



**California Department of Education  
School Accountability Report Card  
California Montessori Project – Capitol Campus  
Reported Using Data from the 2014-2015 School Year  
Published During the 2015-16 School Year**

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 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.



**Bernie Evangelista, Principal**  
Principal, California Montessori Project - Capitol

#### **About Our School**

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. We are accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Our 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, we offer smaller class sizes and our students have individual work plans that address specific needs, while providing academic challenges at all grade levels. As a charter school, we take pride in blending California State Standards with Montessori methodology, and are proud of our student achievement, measured, in part, by a high ranking in the State's Academic Performance Index (API).

Our school mascot is the eagle and our 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 our curriculum. We serve a diverse community that brings richness to our academic program. As our partners in education, parents are involved in the education of their children. Together, we educate the children and help them be responsible, respectful, contributing members of the community.

# About This School

## Contact Information (School Year 2015-16)

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

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

Authorizing District Contact Information (School Year 2015-16)	
<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-9000
<b>Superintendent</b>	Jose Banda
<b>E-mail Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Web Site</b>	<a href="http://www.scusd.edu">http://www.scusd.edu</a>

School Contact Information (School Year 2015-16)	
<b>School Name</b>	California Montessori Project - Capitol Campus
<b>Street</b>	2635 Chestnut Hill Dr.
<b>City, State, Zip</b>	Sacramento, CA, 95826
<b>Phone Number</b>	916-325-0910
<b>Principal</b>	Bernie Evangelista
<b>E-mail Address</b>	<a href="mailto:cmcpoffice@cacmp.org">cmcpoffice@cacmp.org</a>
<b>Web Site</b>	<a href="http://www.cacmp.org">www.cacmp.org</a>
<b>County-District-School (CDS) Code</b>	34674390111757

## School Description and Mission Statement (School Year 2015-16)

*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, 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.

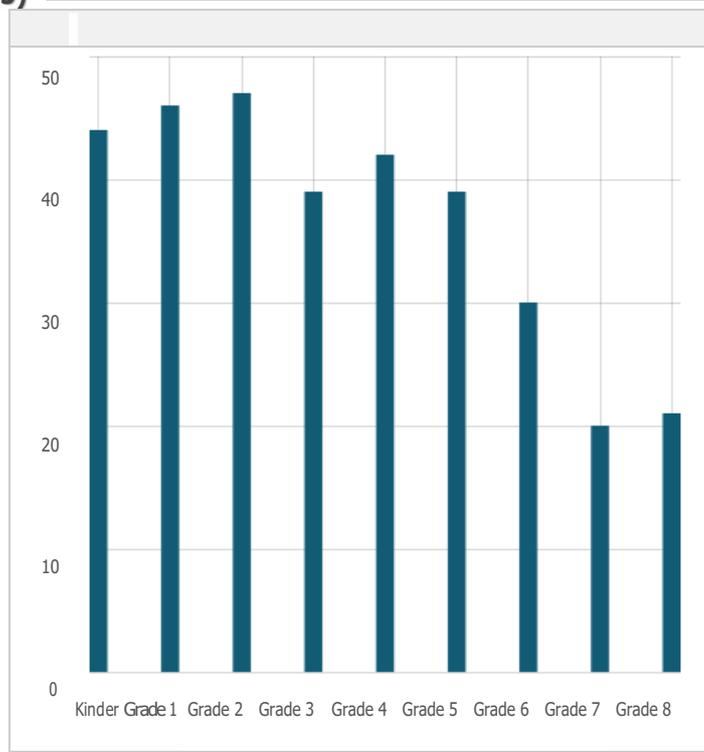
The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own 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 2014-15)

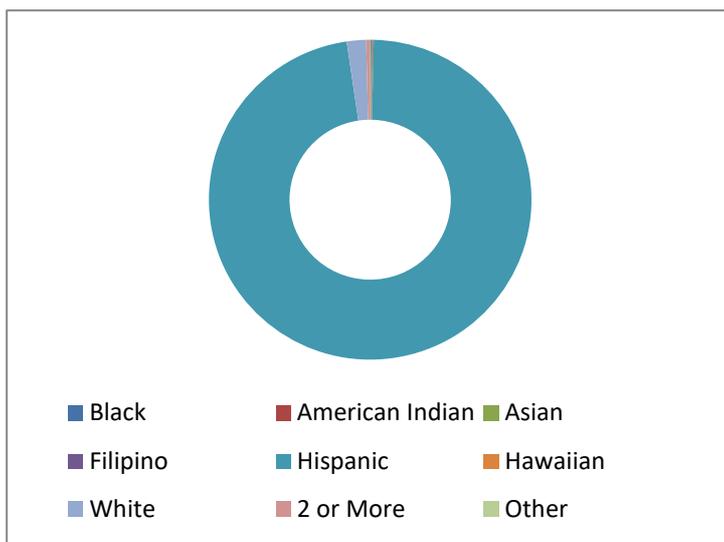
Grade Level	Number of Students
Kindergarten	44
Grade 1	46
Grade 2	47
Grade 3	39
Grade 4	42
Grade 5	39
Grade 6	30
Grade 7	20
Grade 8	21
Total Enrollment	328



