

Community Montessori

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Community Montessori
Street	1441 Montiel Rd., Ste. 143
City, State, Zip	Escondido, CA , 92026-2242
Phone Number	(760) 743-7880
Principal	Earl Otte
Email Address	eotte@cmcharter.org
School Website	http://www.cmcharter.org
County-District-School (CDS) Code	37103710137695

2023-24 District Contact Information

District Name	Community Montessori
Phone Number	(858) 292-3500
Superintendent	(858) 292-3500
Email Address	paul.gothold@sdcoe.net
District Website	www.sdcoe.net

2023-24 School Description and Mission Statement

Community Montessori School welcomes you into our community. We believe that a Montessori Education provides students with the independence, skills, curiosity, and determination that will be vital to their success in our rapidly changing world. Our role is to work alongside you and your child by creating an environment that allows them to grow and learn socially, emotionally, and academically. We take your child's learning style into account as we work with you to create a learning plan that supports their exploration of a varied and multi-disciplined curriculum. Our school motto is, "Roots in the Community, Wings for the World" and Maria Montessori believed that the role of education was to allow for Human flourishing and development. We want to build our children's wings for it is only through education that we can secure a peaceful and prosperous future for all mankind.

Community Montessori (CM) is authorized by the San Diego County Office of Education (SDCOE). CM currently serves approximately 750 students in grades K-8. Students attend one of five resource centers located throughout San Diego County and are on a Montessori home study program.

Community Montessori is committed to respecting the talents and interests of the individual child while implementing Montessori teaching principles. Our goal is to foster in our children a strong sense of independence, creativity, respect for others, appreciation of diversity in people, and a deep and joyful love of learning.

Mission Statement

The mission of Community Montessori is to assist the San Diego County Office of Education (COE or County) in preparing students to become citizens capable of discipline, synthesis, creativity, respect, empathy, and ethics for success in 21st century society. The publicly-funded school offers an alternative to the traditional educational setting by incorporating Montessori methodologies of instruction and assessment. Educational Facilitators with teaching credentials and specialized training in Montessori education, learning styles, student guidance, and cognitive science promote a culture of education which empowers students to become self-directed lifelong learners. The Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	168
Grade 1	90
Grade 2	98
Grade 3	99
Grade 4	83
Grade 5	77
Grade 6	64
Grade 7	48
Grade 8	35
Total Enrollment	762

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.7%
American Indian or Alaska Native	0.1%
Asian	6.2%
Black or African American	0.4%
Filipino	1%
Hispanic or Latino	24%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	12.7%
White	49.3%
English Learners	5%
Homeless	0.9%
Socioeconomically Disadvantaged	27%
Students with Disabilities	16.9%

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.

2020-21 Teacher Preparation and Placement

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)	23.30	70.72	243.30	65.43	228366.10	83.12
Intern Credential Holders Properly Assigned	6.00	18.19	7.00	1.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	11.09	86.90	23.38	12115.80	4.41
Unknown	0.00	0.00	30.50	8.23	18854.30	6.86
Total Teaching Positions	32.90	100.00	371.80	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.

2021-22 Teacher Preparation and Placement

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)	20.90	65.36	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	7.20	22.66	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	11.97	91.90	22.91	11953.10	4.28
Unknown	0.00	0.00	36.00	8.98	15831.90	5.67
Total Teaching Positions	31.90	100.00	401.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.60	3.80
Total Out-of-Field Teachers	3.60	3.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LEA does not adopt one specific textbook. There is a strong emphasis on the use of Montessori materials and hands on activities to promote and encourage learning, especially through the primary and elementary years. In Middle School, students will have access to many textbooks and online resources, with an emphasis on individualized learning as much as possible.

Year and month in which the data were collected

January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Montessori Language materials are used at the lower grade levels. The school uses a structured approach to literacy and all Primary and Lower Elementary students use the CA Phonetic Reading Program and Heggarty Phonetic Instruction. They then move to Guided Readers and literature circles. They will also use Explode the Code, Wordly Wise and I-Ready. Upper Elementary use a choice of I-Ready, Junior Great books, Wordly Wise and Montessori materials. Middle School select from a variety of texts.	Yes	0
Mathematics	Montessori Materials are used and available at all levels as is Generation Genius and i-Ready. Students also have access to MathLinks curriculum.	Yes	0
Science	Montessori Materials and hands on labs and activities as well as Generation Genius.	Yes	0
History-Social Science	Montessori Materials and teacher made curriculum	Yes	0
Foreign Language	Upper Elementary are provided with one hour of direct Spanish instruction each week	Yes	0
Visual and Performing Arts	This is an elective for Middle School students.	Yes	0

School Facility Conditions and Planned Improvements

Community Montessori has developed a Comprehensive Safety Plan and it is reviewed, updated, and discussed every summer when the staff returns from summer break, with the most recent review taking place in July 2023. The Comprehensive Safety Plan includes the Emergency Preparedness Plan, Exposure Control Plan, Hazard Communication Plan, Illness and Injury Prevention Plan, and Student Suicide Prevention and Response Plan.”

