

**California Montessori Project-San Juan
Campuses**
2022–23 School Accountability Report Card
**Reported Using Data from the 2022–23 School
Year**
California Department of Education

Address:	5330A Gibbons Dr., Ste. 700 Carmichael, CA , 95608- 2117	Principal:	Brett Barley, Superintendent
Phone:	(916) 971-2432	Grade Span:	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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

Brett Barley, Superintendent

📍 Principal, California Montessori Project-San Juan Campuses

About Our School

Chans Folger, CMP-American River Principal:

Mr. Chans Folger has over 15 years of teaching/working in a school setting. He started working for CMP in 2008-2009 as a long term substitute, then moving into a lead teacher role in an Upper Elementary class. Chans continued to work in the Upper Elementary classroom as lead teacher while becoming a grade level lead. In this role Chans would work with new team members and help guide, teach and mentor them while they were going through their Montessori Trainings. In 2011, Chans completed his 6-9 and 9-12 Montessori Credential after a two year program. He also went on to complete his Masters in Education and Administration credential. Chans left CMP in 2017 to work for San Juan Unified School District, teaching at their Montessori school for 5 years. After working for 5 years in the classroom, Chans went into Administration where he worked as a Vice Principal at one of the largest elementary schools in the San Juan Unified School District. After serving a year in that role, Chans moved back to CMP as the Principal of the American River Campus.

Laurien Spiller, CMP-Carmichael Principal:

Laurien Spiller is in her 7th year as Principal at CMP-Carmichael, and her 13th year in school administration. After she obtained her CA Multiple Subjects credential and American Montessori Society teacher certification, she began teaching kindergarten in the Montessori charter school setting, first in the Sierra Foothills and later at California Montessori Project. Her commitment to providing a quality, tuition-free, Montessori education evolved from teaching to serving in an administrative capacity. Laurien completed an M.A in Educational Leadership and Policy Studies and CA Administrative Services credential at CSU Sacramento. She served as Principal/Head of School at a TK-6 Montessori charter school in Southern California. After five years at the school, she moved on to lead the Fiscal Services department within the same district. In 2017, Laurien returned to CMP as Principal of the Carmichael campus and greatly enjoys serving her community.

Maria Ostendorf, CMP-Orangevale Principal:

Maria Ostendorf is in her sixth year as the principal at the CMP - San Juan Orangevale Campus. Maria began her journey as a school administrator as the Dean of Students at the CMP - Capitol Campus in 2009. She has been a part of the CMP community since 2003, starting as an upper elementary teacher. Her leadership at the CMP - San Juan Orangevale Campus is informed by her extensive experience and multiple Montessori credentials. Maria received her

Bachelor's degree in Elementary Education from the University of Dayton in Ohio. After completing her undergraduate studies, Maria joined the United States Peace Corps and served in Morocco for three years. Upon returning to the United States, Maria earned her Master's degree at California State University, Sacramento. Maria has worked with elementary aged children for more than 26 years in the roles of teacher and school administrator.

Contact

California Montessori Project-San Juan Campuses
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Carmichael, CA 95608-2117

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Email: bbarley@cacmp.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Bassanelli, Melissa
Email Address	mbassanelli@sanjuan.edu
Website	www.sanjuan.edu

School Contact Information (School Year 2023–24)

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

Last updated: 1/10/24

CMP-San Juan has 3 school sites:

American River - 6838 Kermit Lane, Fair Oaks - 916-864-0081

Carmichael - 5325 Engle Road, Carmichael - 916-971-2430

Orangevale - 6545 Beech Avenue, Orangevale - 916-673-9389

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 - San Juan

The California Montessori Project-San Juan Charter School consists of three campuses: CMP-American River in Fair Oaks at the Leighton Little John School, CMP-Carmichael at La Sierra Community Center, and CMP-Orangevale located in the Thomas Coleman School. The school's charter is authorized through San Juan Unified School District. CMP-San Juan is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 23rd year as a Montessori Charter School, CMP-San Juan has established beautiful classroom environments rich with Montessori materials. CMP-San Juan also has an experienced and dually-certified team of Montessori teachers; teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. CMP-San Juan teachers enjoy the experience of teaching with their teaching assistants, offering both a low student-adult ratio as well as the opportunity to provide small group or individual lessons to students.

