



**California Department of Education
School Accountability Report Card
California Montessori Project – Capitol Campus
Reported Using Data from the 2018-2019 School 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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

California Montessori Project (CMP) is a charter public school network in the greater Sacramento area. CMP-Capitol continues to thrive as part of the CMP network, but also as a unique campus within the Sacramento City Unified School District.

Contact Information (School Year 2019-2020)

| Charter School Contact Information | |
|---|--|
| School Name: | California Montessori Project – Capitol Campus |
| Superintendent: | Brett Barley |
| Central Office: | 5330-A Gibbons Drive, Carmichael, CA 95608 916-971-2432 |
| Principal: | Bernie Evangelista |
| Contact Information: | 2635 Chestnut Hill Drive, Sacramento, CA 95826 916-325-0910 |
| Email: | cmpcpoffice@cacmp.org |
| Website: | www.cacmp.org |
| County-District-School (CDS) Code: | 34-67439-0111757 |

| Authorizing District Contact Information | |
|--|--|
| District Name: | Sacramento City Unified School District |
| Phone Number: | 916-643-9000 |
| Superintendent: | Jorge Aguilar |
| Email: | superintendent@scusd.edu |
| Website: | www.scusd.edu |

School Description and Mission Statement (School Year 2019-2020)

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 (K-8) serving over 2600 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 (CMP) offers an internationally-recognized education program which provides the program and resources to support the academic, social, and emotional development of every child. CMP offers an environment that is focused on student achievement, while promoting each child's growth as an individual, family member, worker, and contributor to a better society and a peaceful world. This is achieved through a commitment from the community: parents, teachers, community groups, 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 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.

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 – Capitol Campus

The California Montessori Project - Capitol Campus, is a public charter school offering a high quality, tuition-free, Montessori education to Kindergarten – 8th Grade students, under a charter authorized by the Sacramento City Unified School District. CMP is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). CMP teachers are highly qualified and possess a California credential and a Montessori certification for the age group they are teaching, and in many instances, are also trained in other levels of Montessori education.

As a Montessori school, CMP offers smaller class sizes that provide individualized learning. CMP students have individual work plans that address specific needs and interests, and provide academic challenges at all grade levels. As a charter school, CMP takes pride in blending California Common Core State Standards with Montessori lessons and methodology, 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-Capitol mascot is the eagle and the motto is “Eagles S.O.A.R.” which stands for “Safe, Offer peace, Always respectful and Responsible.” Peace education and character education are integral parts of the CMP curriculum. Teachers are also trained in Mindfulness and all classes practice mindfulness. CMP serves a diverse community that brings richness to the academic program. Parents are valued members of the community and are considered partners in the education of the children. Together, the school and the parents work to educate the children and help them be responsible, respectful, contributing members of the community.

Gary Bowman, CMP Network Superintendent/Executive Director, 2005-2019



Gary S. Bowman is an educator with over 30 years of extensive experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary's College (Moraga, CA) and Chico State University.

Mr. Bowman has earned statewide recognition for his work with Native-American students and families, receiving awards at the Governor's Mansion and at the Lawrence Livermore National Lab. He has presented numerous workshops for CSDC (Charter School Development Center), CCSA (California Charter Schools Association) and AMS (American Montessori Society).

In addition to an extensive teaching career, he has served as a site and/or District administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville USD. Mr. Bowman was recently elected to serve as a Board Member for the American Montessori Society.

Brett Barley, CMP Network Superintendent, 2019-Current



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

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

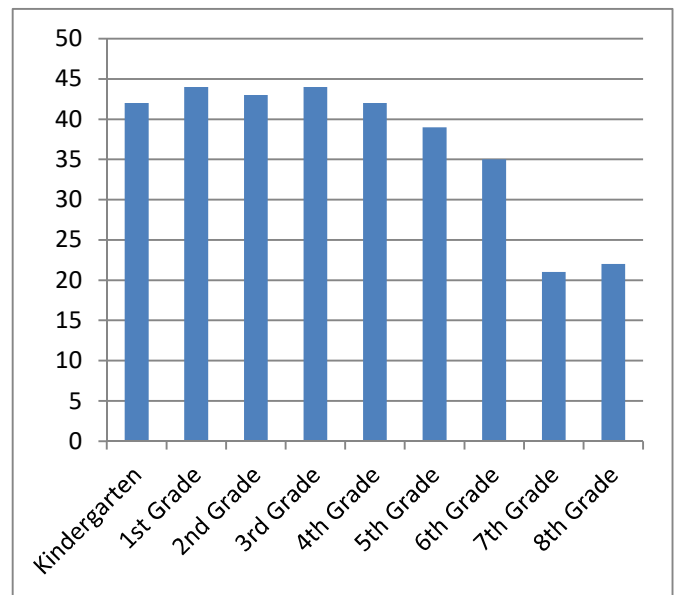
Bernie Evangelista, CMP-Capitol Campus Principal



