

California Montessori Project - Elk Grove Campus

2022–23 School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

Address: 8828 Elk Grove Blvd., Ste. 4
Elk Grove, CA , 95624-1875

Principal: Rebecca Marsolais

Phone: (916) 971-9699

Grade K-8

Span:

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 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

Rebecca Marsolais

📍 Principal, California Montessori Project - Elk Grove Campus

About Our School

Rebecca (Becky) Marsolais has over 15 years of experience in the education field. The daughter of an educator she spent many hours working in classrooms as a child and teenager. While working on her Bachelors degree at California State University, Chico, Becky taught as a preschool and daycare teacher. In 2004, Rebecca earned her Bachelors of Art Degree in Psychology with a minor in Child Development. She continued at CSU, Chico in pursuit of her Multiple Subject Teaching Credential which she completed in 2006. She then began teaching in the public sector for 4 years before being hired on by California Montessori Project in 2010. Becky began with CMP as a Teaching Assistant and Club Montessori Coordinator before moving in to a Lead Teacher position. In 2015, Rebecca assumed the role of Dean of Students. In 2016 she completed her Masters of Science, in Educational Leadership and earned California Administrators Credential through National University. Over the past few years Rebecca has been working on her Doctorates of Education, in Organizational Leadership.

Contact

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Elk Grove, CA 95624-1875

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Email: rmarsolais@cacmp.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Superintendent	Hoffman, Christopher
Email Address	choffman@egusd.net
Website	www.egusd.net

School Contact Information (School Year 2023–24)

School Name	California Montessori Project - Elk Grove Campus
Street	8828 Elk Grove Blvd., Ste. 4
City, State, Zip	Elk Grove, CA , 95624-1875
Phone Number	(916) 971-9699
Principal	Rebecca Marsolais
Email Address	rmarsolais@cacmp.org
Website	https://eg.cacmp.org/
County-District-School (CDS) Code	34673140111732

Last updated: 1/10/24

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

Central Administration Office

5330-A Gibbons Drive, Carmichael, CA 95608

Superintendent - Brett Barley

School Description and Mission Statement (School Year 2023–24)

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 – Elk Grove Campus:

The California Montessori Project—Elk Grove Campus, is a Montessori public charter school offering TK-8th Grade education under a charter authorized by the Elk Grove Unified School District. CMP-Elk Grove 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-Elk Grove has established beautiful classroom environments rich with Montessori materials. CMP-Elk Grove 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-Elk Grove 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-Elk Grove are encouraged to become life-long learners through developing their abilities to self-motivate and work independently. CMP-Elk Grove 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.

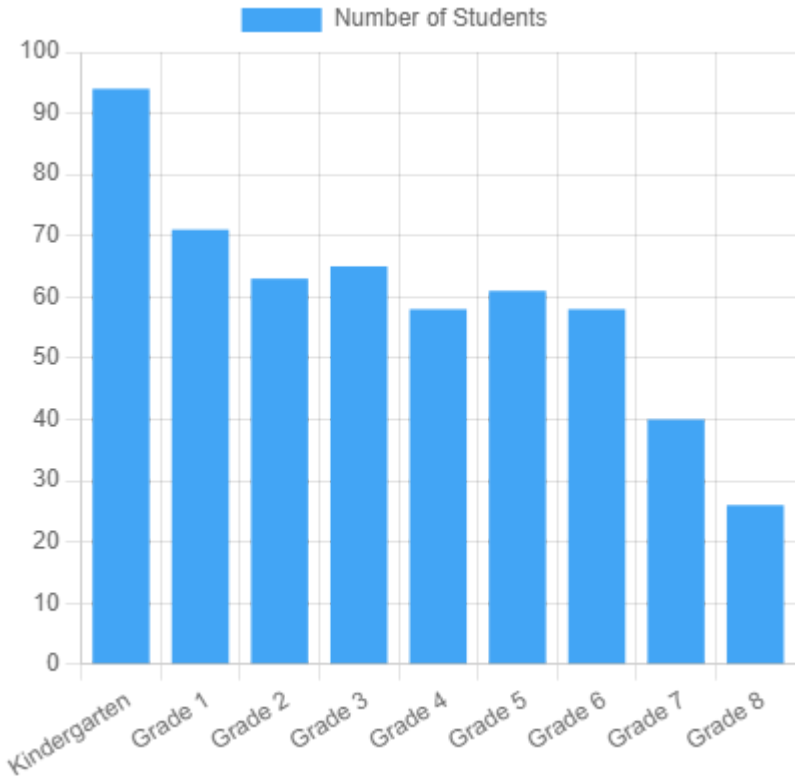
As a charter school, CMP-Elk Grove takes pride in blending California State Standards with Montessori lessons, and is proud of the student achievement, measured, in part, by a high ranking in the California Assessment of Student Performance and Progress (CAASPP).