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

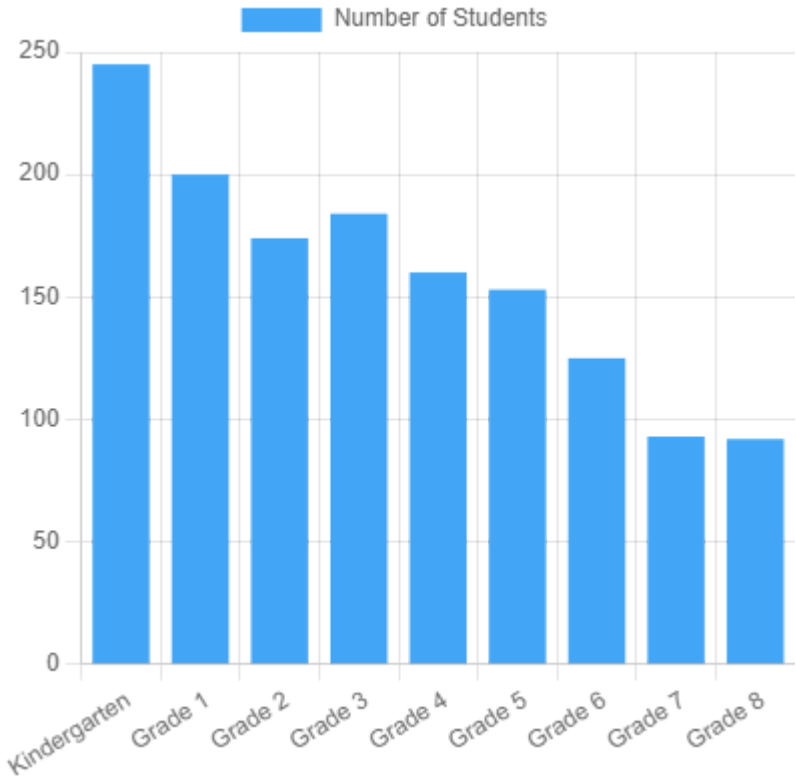
As a charter school, CMP-San Juan takes pride in blending California State Standards with Montessori lessons, and is proud of the student achievement,

measured, in part, by a high ranking in the California Assessment of Student Performance and Progress (CAASPP).

Last updated: 1/10/24

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

Grade Level	Number of Students
Kindergarten	245
Grade 1	200
Grade 2	174
Grade 3	184
Grade 4	160
Grade 5	153
Grade 6	125
Grade 7	93
Grade 8	92
Total Enrollment	1426



Last updated: 1/10/24

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

Some of the low percentage rates for certain subgroups may be related to many students falling into the 'Two or More Races' category.

Student Group	Percent of Total Enrollment
Female	46.20%
Male	53.60%
Non-Binary	0.10%
American Indian or Alaska Native	0.20%
Asian	3.40%
Black or African American	1.90%
Filipino	0.60%
Hispanic or Latino	19.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	14.00%
White	60.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.70%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	27.90%
Students with Disabilities	16.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.20	82.91%	1679.20	71.81%	228366.10	83.12%
Intern Credential Holders Properly Assigned	6.40	8.66%	21.00	0.90%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	4.87%	49.30	2.11%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	3.09%	297.30	12.72%	12115.80	4.41%
Unknown/Incomplete/NA	0.30	0.47%	291.30	12.46%	18854.30	6.86%
Total Teaching Positions	73.80	100.00%	2338.40	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)	60.90	81.80%	1946.10	78.12%	234405.20	84.00%
Intern Credential Holders Properly Assigned	7.90	10.60%	21.60	0.87%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	4.03%	80.70	3.24%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.34%	243.50	9.78%	11953.10	4.28%
Unknown/Incomplete/NA	1.60	2.23%	199.10	8.00%	15831.90	5.67%
Total Teaching Positions	74.50	100.00%	2491.10	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	1.00
Misassignments	2.60	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	3.00

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	2.20	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.20	1.00