Bernie Evangelista has been with California Montessori Project since its inception in 2001. She first served as the Principal of the Elk Grove Campus for three years, then created the Middle School Program at the Carmichael Campus as the Middle School Director for two years. In 2006, Bernie joined the Capitol Campus as the School Principal and since then, increased the student population from 130 to over 330 students. Prior to her administrative role, she worked as a Teaching Assistant, Pre-School Teacher, and Lead Teacher of various grade levels over a span of 10 years. Bernie has business experience, public and private school experience and possesses several Montessori Credentials. She has a deep passion for Montessori education and works hard at creating a climate and culture that embodies Maria Montessori's values and principles.

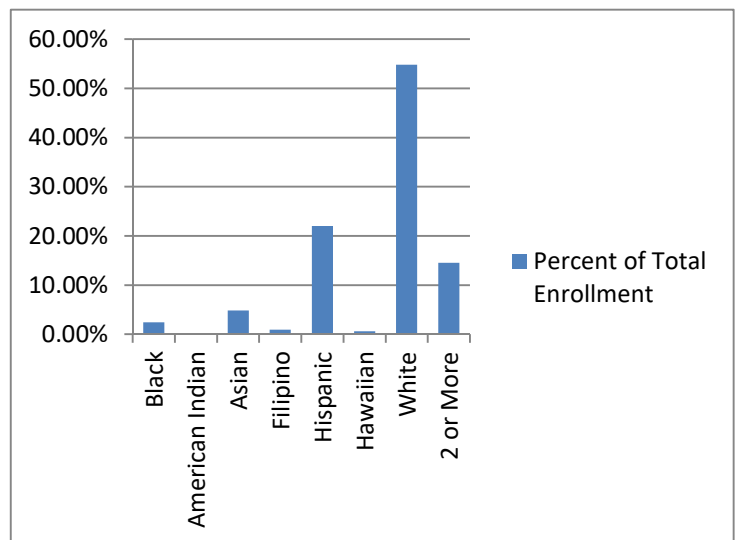
Student Enrollment by Grade Level (School Year 2018-2019)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 42 |
| Grade 1 | 44 |
| Grade 2 | 43 |
| Grade 3 | 44 |
| Grade 4 | 42 |
| Grade 5 | 39 |
| Grade 6 | 35 |
| Grade 7 | 21 |
| Grade 8 | 22 |
| Total Enrollment | 332 |

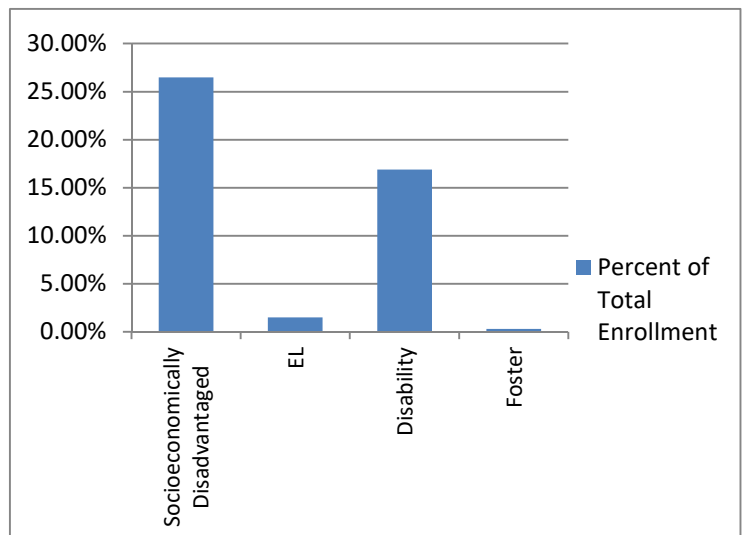


Student Enrollment by Student Group (School Year 2018-2019)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.4 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 4.8 % |
| Filipino | 0.9 % |
| Hispanic or Latino | 22.0 % |
| Native Hawaiian or Pacific Islander | 0.6 % |
| White | 54.8 % |
| Two or More Races | 14.5 % |



| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Socioeconomically Disadvantaged | 26.5 % |
| English Learners | 1.5 % |
| Students with Disabilities | 16.9 % |
| Foster Youth | 0.3 % |



A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | CMP-Capitol Campus | | |
|---|--------------------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 |
| With Full Credential | 17 | 19 | 20 |
| Without Full Credential | 0 | 0 | 2 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicators | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-2020)

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular and supplemental materials and programs, the process is to gather input from a variety of stakeholders to present to the administrative leadership team for determining implementation. All students are provided with copies of textbooks and instructional materials.

| Subject | Textbooks and Instructional Materials |
|---|---|
| Reading/Language Arts Kindergarten-3rd Grade | <ul style="list-style-type: none"> • Montessori Language Arts Curriculum • Albanesi Language Arts Curriculum • Accelerated Reader • Zoophonics • Waseca Word Building • Writer's Workshop • In-house Writing Program • Scholastic News • iReady Reading • Ready Teacher Toolbox • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting without Tears • Keyboarding without Tears • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) |

| | |
|--|---|
| Reading/Language Arts 4th Grade-6th Grade | <ul style="list-style-type: none"> • Montessori Language Arts Curriculum • Albanesi Language Arts Curriculum • ETC 9-12 Task Cards • ETC Word Study • American Edition Grammar Boxes • English from the Roots Up • iReady Reading • Ready Teacher Toolbox • Historic Literature Novels • Literature Circle Novels • Accelerated Reader • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting without Tears • Writer's Workshop • Wordly Wise • Keyboarding without Tears • Read Naturally |
| Reading/Language Arts 7th Grade-8th Grade | <ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circle Novels • iReady Reading • Ready Teacher Toolbox • Writer's Workshop • Sentence Composing (Grammar) • Read Naturally |
| Mathematics Kindergarten-3rd Grade | <ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Albanesi Math Curriculum • Xtra Math • iReady Math • Ready Teacher Toolbox • Math Facts in a Flash |
| Mathematics 4th Grade-6th Grade | <ul style="list-style-type: none"> • Montessori Math Curriculum • Albanesi Math Curriculum • iReady Math • Ready Teacher Toolbox • Xtra Math • Memorize in Minutes (Math Facts Stories) • ETC 9-12 Task Cards • Mortensen Math • Montessori Word Problems |
| Mathematics 7th Grade-8th Grade | <ul style="list-style-type: none"> • Pearson Digits Math Program • Pearson Algebra • Pearson Geometry • WALCH Math • Prodigy • Khan Academy • iReady Math • Ready Teacher Toolbox |
| Science Lower and Upper Elementary | <ul style="list-style-type: none"> • Science SRAs • FOSS • Mystery Science • WASECA Materials |
| Science 7th Grade-8th Grade | <ul style="list-style-type: none"> • TCI Science • Positive Prevention Plus |

| | |
|---|---|
| History-Social Science 4th Grade-8th Grade | <ul style="list-style-type: none"> Teacher's Curriculum Institute, Social Studies Alive! Teacher's Curriculum Institute, History Alive! |
| Foreign Language Kindergarten - 8th Grade | <ul style="list-style-type: none"> Rosetta Stone |
| Social-Emotional Learning Kindergarten – 8 th Grade | <ul style="list-style-type: none"> Second Steps Mindfulness Program |

School Facility Conditions and Planned Improvements

The CMP-Capitol Campus is housed in a SCUSD facility at the Thomas Jefferson school site. The Jefferson Campus features a large grassy field with soccer and baseball fields, a blacktop area with tetherball and basketball courts, a playground structure, garden boxes, numerous bathrooms, a library, multi-purpose/lunchroom room with stage, 14 classrooms, Resource Room and staff room.