The CMP-Elk Grove's mascot is the CMP Lion and the motto is Lions ROAR (Respect others and the environment, Own their actions, Act responsibility, and Rise to the challenge). Peace education and character education are integral parts of the CMP-Elk Grove curriculum. The school has implemented 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.

Last updated: 1/17/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	94
Grade 1	71
Grade 2	63
Grade 3	65
Grade 4	58
Grade 5	61
Grade 6	58
Grade 7	40
Grade 8	26
Total Enrollment	536



Last updated: 1/10/24

Student Enrollment by Student Group (School Year 2022–23)

Some of the subgroups may appear low due to the number of students who fall under the "Two or More Races" subgroup.

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.40%
Non-Binary	0.20%
American Indian or Alaska Native	0.00%
Asian	17.20%
Black or African American	4.30%
Filipino	6.50%
Hispanic or Latino	29.70%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	15.30%
White	26.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.90%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	24.60%
Students with Disabilities	13.20%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)	18.70	77.36%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.20	0.82%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	11.49%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	6.13%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	4.12%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	24.20	100.00%	2842.20	100.00%	274759.10	100.00%

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.

Last updated: 1/10/24

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)	24.40	85.95%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	3.00	10.54%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.51%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	28.40	100.00%	3037.40	100.00%	279044.80	100.00%

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.

Last updated: 1/10/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	0.00
Misassignments	1.80	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.70	1.00

Last updated: 11/2/23

**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	1.40	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.40	0.00

Last updated: 11/2/23

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)	18.50%	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)	14.80%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><u>TK-3rd Grade</u></p> <ul style="list-style-type: none"> • 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 • Albanesi • Literary Resources Heggerty Phonemic Awareness 		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> • Curriculum Associates: iReady Learning (1-3rd) <p><u>4th-6th Grade</u></p> <ul style="list-style-type: none"> • Montessori Language Arts Curriculum • ETC Montessori Language Arts • Educators Publishing Service Wordly Wise • Literature Circles Novels • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting Without Tears • Curriculum Associates: i Ready Learning • Read Naturally Live • Montessori Research and Development - Word Study Program • Curriculum Associates: Ready Reading Classroom • Curriculum Associates: i Ready Learning <p><u>7th-8th Grade</u></p> <ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • Literature Circles Novels • Curriculum Associates: i Ready 		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Learning		
Mathematics	<p data-bbox="591 443 651 474"><u>TK-K</u></p> <ul data-bbox="618 499 862 653" style="list-style-type: none"> <li data-bbox="618 499 862 569">• Montessori Math Curriculum <li data-bbox="618 579 829 653">• Albanesi Math Curriculum <p data-bbox="591 695 760 726"><u>1st-3rd Grade</u></p> <ul data-bbox="618 751 899 1188" style="list-style-type: none"> <li data-bbox="618 751 862 821">• Montessori Math Curriculum <li data-bbox="618 831 829 905">• Albanesi Math Curriculum <li data-bbox="618 915 878 1020">• Curriculum Associates: i Ready Learning <li data-bbox="618 1031 899 1188">• Curriculum Associates: Ready Classroom Common Core Math <p data-bbox="591 1230 764 1262"><u>4th-6th Grade</u></p> <ul data-bbox="618 1287 899 1713" style="list-style-type: none"> <li data-bbox="618 1287 862 1356">• Montessori Math Curriculum <li data-bbox="618 1367 899 1524">• Curriculum Associates: Ready Classroom Common Core <li data-bbox="618 1535 878 1640">• Curriculum Associates: i Ready Learning <li data-bbox="618 1650 829 1713">• ETC Montessori Math <p data-bbox="591 1766 764 1797"><u>7th-8th Grade</u></p> <ul data-bbox="618 1822 889 1965" style="list-style-type: none"> <li data-bbox="618 1822 889 1965">• Curriculum Associates: Ready instruction and practice workbooks 		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> Curriculum Associates: i Ready Learning 		
Science	<p><u>TK/K</u></p> <ul style="list-style-type: none"> Montessori Science Curriculum: Botany, Zoology, Geography <p><u>1st-3rd Grade</u></p> <ul style="list-style-type: none"> Montessori Science Curriculum: Botany, Zoology, Geography Mystery Science <p><u>4th-5th Grade</u></p> <ul style="list-style-type: none"> Montessori Science Curriculum TCI Science Curriculum <p><u>6th-8th Grade?</u></p> <ul style="list-style-type: none"> TCI Science Curriculum 		0
History-Social Science	<p><u>TK-3rd Grade</u></p> <ul style="list-style-type: none"> Montessori History Curriculum <p><u>4th-6th Grade</u></p> <ul style="list-style-type: none"> Montessori History Curriculum Teacher's Curriculum Institute: Social Studies Alive! California's Promise Teacher's Curriculum Institute: Social 		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Studies Alive! America's Past <ul style="list-style-type: none"> Teacher's Curriculum Institute: History Alive! Ancient World <u>7th-8th Grade</u> <ul style="list-style-type: none"> Teacher's Curriculum Institute: History Alive! The United States Through Industrialism Teacher's Curriculum Institute: History Alive! The Medieval World and Beyond 		
Foreign Language	N/A		0
Health	<u>7th-8th Grade</u> <ul style="list-style-type: none"> Positive Prevention Plus 		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/17/24