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)	3.00%	2.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.70%	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: null 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) • Montessori Research and Development - Word Study Program • Literary Resources Heggerty Phonemic Awareness • Zoophonics <p><u>4th-6th Grade</u></p>		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"> • Montessori Language Arts Curriculum • Montessori Research and Development - Word Study Program • Literature Circles Novels • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting Without Tears • Read Naturally Live • Curriculum Associates: i Ready Learning • Curriculum Associates: Ready Reading Classroom <p><u>7th-8th Grade</u></p> <ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circles Novels • Curriculum Associates: i Ready Learning 		
Mathematics	<p><u>TK-K</u></p> <ul style="list-style-type: none"> • Montessori Math Curriculum • Curriculum Associates: iReady Math 		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: Ready Common Core Math <p><u>1st-3rd Grade</u></p> <ul style="list-style-type: none"> • Montessori Math Curriculum • Curriculum Associates: iReady Math • Curriculum Associates: Ready Common Core Math <p><u>4th-6th Grade</u></p> <ul style="list-style-type: none"> • Montessori Math Curriculum • Curriculum Associates: Ready instruction and practice workbooks • Curriculum Associates: i Ready Learning • ETC Montessori Math <p><u>7th-8th Grade?</u></p> <ul style="list-style-type: none"> • Curriculum Associates: Ready Classroom Common Core Math (American River, Carmichael) 		
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>		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"> • Montessori Science Curriculum: Botany, Zoology, Geography • Mystery Science <p><u>4th-5th Grade</u></p> <ul style="list-style-type: none"> • Montessori Science Curriculum • Science Studies Weekly • ETC Montessori Science (American River, Carmichael) <p><u>6th-8th Grade</u></p> <ul style="list-style-type: none"> • Science Studies Weekly • TCI Science Curriculum (American River, Orangevale) 		
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 Studies Alive! America's Past • Teacher's Curriculum Institute: History Alive! Ancient World 		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<u>7th-8th Grade</u> <ul style="list-style-type: none"> • 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 		
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

CMP - American River Campus

The CMP-American River Campus is housed at the Leighton Littlejohn Campus, which resides in a residential neighborhood. The facility is leased from the San Juan Unified School District (SJUSD). This facility features 20 classrooms, a library, multi-purpose room with stage, Learning Center, and two resource rooms.

Breakfast and hot lunch are provided by the District in the multi-purpose room cafeteria.

There are also two playgrounds, large asphalt play areas including basketball courts and tetherball, and extensive play/sports fields. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. CMP-San Juan American River Campus, in partnership with the San Juan Unified School District, recently completed a full remodel of the campus, including classrooms, administrative offices, multipurpose room, HVAC systems, kindergarten playground, parking lot, and landscaping.

CMP - Carmichael Campus

The CMP-Carmichael Campus has been located at the La Sierra Community Center since July 2011 in leased space from the Carmichael Recreation and Parks Department (CRPD). The large facility, built in 1958, was originally La Sierra High School, and since 1984 has been used by CRPD as a community center. The campus now has 29 classrooms, a library, science lab, art room, and a large room for Club M (the Expanded Learning Opportunities Program).

The campus has two multi-purpose rooms, use of a gymnasium, special education resource rooms, and administrative offices. The campus converted one of their multi-purpose rooms into a lunch room for the students serving breakfast and lunch in partnership with San Juan Unified School District. A large field and play structure meet the needs of the Transitional Kindergarteners through 8th grade students. Restrooms are available for student use on three of the wings. The facility is maintained by CRPD, with nightly cleaning completed by contracted janitorial staff. Daily school maintenance and security is provided by CMP staff. The long-term lease allows the Carmichael Campus to continue to develop the campus to best support students, staff, and families, providing a quality, tuition-free Montessori education.

CMP - Orangevale Campus

The CMP-Orangevale Campus opened in August of 2010 at the Thomas Coleman Campus, which resides in a residential neighborhood in the small city of Orangevale. The facility is currently leased from the San Juan Unified School District (SJUSD). Currently CMP-Orangevale occupies 12 classrooms, serving Transitional Kindergarten/Kindergarten thru 8th grade. One additional classroom is a dedicated space for our Special Education services. In August 2018 CMP-Orangevale gained access to portable classroom for use as the school library and before/after school care program. During the 2022-2023 school year, CMP-Orangevale gained access to a room that SJUSD had used for their Child Development Program and the site uses it for their before and after school program.

CMP-Orangevale students have access to expansive fields with soccer and baseball diamonds, two play structures and a large asphalt area with basketball, four-square, two sets of swings and a ball wall. CMP-Orangevale has access to the

multi-purpose room. The SJUSD maintenance and custodial staff maintain the campus and provide janitorial service throughout the day for cleaning and immediate maintenance needs.

