanesi Language Arts Curriculum
- Scholastic Storyworks Jr. Informational Text Series
- McGraw Hill SRA Reading Laboratory
- Instructional Level Spelling Program
- Handwriting Without Tears
- Curriculum Associates: i Ready Reading Program & Teacher Toolbox
- Read Naturally Live
- Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS)
- Writing Pathways
- Keyboarding Without Tears
- Literary Resources Heggerty Phonemic Awareness

ELA 4th-6th Grade
- Montessori Albanessi Language Arts Curriculum
- Scholastic StoryWorks Informational Text Series
- Literature Circles Novels
- McGraw Hill SRA Reading Laboratory
- Instructional Level Spelling Program
- Handwriting Without Tears
- Read Naturally Live
- Curriculum Associates: i Ready Reading Program & Teacher Toolbox
- Historic Literature Novels
- Writing Pathways
- Keyboarding Without Tears
- Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS)

ELA 7th-8th Grade
- Houston Montessori Reproducible Materials
- Historic Literature Novels
- Literature Circles Novels
- Curriculum Associates: i Ready Reading & Teacher Toolbox
- Writing Pathways
- Keyboarding Without Tears

Math TK-K
- Montessori Albanesi Math Curriculum
- Curriculum Associates: iReady Math & Teacher Toolbox

Math 1st-3rd Grade
- Montessori Albanesi Math Curriculum
- Curriculum Associates: Ready Classroom

Math 4th-6th Grade
- Montessori Albanesi Math Curriculum
- Curriculum Associates: Ready Classroom

- Curriculum Associates: iReady Math & Teacher Toolbox

Math 7th-8th Grade
- Pearson Digits Math Program
- Pearson Algebra
- Pearson Geometry
- Curriculum Associates: iReady Math & Teacher Toolbox

Science TK/K
- Montessori Science Curriculum: Botany, Zoology, Geography

Science 1st-3rd Grade
- Montessori Science Curriculum: Botany, Zoology, Geography

Science 4th-5th Grade
- Montessori Science Curriculum
- Teacher's Curriculum Institute: Science Alive!

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

The CMP-Shingle Springs Campus is nestled in the foothills on two contiguous 15-acre parcels located across the street from a church as well as a traditional public school (Buckeye Elementary). The "Lower Campus", which serves grades TK-3rd, is located at 4645 Buckeye Road, Shingle Springs, CA 95682. The "Upper Campus", which serves grades 4th-8th, is located at 4709 Buckeye Road. In total there are 21 separate classrooms with a Peace Path connecting the two campuses.

CMP Shingle Springs has multiple libraries, space for the Response to Intervention and Special Education programs, indoor and outdoor Physical Education space, and a Science Center supporting the STEAM programs.

In addition to the added classrooms and administrative offices, the upper CMP-Shingle Springs campus features a large gymnasium, which is utilized for Club M

(CMP's Expanded Learning Opportunities Program), basketball and volleyball games, physical education, the school's band program, drama program performances, assemblies and parent events. A developed sports field provides a venue for soccer and flag football, and a larger undeveloped field, fondly referred to as "Green Acres," allows students the opportunity to engage in nature studies.

A winding, landscaped "Peace Path" connects the "Lower Campus" and the "Upper Campus". Students and staff regularly use this path as they traverse from one side of the campus to the other. Through ongoing fundraising efforts, CMP-Shingle Springs has installed two large playground systems, two large basketball courts, a ball wall, an outdoor amphitheater, a cross-country running track, gaga ball pit and various concrete fire lanes which provide play surface for four square, nine square, hopscotch, and other outdoor games.

Through LCAP and fundraising efforts, CMP-Shingle Springs has fully equipped two student libraries, one at the "Lower Campus" and one at the "Upper Campus". CMP-Shingle Springs is also committed to gardening programs, as evidenced by the Garden of Learning program, which incorporates multiple classroom garden areas throughout the 15-acre grounds.

