



**California Department of Education
School Accountability Report Card
California Montessori Project – Capitol Campus
Reported Using Data from the 2017-2018 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).

About This School

Bernie Evangelista, CMP-Capitol Campus Principal

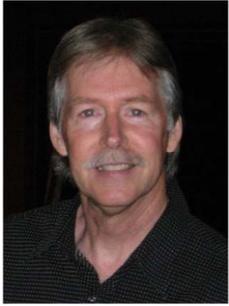


The California Montessori Project - Capitol Campus, is a public charter school offering a high quality, tuition-free, Montessori education to Kindergarten through eighth grade students, under a charter authorized by the Sacramento City Unified School District. CMP is accredited by the American Montessori 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 and CMP students have individual work plans that address specific needs, while providing academic challenges at all grade levels. As a charter school, CMP takes pride in blending California State Standards with Montessori methodology, and is proud of the student achievement, measured, in part, by a high ranking in the California Assessment of Student Performance and Progress.

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. CMP serves a diverse community that brings richness to the academic program. As partners in education, parents are involved in the education of their 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



The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, 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.

Contact Information (School Year 2018-2019)

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.

California Montessori Project - Central Administration Office
5330-A Gibbons Drive, Carmichael, CA 95608
Superintendent/Executive Director - Gary Bowman

Charter School Contact Information
School Name: California Montessori Project – Capitol Campus
Contact Information: 2635 Chestnut Hill Drive, Sacramento, CA 95826 916-325-0910
Principal: Bernie Evangelista
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 2018-2019)

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 (CMP) is a public charter school network (K-8) serving over 2500 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 California Montessori Project is to provide a comprehensive education that supports the academics and social-emotional development of every child, and facilitates a relationship with the community and the environment, while empowering every child to be an agent of change for life.

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, integrated with the California 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.

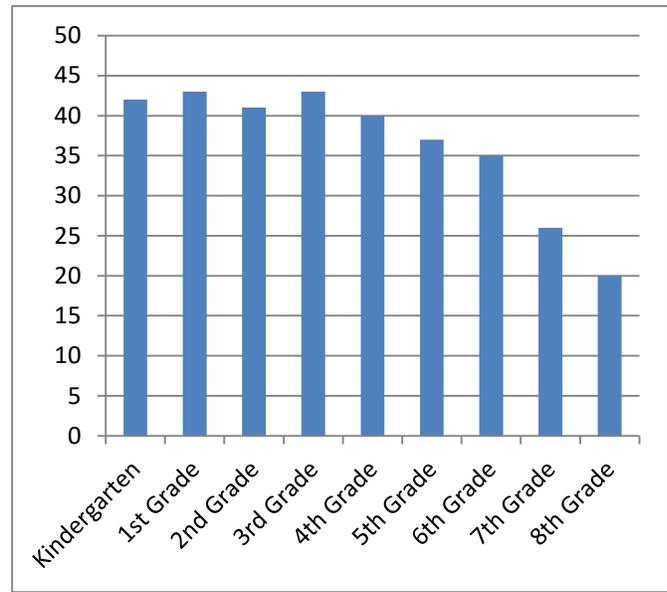
The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own 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.

California Montessori Project offers an environment which has the tools, programs, resources and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the parents, teachers, school leaders, community groups, legislators and, most importantly, the individual child. CMP is grounded in a philosophy of trust in individuals to seek their greatest potential.

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.

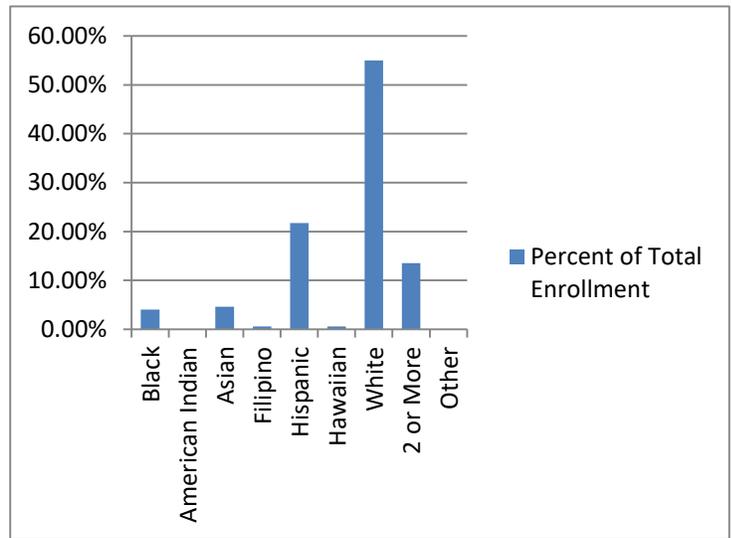
Student Enrollment by Grade Level (School Year 2017-2018)