The Jefferson facility, currently leased through June 2021, allows for expansion due to student growth. The school was built in 1963 and a Plant Manager and part time Custodian maintain the facility from 6:00 a.m. to 6:00 p.m. The sponsoring district, SCUSD, takes care of the maintenance needs of the campus.

The school grounds are completely fenced and all entry points are locked during the school hours for the safety of all. The only access to the school is the main door leading to the office. All classrooms, as well as, the Multi-Purpose room have two entry/exit doors that remain locked during the day.

The Facilities Inspection Report Dated July 22, 2019 indicated a ranking of Good in the areas of systems, interior, cleanliness, electrical, restrooms/fountains, safety and structural. The External Category received a Fair rating. The Average Percentage of the 8 categories received was 91.74%, with an Overall School Rating of Good.

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, which 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. 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).

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|---|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2017-18 | 2018-19 | 2017-18 | 2018-19 | 2017-18 | 2018-19 |
| English Language Arts / Literacy (grades 3-8) | 57% | 56% | 40% | 43% | 50% | 50% |
| Mathematics (grades 3-8) | 37% | 34% | 32% | 32% | 38% | 39% |

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) by Student Group
Grades 3 – 8 (School Year 2018-2019)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 201 | 198 | 98.51% | 1.49% | 55.56% |
| Male | 111 | 111 | 100.00% | 0.00% | 49.55% |
| Female | 90 | 87 | 96.67% | 3.33% | 63.22% |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 50 | 49 | 98.00% | 2.00% | 44.90% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 113 | 111 | 98.23% | 1.77% | 62.16% |
| Two or More Races | 25 | 25 | 100.00% | 0.00% | 56.00% |
| Socioeconomically Disadvantaged | 60 | 60 | 100.00% | 0.00% | 33.33% |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | 46 | 43 | 93.48% | 6.52% | 20.93% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades 3 – 8 (School Year 2018-2019)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 201 | 197 | 98.01% | 1.99% | 34.01% |
| Male | 111 | 110 | 99.10% | 0.90% | 36.36% |
| Female | 90 | 87 | 96.67% | 3.33% | 31.03% |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 50 | 49 | 98.00% | 2.00% | 22.45% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 113 | 110 | 97.35% | 2.65% | 38.18% |
| Two or More Races | 25 | 25 | 100.00% | 0.00% | 48.00% |
| Socioeconomically Disadvantaged | 60 | 60 | 100.00% | 0.00% | 21.67% |
| English Learners | -- | -- | -- | -- | -- |

| | | | | | |
|--------------------------------------|----|----|--------|-------|--------|
| Students with Disabilities | 46 | 43 | 93.48% | 6.52% | 11.63% |
| Students Receiving Migrant Education | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |

- Note: Test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades 5 and 8

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|---------|--|-------|----------|-------|---------|---------|
| | School | | District | | State | |
| | 2017-18 | 2018- | 2017-18 | 2018- | 2017-18 | 2018-19 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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 2018-2019)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 23.1% | 33.3% | 41.0% |
| 7 | 31.8% | 9.1% | 13.6% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts made to seek parent input in making decisions for the school.

Opportunities for Parental Involvement (School Year 2019-2020)

Parents are our partners in the education of our students. Parent input and participation are vital in ensuring a successful educational experience for our students. Parent participation gives a firsthand view of how the classroom community functions and is an essential component of our program. In the classroom, parents provide assistance by reading with students, helping in computer work, giving spelling tests, making materials, giving presentations about their career, sharing their specific skills/talents (ceramics, sewing, crocheting, etc) and many other ways. Outside the classroom, serving as parent chaperones and

drivers on field trips, are two of the most important ways parents support the school, as it allows for the opportunities for learning outside of the classroom. Parents can also volunteer as Yard Duty Monitor, Lunch Monitor, Hall Monitor, and Pedestrian Monitor. Help in planning fundraising events and support during the actual events, such as the Annual Jog-a-Thon, Spring Fest, Silent Auction, and Book Fairs, are fun ways to participate in the program. For those who have time constraints during the school day, parents can also take work home. Making materials, washing rugs and placemats, and labeling library books, are some ways work from home can be done.

Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board. Serving on one of the school committees is another way of being involved: Room Parent Committee, Fundraising Committee, Art Committee, and Garden Committee. Lastly, parents may also provide enrichment opportunities as part of the After-School Program such as Running Club, Basketball, Bird Club, and Volleyball.

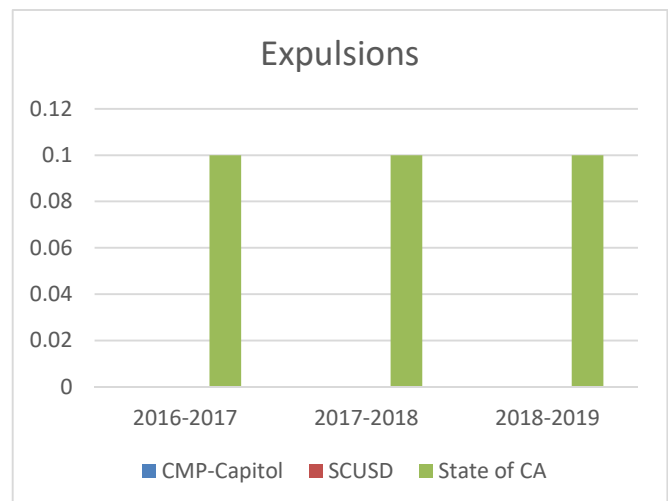
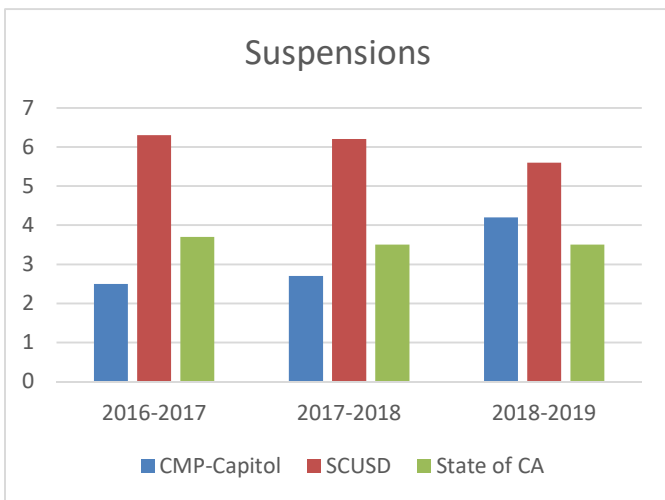
State Priority: School Climate

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

| | CMP-Capitol | | | Sacramento City Unified School District | | | State of California | | |
|-------------|-------------|---------|---------|---|---------|---------|---------------------|-------|---------|
| Rate | 2016-17 | 2017-18 | 2018-19 | 2016- | 2017-18 | 2018-19 | 2016- | 2017- | 2018-19 |
| Suspensions | 2.5% | 2.7% | 4.2% | 6.3% | 6.2% | 5.6% | 3.7% | 3.5% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



School Safety Plan

California Montessori Project has a Site Safety Operations Plan that includes a Comprehensive Safety Plan and a Site Emergency Response Plan. The Site Safety Operation Plan is reviewed every year with the network safety committee and approved by the CMP Governing Board annually.

The CMP school-wide Safety Plan update will be submitted for approval at the February 10, 2020 Governing Board Meeting. Key elements of the plan include monthly drills and crisis intervention plans.

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)

In the Montessori methodology, classrooms are structured into multi-age groupings. Multi-age spans in classrooms are based on the philosophy of the family unit. Just like in a family environment where younger members learn from the experience of the older ones, children in a multi-age group setting learn from each other. Children develop the skills to negotiate, cooperate, and accept ideas other than their own. Since all children are at different stages in their learning and development, negative competition between children is practically non-existent. Younger students benefit by having mentors and role models, and learning from peers as well as adults. The older, more advanced student gains confidence and leadership skills. By mentoring the younger peer, the older student reinforces his/her own academic knowledge. CMP continues to maintain a low student/teacher ratio by keeping small class sizes. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists further reduce the student-to-adult ratio.