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Kitchen: countertop edge damaged Hall at 116-119: cove base missing by 119/120
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Kitchen: extension cord used as permanent power
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			TK/K: gaps/cracks in concrete and concrete lifting at play eq matting Outdoor Lunch Area at 106: sink faucet loose, exterior drinking fountain has low water pressure 102: exterior drinking fountain has low water pressure,
Safety: Fire Safety, Hazardous Materials	X			Room 2 Lower EI: exterior paint peeling on eave/fascia outside room 2, Room 11 7/8: exterior paint peeling on eave and fascia
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			1st-3rd: gap in concrete that goes around two sides of the building facing play areas 4th-6th: exterior stage concrete cracked/chipped 1st-3rd 2: black vinyl fence and gate leaning/damaged TK/K: gaps/cracks in concrete and concrete lifting at play eq matting Room 1 TK/K: parking lot curb cracked and separating from swale leaving big gap, asphalt parking lot has pothole Mech Yard: wood fence pickets loose/damaged at multiple places Room 4: concrete sidewalk is lifting and has gaps--trip hazards, Room 6: concrete sidewalk outside room 6 has gaps/cracks--trip hazards 9 SPED: asphalt damaged/cracked--typical for play area, asphalt lifting at concrete/asphalt transition 7: holes in paver walkway due to removal of tree/landscape, concrete lifting between rooms 7 and 6 (closer to 6) 102: exterior drinking fountain has low water pressure,

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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)	63	60	52	47	47	46
Mathematics (grades 3-8 and 11)	46	45	38	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	405	397	98.02	1.98	60.20
Female	206	202	98.06	1.94	60.89
Male	198	194	97.98	2.02	59.28
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	94	95.92	4.08	44.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	65	97.01	2.99	61.54
White	217	215	99.08	0.92	65.12
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	36	34	94.44	5.56	44.12
Socioeconomically Disadvantaged	124	122	98.39	1.61	48.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	82	93.18	6.82	30.49

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	405	398	98.27	1.73	44.97
Female	206	203	98.54	1.46	40.39
Male	198	194	97.98	2.02	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	95	96.94	3.06	24.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	65	97.01	2.99	46.15
White	217	215	99.08	0.92	51.63
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	36	34	94.44	5.56	29.41
Socioeconomically Disadvantaged	124	122	98.39	1.61	29.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	83	94.32	5.68	25.30

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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)	55.56	52.25	4.23	3.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	111	98.23	1.77	52.25
Female	57	56	98.25	1.75	51.79
Male	56	55	98.21	1.79	52.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	29.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	64.29
White	66	66	100.00	0.00	57.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	3.12	29.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	13.64

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	44	44	44	44	44
Grade 7	39	46	44	45	47

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.

2023-24 Opportunities for Parental Involvement

With all students enrolled in an Independent Study Program, parents are more aware of and responsible for what their child is learning, how they are learning, and how best to support. Parents are aware of their child's Power Traits and preferred modalities of learning, which allows them to better understand how to support their child's academic success.

Parents are kept up to date with what is happening through weekly emails from their child's teacher and they also receive a monthly update from School Director. Families have helped with various community service projects. (ex Interfaith, Santee Santa) and they have donated a variety of needed supplies at each Learning Center. Parents can also volunteer at the Learning Center to help support staff with academics. Each Learning Center has an active Parent Club that puts on events for all families and helps do fundraising activities.

There is an Advisory Council and there is at least one parent from every Learning Center on the council. There are at least 2 Student led Parent conferences every year which gives parents a window into what their child is learning at the Learning Center. Parents also have the opportunity to do a "Montessori Journey" which provides them with more insight and understanding of the Montessori Philosophy. Parents can also sign up for Positive Discipline workshops through the school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	769	0	0.0
Female	381	378	0	0.0
Male	395	390	0	0.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	48	47	0	0.0
Black or African American	4	4	0	0.0
Filipino	11	9	0	0.0
Hispanic or Latino	183	182	0	0.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	99	97	0	0.0
White	384	382	0	0.0
English Learners	40	40	0	0.0
Foster Youth	0	0	0	0.0
Homeless	10	10	0	0.0
Socioeconomically Disadvantaged	219	217	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	150	149	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data.

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	0.53	0.64	0.14	1.26	2.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0
Female	0.26	0
Male	1.01	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.01	0
White	0.52	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.37	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.67	0

2023-24 School Safety Plan

Community Montessori has developed a Comprehensive Safety Plan and it is reviewed, updated, and discussed every summer when the staff returns from summer break, with the most recent review taking place in July 2023. The Comprehensive Safety Plan includes the Emergency Preparedness Plan, Exposure Control Plan, Hazard Communication Plan, Illness and Injury Prevention Plan, and Student Suicide Prevention and Response Plan.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	3	
Other	24	2	22	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
Other	25	5	16	2

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	3	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	24	1	20	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.50

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,313	\$1,473	\$9,841	\$64,009
District	N/A	N/A	\$9,841	\$64,009
Percent Difference - School Site and District	N/A	N/A	0%	0%
State	N/A	N/A	\$7,607	\$88,508
Percent Difference - School Site and State	N/A	N/A	25%	38%

Fiscal Year 2022-23 Types of Services Funded

- Special Education Program - Funding provided through the El Dorado SELPA which included funding for a 1 Director, 2 Counselors and 3 Resource Instructors, contract-related services providers, suppliers, and materials.
- Local Control Funding Formula - Funding provided by the state which supports regular teacher salaries, stipends, and educational materials.
- State Lottery Funding - Funding provided by the state lottery board for textbook purchases and other educational materials for students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Our philosophy as part of Element Education, is that learning never ends. Our staff understand that the success of our students is tied to their own professional growth. We hold 10 staff meetings a year during which time staff attend workshops, meet in Professional Learning Communities and are provided with formal and informal trainings. Staff can also chose to attend conferences and other specific PD on certain days throughout the school year that are meaningful and pertinent to their work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10