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	41
Grade 3	43
Grade 4	40
Grade 5	37
Grade 6	35
Grade 7	26
Grade 8	20
Total Enrollment	327

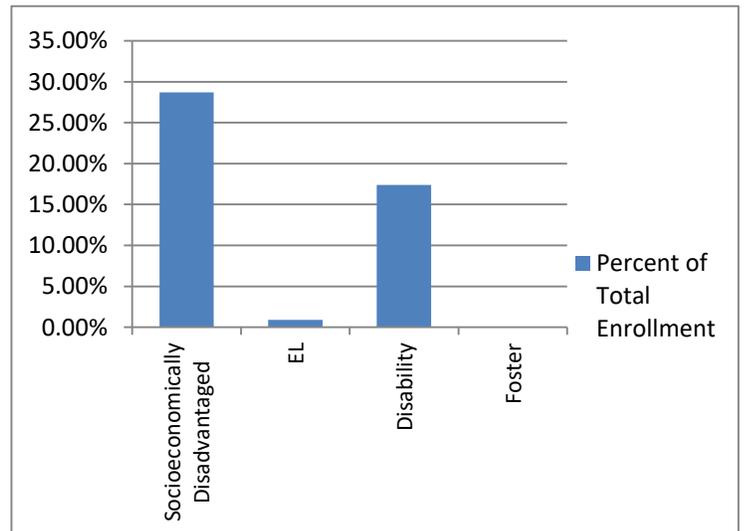


Student Enrollment by Student Group (School Year 2017-2018)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	0.0 %
Asian	4.6 %
Filipino	0.6 %
Hispanic or Latino	21.7 %
Native Hawaiian or Pacific Islander	0.6 %
White	55.0 %
Two or More Races	13.5 %
Not Reported	0.0 %



Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.7 %
English Learners	0.9 %
Students with Disabilities	17.4 %
Foster Youth	0.0 %



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			SCUSD
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	17	19	2007
Without Full Credential	0	0	0	116
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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 2018-2019)

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 Albanesi Language Arts Curriculum • Accelerated Reader • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting without Tears • Writing Pathways
Reading/Language Arts 4th Grade-6th Grade	<ul style="list-style-type: none"> • Montessori Albanesi Language Arts Curriculum • Historic Literature Novels • Literature Circle Novels • Accelerated Reader • McGraw Hill SRA Reading Laboratory • Instructional Level Spelling Program • Handwriting without Tears • Writing Pathways
Reading/Language Arts 7th Grade-8th Grade	<ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circle Novels • Accelerated Reader • Writing Pathways
Mathematics Kindergarten-3rd Grade	<ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Ten Marks Supplemental Math Program • Math Facts in a Flash
Mathematics 4th Grade-6th Grade	<ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Ten Marks Supplemental Math Program • Math Facts in a Flash
Mathematics 7th Grade-8th Grade	<ul style="list-style-type: none"> • Pearson Digits Math Program • Pearson Algebra • Pearson Geometry • WALCH Math
Science Lower and Upper Elementary	<ul style="list-style-type: none"> • Science SRAs
Science 7th Grade-8th Grade	<ul style="list-style-type: none"> • Pearson Prentice Hall, Science Explorer: Physical Science • Pearson Prentice Hall, Science Explorer: Life Science • NGSS Science Curriculum Adoption in Progress (piloting Amply and TCI Science)
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

School Facility Conditions and Planned Improvements

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. There were no facilities improvements conducted during the 17-18 school year. There were no maintenance issues to ensure good repair as specified in statute identified in the 17-18 school year.

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts / Literacy (grades 3-8)	51%	57%	39%	40%	48%	50%
Mathematics (grades 3-8)	28%	37%	31%	32%	37%	38%

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) by Student Group Grades Three through Eight (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	194	98%	57%
Male	106	104	98%	53%
Female	92	90	98%	62%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	98%	48%
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	107	97%	59%
Two or More Races	25	25	100%	72%
Socioeconomically Disadvantaged	62	62	100%	35%
English Learners	--	--	--	--
Students with Disabilities	49	45	92%	27%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	194	98%	37%
Male	106	104	98%	40%
Female	92	90	98%	32%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	98%	21%
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	107	97%	43%
Two or More Races	25	25	100%	52%
Socioeconomically Disadvantaged	62	62	100%	18%
English Learners	--	--	--	--
Students with Disabilities	49	45	92%	16%
Students Receiving Migrant Education Services	--	--	--	--
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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five and eight.

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e. 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

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 2017-18)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19%	30%	46%
7	28%	24%	8%

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 2018-19)

Parent participation is an essential component of our program. In the classroom, parents' assistance is provided by reading with students, helping in computer work, making materials, and many other ways. 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. Help during fundraising events, such as the Harvest Festival, Silent Auction, Book Fairs, Art/Wine and Cheese, is a fun way 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 are 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, Facilities and Safety Committee, Enrichment Committee, Stewardship Committee and Art Committee.