School Facility Conditions and Planned Improvements

The CMP-Elk Grove Campus is comprised of two sites. The original facility located on Elk Grove Blvd is a former public school campus leased through the Cosumnes Community Services District (CSD). The facility houses an office and six traditional classrooms, and a portable for the Club M program (Expanded Learning Opportunities Program) and additional student services. This site serves students in Transitional Kindergarten/Kindergarten – 3rd Grade. The school grounds include a spacious field, a playground, and a large asphalt play area with a basketball court. In partnership with CSD, the property is maintained in good repair by maintenance personnel.

The second CMP-Elk Grove facility is located 2.2 miles from the original site on Bradshaw Road. Ten acres of land houses school offices, 16 classrooms, and a large multipurpose room. This site serves students in Transitional Kindergarten/Kindergarten – 8th Grade. The school grounds include a separate Transitional Kindergarten/Kindergarten play area, a large asphalt play area, an elementary playground structure, two large shade structures, a middle school physical fitness center, a large garden area, and a large play field.

Last updated: 1/29/24

School Facility Good Repair Status

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

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

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

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

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/29/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	57%	53%	52%	51%	47%	46%
Mathematics (grades 3-8 and 11)	48%	46%	40%	40%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	301	98.05%	1.95%	53.49%
Female	144	142	98.61%	1.39%	55.63%
Male	162	158	97.53%	2.47%	51.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	56	55	98.21%	1.79%	60.00%
Black or African American	11	9	81.82%	18.18%	--
Filipino	22	22	100.00%	0.00%	63.64%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	95	94	98.95%	1.05%	45.74%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00%	0.00%	53.85%
White	83	81	97.59%	2.41%	60.49%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	58	57	98.28%	1.72%	43.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	54	51	94.44%	5.56%	13.73%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/10/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	301	98.05%	1.95%	46.18%
Female	144	142	98.61%	1.39%	42.25%
Male	162	158	97.53%	2.47%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	56	55	98.21%	1.79%	50.91%
Black or African American	11	9	81.82%	18.18%	--
Filipino	22	22	100.00%	0.00%	63.64%
Hispanic or Latino	95	94	98.95%	1.05%	42.55%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00%	0.00%	30.77%
White	83	81	97.59%	2.41%	54.32%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	58	57	98.28%	1.72%	29.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	54	51	94.44%	5.56%	9.80%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/10/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	46.46%	45.78%	34.66%	36.18%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/10/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	83	95.40%	4.60%	45.78%
Female	46	44	95.65%	4.35%	47.73%
Male	41	39	95.12%	4.88%	43.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	17	17	100.00%	0.00%	41.18%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	24	92.31%	7.69%	37.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	25	24	96.00%	4.00%	66.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	13	92.86%	7.14%	38.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	14	82.35%	17.65%	14.29%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

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

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

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

Opportunities for Parental Involvement (School Year 2023–24)