CMP-Orangevale, in partnership with the San Juan Unified School District, as part of Prop 51 grant monies, is currently undergoing a modernization project including fencing around the entire school property, updated office space, restroom renovations, classroom renovations and more.

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	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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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)	54%	53%	43%	42%	47%	46%
Mathematics (grades 3-8 and 11)	42%	41%	29%	29%	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: 1/11/24

**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	787	775	98.48%	1.52%	53.33%
Female	372	368	98.92%	1.08%	56.68%
Male	414	406	98.07%	1.93%	50.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	60.00%
Black or African American	13	13	100.00%	0.00%	30.77%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	142	136	95.77%	4.23%	54.48%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	111	109	98.20%	1.80%	44.44%
White	486	482	99.18%	0.82%	55.16%
English Learners	22	22	100.00%	0.00%	9.52%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	156	151	96.79%	3.21%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	171	166	97.08%	2.92%	30.13%

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	787	777	98.73%	1.27%	41.44%
Female	372	370	99.46%	0.54%	37.57%
Male	414	406	98.07%	1.93%	44.83%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	76.67%
Black or African American	13	13	100.00%	0.00%	23.08%
Filipino	--	--	--	--	--
Hispanic or Latino	142	137	96.48%	3.52%	33.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	111	109	98.20%	1.80%	33.03%
White	486	483	99.38%	0.62%	43.69%
English Learners	22	22	100.00%	0.00%	18.18%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	156	152	97.44%	2.56%	37.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	171	168	98.25%	1.75%	20.83%

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)	44.64%	48.48%	30.55%	30.86%	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	237	231	97.47%	2.53%	48.48%
Female	110	110	100.00%	0.00%	44.55%
Male	127	121	95.28%	4.72%	52.07%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11%	7.89%	45.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	34	32	94.12%	5.88%	34.38%
White	147	146	99.32%	0.68%	52.05%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	46	93.88%	6.12%	30.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	39	36	92.31%	7.69%	25.00%

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

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	1440	1430	313	21.9%
Female	666	663	135	20.4%
Male	772	765	178	23.3%
Non-Binary	2	2	0	0.0%
American Indian or Alaska Native	3	3	1	33.3%
Asian	48	48	10	20.8%
Black or African American	28	27	6	22.2%
Filipino	9	9	3	33.3%
Hispanic or Latino	285	283	79	27.9%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	199	199	42	21.1%
White	868	861	172	20.0%
English Learners	60	59	16	27.1%
Foster Youth	0	0	0	0.0%
Homeless	12	12	7	58.3%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	417	413	117	28.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	310	307	79	25.7%

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%	0.91%	2.50%	0.10%	4.48%	4.53%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.06%	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	2.50%	0.00%
Female	0.90%	0.00%
Male	3.89%	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	3.57%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.21%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.51%	0.00%
White	2.30%	0.00%
English Learners	1.67%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.32%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.13%	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-San Juan goes through their annual Site Safety Assessment every November.

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

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

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	3	6	
1				
2				
3				
4				
5				
6				
Other**	24.00	2	41	1

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

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

Average Class Size and Class Size Distribution (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	19.00	6	6	
1				
2	3.00	1		
3	3.00	1		
4				
5				
6	2.00	1		
Other**	21.00	9	38	

* 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	21.00	4	7	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**	24.00	2	48	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	22.00	4	4	
Mathematics	12.00	19	2	
Science	22.00	4	4	
Social Science	23.00	4	4	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 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: 1/31/24

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

Title	Ratio
Pupils to Academic Counselor*	419.41

* 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)	3.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.80
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	
Other	2.30

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

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	\$11973.00	\$2838.00	\$9135.00	\$66192.00
District	N/A	N/A	--	\$80362.00
Percent Difference – School Site and District	N/A	N/A	--	-19.34%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	18.25%	-28.16%

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:

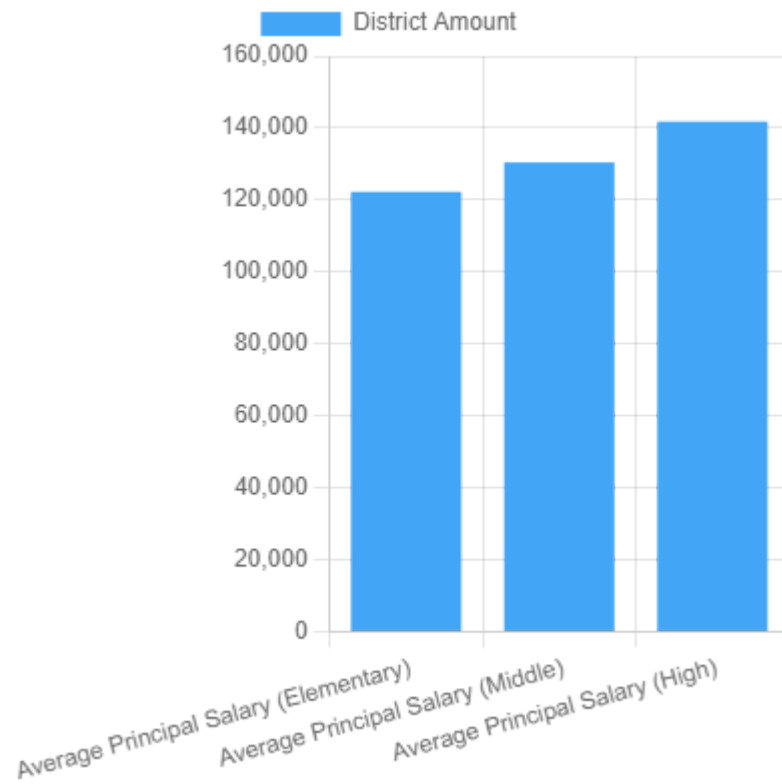
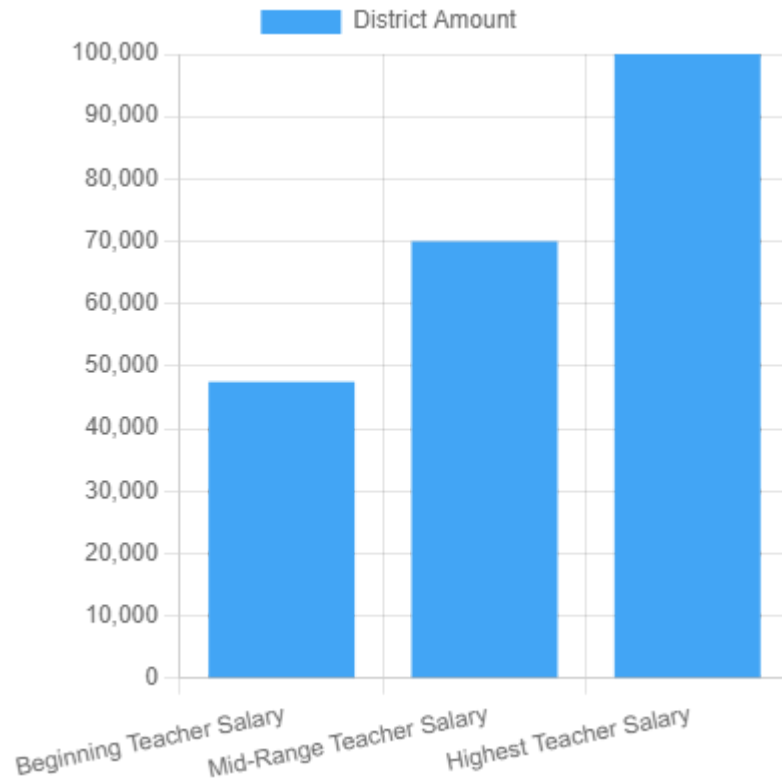
- Counseling
- Academic support in terms of reading and math intervention
- Social emotional curriculum
- Low class sizes
- Two adults per classroom
- Enrichment (i.e. Art, VAPA, PE, Music)

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	\$47500.00	\$55549.60
Mid-Range Teacher Salary	\$70000.00	\$80702.84
Highest Teacher Salary	\$100000.00	\$109417.68
Average Principal Salary (Elementary)	\$122250.00	\$137703.47
Average Principal Salary (Middle)	\$130430.00	\$143759.63
Average Principal Salary (High)	\$141779.00	\$159020.77
Superintendent Salary	\$324066.00	\$319442.91
Percent of Budget for Teacher Salaries	33.42%	30.35%
Percent of Budget for Administrative Salaries	5.41%	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