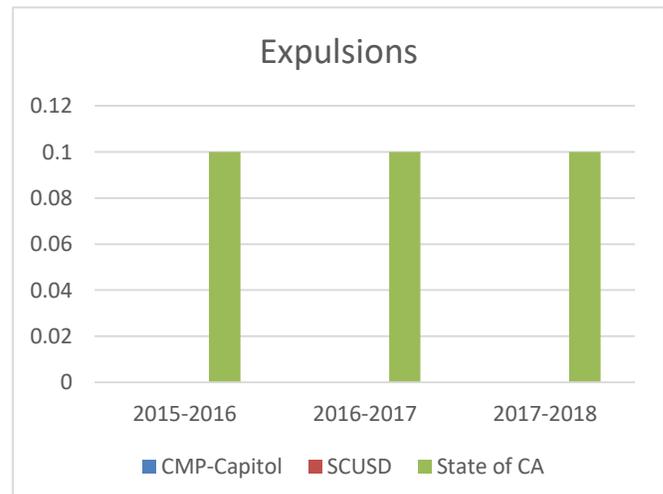
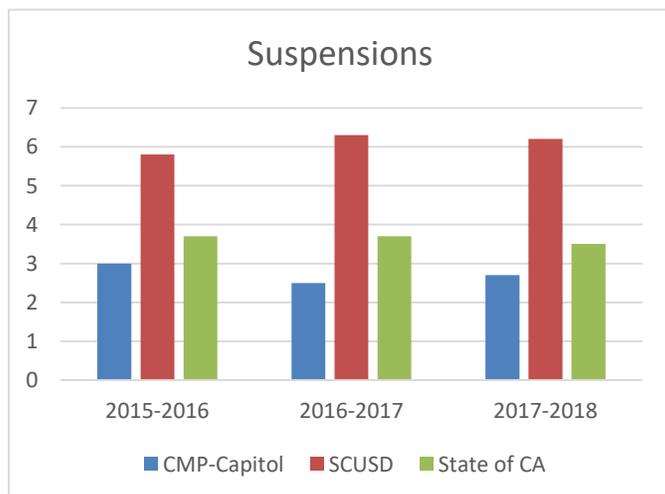
State Priority: School Climate

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	CMP-Capitol			Sacramento City Unified School District			California		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.0%	2.5%	2.7%	5.8%	6.3%	6.2%	3.7%	3.7%	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 site safety committee at each campus and approved by the CMP Governing Board annually.

The CMP school-wide Safety Plan update was submitted and approved at the February 11, 2019 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	2015-16			2016-17			2017-18					
	Avg Class Size	Number of Classes 1-20	21-32	33+	Avg Class Size	Number of Classes 1-20	21-32	33+	Avg Class Size	Number of Classes 1-20	21-32	33+
K	22	0	2	0	22	0	2	0	22		2	
1st-2nd-3rd	22	1	5	0	21	2	4	0	21		6	
4th-5th	17	2	0	0	16	1	0	0	16	2		
4th-5th-6th	22	0	2	0	19	2	1	0	21	1	2	
5th-6th	17	1	0	0	16	2	0	0	17	1		

* 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 teaching 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	2015-16			2016-17			2017-18					
	Avg Class Size	Number of Classes 1-20	21-32	33+	Avg Class Size	Number of Classes 1-20	21-32	33+	Avg Class Size	Number of Classes 1-20	21-32	33+
English	21	1	1	0	23	1	1	0	23	1	1	0
Math	14	3	0	0	11	4	0	0	8	6	0	0
Science	21	1	1	0	23	0	2	0	23	1	1	0
Social Science	21	1	1	0	23	0	2	0	23	1	1	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 2017-18)

Number of FTE* Assigned to School	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0
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 2016-2017)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
CMP – Capitol	\$9,511	\$2,072	\$7,439	\$50,707
SCUSD	N/A	N/A	\$6,048	\$72,113
Percent Difference – CMP-Capitol and SCUSD	N/A	N/A	23%	-30%
State	N/A	N/A	\$7,125	\$80,764
Percent Difference – CMP-Capitol and State	N/A	N/A	4%	-37%

Types of Services Funded (Fiscal Year 2017-18)

CMP-Capitol received Local Control Funding Formula (LCFF) revenues and expends them in alignment with the goals and services outlined in its Local Control Accountability Plan (LCAP). In addition to LCFF revenues, the School receives federal and state special education funding through the Yuba County Special Education Local Plan Area (SELPA), state categorical funding including lottery, Low-Performing Students Block Grant, Mandate Block Grant, and other federal, state, and local funding sources.

Professional Development

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 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.

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, we are confident that the result is highly-trained teachers who are ready to lead our students into the 21st century.