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	536	138	25.7%
Female	257	253	57	22.5%
Male	285	282	80	28.4%
Non-Binary	1	1	1	100.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	93	93	21	22.6%
Black or African American	23	22	7	31.8%
Filipino	35	35	5	14.3%
Hispanic or Latino	160	159	30	18.9%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	83	82	23	28.0%
White	148	144	51	35.4%
English Learners	23	23	7	30.4%
Foster Youth	1	1	0	0.0%
Homeless	1	1	1	100.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	136	134	40	29.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	88	87	31	35.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.06%	1.84%	0.12%	4.22%	3.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.84%	0.00%
Female	0.39%	0.00%
Male	3.16%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.70%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.82%	0.00%
White	2.70%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.94%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.95%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

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 educational partners.

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-Elk Grove 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.

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	19.00	3		
1				
2				
3				
4				
5				
6				
Other**	27.00		13	

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		4	
1				
2				
3				
4				
5				
6				
Other**	21.00	3	15	

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	4	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	25.00	1	17	0

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00		3	
Mathematics	16.00	4	1	
Science	26.00		3	
Social Science	26.00		3	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	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.

Last updated: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	487.27

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.20
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.70

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10208.00	\$2457.00	\$7751.00	\$60220.00
District	N/A	N/A	--	\$83800.00
Percent Difference – School Site and District	N/A	N/A	--	-32.75%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	1.88%	-37.36%

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

Last updated: 1/17/24

Types of Services Funded (Fiscal Year 2022–23)

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

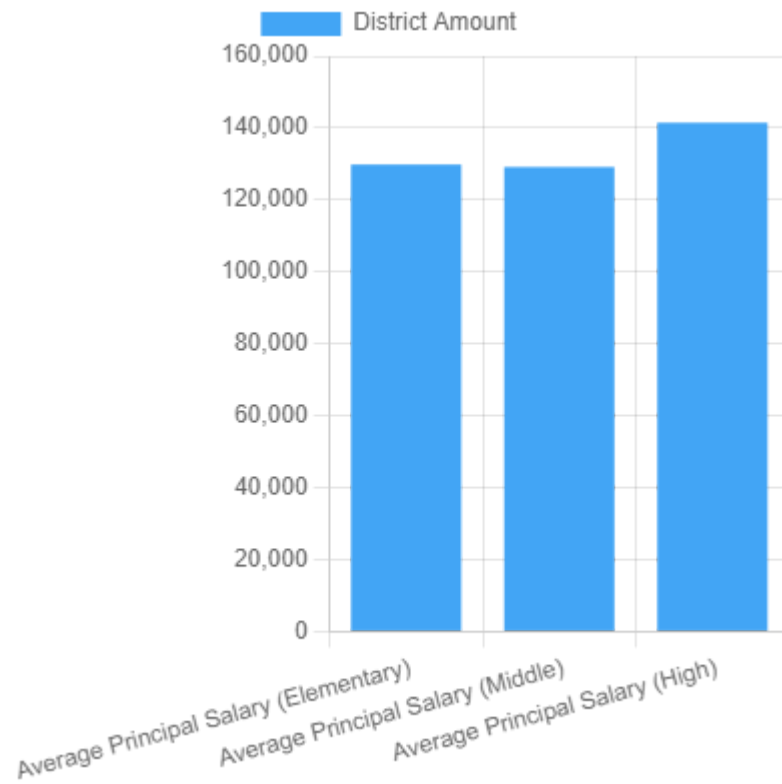
- Counseling
- Academic support in terms of reading and math intervention
- Social emotional curriculum
- Low class sizes
- Two adults per classroom
- Enrichment (i.e. Art, VAPA, PE, Music)

Last updated: 1/10/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49100.00	\$55549.60
Mid-Range Teacher Salary	\$70352.00	\$80702.84
Highest Teacher Salary	\$102103.00	\$109417.68
Average Principal Salary (Elementary)	\$129846.00	\$137703.47
Average Principal Salary (Middle)	\$129165.00	\$143759.63
Average Principal Salary (High)	\$141477.00	\$159020.77
Superintendent Salary	\$370598.00	\$319442.91
Percent of Budget for Teacher Salaries	34.34%	30.35%
Percent of Budget for Administrative Salaries	3.71%	4.87%

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



Last updated: 1/10/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	20	18	24