| Grade | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
|-------------|----------------|-------------------|-------|-----|----------------|-------------------|-------|-----|----------------|-------------------|-------|-----|
| | Avg Class Size | Number of Classes | | | Avg Class Size | Number of Classes | | | Avg Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 22 | 0 | 22 | 0 | 22 | 0 | 2 | 0 | 21 | 1 | 1 | 0 |
| 1st-2nd-3rd | 21 | 2 | 4 | 0 | 21 | 0 | 6 | 0 | 22 | 0 | 6 | 0 |
| 4th-5th | 16 | 1 | 0 | 0 | 16 | 2 | 0 | 0 | 16 | 1 | 0 | 0 |
| 4th-5th-6th | 19 | 2 | 1 | 0 | 21 | 1 | 2 | 0 | 22 | 1 | 2 | 0 |
| 5th-6th | 16 | 2 | 0 | 0 | 17 | 1 | 0 | 0 | 17 | 2 | 0 | 0 |

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

Average Class Size and Class Size Distribution (Secondary)

One of the goals of the California Montessori Project is for all teachers to have both their Montessori and California teaching credentials. When a teacher has only one of these credentials, he/she will enroll in an approved program to obtain the other. In many situations, a co-teacher and/or teaching assistant is also supporting in the classroom. CMP Teaching Assistants have knowledge and/or background in early childhood education as well as previous successful experience working with children. These staff positions are supervised by the Lead Teacher.

| Subject | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
|----------------|----------------|-------------------|-------|-----|----------------|-------------------|-------|-----|----------------|-------------------|-------|-----|
| | Avg Class Size | Number of Classes | | | Avg Class Size | Number of Classes | | | Avg Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| English | 23 | 1 | 1 | 0 | 23 | 1 | 1 | 0 | 22 | 0 | 2 | 0 |
| Math | 11 | 4 | 0 | 0 | 8 | 6 | 0 | 0 | 9 | 4 | 1 | 0 |
| Science | 23 | 0 | 2 | 0 | 23 | 1 | 1 | 0 | 22 | 0 | 2 | 0 |
| Social Science | 23 | 0 | 2 | 0 | 23 | 1 | 1 | 0 | 22 | 0 | 2 | 0 |

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

* The Average Class Size reflects the number of students per lead teacher in the classroom. At CMP-Capitol, the students were also served by a second Credentialed Teacher in each class.

Academic Counselors and Other Support Staff (School Year 2018-2019)

| Number of FTE* Assigned to School | |
|---|---|
| Counselor (Social/Behavioral or Career | 1 |
| Library Media Teacher (librarian) | |
| Library Media Services Staff (paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |

| | |
|--|---|
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 1 |
| Average Number of Students per Staff Member | |
| 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.

Expenditures per Pupil and Charter School Teacher Salaries (Fiscal Year 2017-2018)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|-------------------------------------|--|--|-------------------------------|
| CMP – Capitol | \$10,344 | \$2,639 | \$7,706 | \$52,898 |
| SCUSD | N/A | N/A | N/A | \$73,236 |
| Percent Difference – CMP-Capitol and SCUSD | N/A | N/A | N/A | -28% |
| State | N/A | N/A | \$7,507 | \$82,403 |
| Percent Difference – CMP-Capitol and State | N/A | N/A | 3% | -36% |

Professional Development

| Measure | 2017-2018 | 2018-2019 | 2019-2020 |
|---|------------------|------------------|------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 19 | 19 | 19 |

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves several non-instructional service days for focused staff training and professional growth to include such topics as: Response to Intervention, Special Education, Montessori curriculum development, academic planning, on-line supplemental curriculum training and other areas of educational specialty. CMP also offers twice monthly Early Release/Professional Development opportunities that directly enhance teaching practices in line with the school's mission and vision. CMP offers teacher induction support for newly credentialed teachers as well as tuition assistance for approved outside professional development events and activities. In addition, CMP offers nine Super Duper Saturdays of professional development training that specifically focuses on teaching assistants, offering opportunities to move them up in their career path.

Finally, CMP provides both tuition assistance and compensation incentives to teachers pursuing cross certification in Montessori education through accredited training centers. This additional level of teacher preparation consists of a rigorous course of study combined with practical classroom experience. In combination with CMP's entire professional development program, the result is highly-trained teachers who are ready to lead students into the 21st century.