CMP-Shingle Springs completed its latest Site Safety Assessment on November 8, 2022. The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards. The campus grounds and facilities were also determined to be well-maintained, clean and in good repair. Regular safety device inspections, fire safety inspections and pest inspections occur. Evacuation maps, safety drills and regular safety inspection logs were also reviewed and were deemed to be in compliance with the school's safety protocols. Quick evacuation in the event of a large-scale fire was discussed as well. CMP-Shingle Springs' maintenance team regularly inspects and repairs doors, gates, fences, roofs, and playground equipment.

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			

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	69.04%	N/A	71.33%	N/A	47.06%
Mathematics (grades 3-8 and 11)	N/A	60.07%	N/A	62.16%	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	301	294	97.7%	2.3%	69.04%
Female	137	136	99.3%	0.7%	72.05%
Male	164	158	96.3%	3.7%	66.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	30	90.9%	9.1%	66.66%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.0%	0.0%	64.28%
White	228	224	98.2%	1.8%	68.75%
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	N/A	N/A	N/A	N/A	N/A
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.9%	6.1%	58.69%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.9%	4.1%	44.68%

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	301	293	97.3%	2.7%	60.07%
Female	137	135	98.5%	1.5%	59.26%
Male	164	158	96.3%	3.7%	60.76%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	31	93.9%	6.1%	48.38%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.0%	0.0%	50.0%
White	228	222	97.4%	2.6%	61.71%
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	45	91.8%	8.2%	46.67%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	45	91.8%	8.2%	44.45%

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	58.07%	N/T	55.36%	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	94	93	98.9%	1.1%	58.07%
Female	44	44	100.0%	0.0%	59.10%
Male	50	49	98.0%	2.0%	57.14%
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.0%	0.0%	50.0%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	71	70	98.6%	1.4%	60.0%
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.9%	7.1%	53.84%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	99.3%	99.6%	99.6%	98.2%	99.3%
7	100%	99.5%	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	498	498	110	22.1%
Female	241	241	51	21.2%
Male	257	257	59	23.0%
American Indian or Alaska Native	--	--	--	--
Asian	15	15	3	20.0%
Black or African American	0	0	0	0
Filipino	--	--	--	--
Hispanic or Latino	57	57	14	24.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	50	12	24.0%
White	369	369	79	21.4%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	77	77	28	36.4%
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	74	74	19	25.7%

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	0.4%	1.1%	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%	0.0%	0.6%	1.3%	0.2%	3.2%
Expulsions	0.0%	0.0%	0.0%	0.0%	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	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	N/A	N/A
American Indian or Alaska Native	--	--
Asian	0.0%	0.0%
Black or African American	N/A	N/A
Filipino	--	--
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	--	--
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	N/A	N/A
Students with Disabilities	0.0%	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-Shingle Springs 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	16.00	2	0	0
1	17.00	2	0	0
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**	21.00	6	9	0

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

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

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	N/A	N/A	N/A	N/A
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**	18.00	11	8	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	N/A	N/A	N/A	N/A
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**	22.75	3	14	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	24.00	0	4	0
Mathematics	24.00	5	2	0
Science	24.00	0	4	0
Social Science	24.00	0	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 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	25.00	0	4	4
Mathematics	25.00	5	1	0
Science	25.00	0	4	0
Social Science	25.00	0	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	21.50	4	0	0
Mathematics	9.56	9	0	0
Science	21.50	4	0	0
Social Science	21.50	4	0	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*	.0019

*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)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.19
Psychologist	0.7
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	0.9

*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	$10,731	$2,549	$8,182	$76,133
District	N/A	N/A	[DPL]	$77,204
Percent Difference – School Site and District	N/A	N/A	[DPL]	-1.4%
State	N/A	N/A	$6,593	$84,612
Percent Difference – School Site and State	N/A	N/A	21.5%	-10.5%

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:

- 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 (BUSD) Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,745	$51,590
Mid-Range Teacher Salary	$72,115	$79,620
Highest Teacher Salary	$96,649	$104,865
Average Principal Salary (Elementary)	$125,859	$131473
Average Principal Salary (Middle)	$131,984	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$170,938	$205,661
Percent of Budget for Teacher Salaries	37.00%	33.33%
Percent of Budget for Administrative Salaries	5.15%	5.87%

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