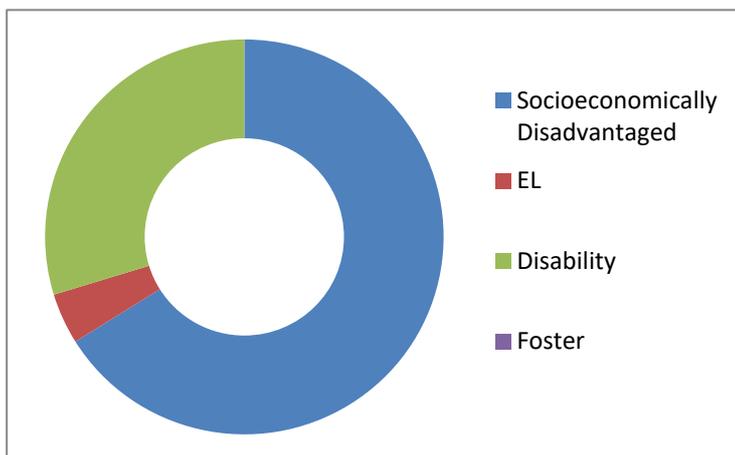
## Student Enrollment by Student Group (School Year 2014-15)

The Student Enrollment Pie Chart reflects student ethnicity groups that are at least 4% of the total student enrollment.

Student Group	Percent of Total Enrollment
Black or African American	3.4 %
American Indian or Alaska Native	0.0 %
Asian	4.3 %
Filipino	2.1 %
Hispanic or Latino	26.5 %
Native Hawaiian or Pacific Islander	0.3 %
White	52.4 %
Two or More Races	11.0 %
Other	0.0 %



Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.8 %
English Learners	1.5 %
Students with Disabilities	10.7 %
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	Charter School			Authorizing District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	17	16	1826
Without Full Credential	0	0	0	26
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

#### Teacher Misassignments\* and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty in District Schools	95.0%	4.0%
Low -Poverty in District Schools	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<b>Kindergarten-3rd Grade</b> Montessori Word Building Montessori Albanesi Language Arts Curriculum Primary Phonics Modern Curriculum Press Houghton Mifflin Accelerated Reader <b>4th Grade-6th Grade</b> Montessori Albanesi Language Arts Curriculum Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader <b>7th Grade-8th Grade</b> Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader	0 %
Mathematics	<b>Kindergarten-3rd Grade</b> Montessori Albanesi Math Curriculum Accelerated Math <b>4th Grade-6th Grade</b> Montessori Albanesi Math Curriculum Accelerated Math <b>7th Grade-8th Grade</b> CGP: Mathematics Course T w o and Algebra McDougal Littell, Geometry Accelerated Math	0 %
Science	<b>4th Grade-5th Grade</b> Montessori Science Curriculum <b>6th Grade-8th Grade</b> Pearson Prentice Hall, Science Explorer Physical Science	0 %
History-Social Science	<b>4th Grade</b> Houghton Mifflin, Oh California! <b>5th Grade-8th Grade</b> Teacher's Curriculum Institute, History Alive!	0 %
Foreign Language	<b>Kindergarten - 8th Grade</b> Rosetta Stone	0 %

## 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. Our sponsoring district, SCUSD, takes care of the maintenance needs of the campus.

## B. PupilOutcomes

### 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 and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
English Language Arts / Literacy (grades 3-8 and 11)	--	52.0%	--	35.0%	--	44.0%
Mathematics (grades 3-8 and 11)	--	32.0%	--	28.0%	--	33.0%

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

##### ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	39	38	97.4%	18.0%	42.0%	26.0%	13.0%
Male	39	21	53.8%	19.0%	43.0%	24.0%	14.0%
Female	39	17	43.6%	18.0%	41.0%	29.0%	12.0%
Black or African American	39	1	2.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	39	2	5.1%	--	--	--	--
Filipino	39	1	2.6%	--	--	--	--
Hispanic or Latino	39	6	15.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	39	25	64.1%	20.0%	36.0%	28.0%	16.0%
Two or More Races	39	3	7.7%	--	--	--	--
Socioeconomically Disadvantaged	39	5	12.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	39	5	12.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	42	39	92.9%	31.0%	18.0%	41.0%	10.0%
Male	42	17	40.5%	41.0%	35.0%	12.0%	12.0%
Female	42	22	52.4%	23.0%	5.0%	64.0%	9.0%
Black or African American	42	1	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	42	1	2.4%	--	--	--	--
Filipino	42	1	2.4%	--	--	--	--
Hispanic or Latino	42	15	35.7%	33.0%	20.0%	47.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	12	28.6%	17.0%	17.0%	33.0%	33.0%
Two or More Races	42	9	21.4%	--	--	--	--
Socioeconomically Disadvantaged	42	11	26.2%	64.0%	18.0%	18.0%	0.0%
English Learners	42	0	0.0%	--	--	--	--
Students with Disabilities	42	6	14.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	41	41	100.0%	22.0%	27.0%	27.0%	24.0%
Male	41	20	48.8%	20.0%	30.0%	40.0%	10.0%
Female	41	21	51.2%	24.0%	24.0%	14.0%	38.0%
Black or African American	41	4	9.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	41	3	7.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41	10	24.4%	--	--	--	--
Native Hawaiian or Pacific Islander	41	1	2.4%	--	--	--	--
White	41	20	48.8%	25.0%	25.0%	25.0%	25.0%
Two or More Races	41	3	7.3%	--	--	--	--
Socioeconomically Disadvantaged	41	11	26.8%	36.0%	18.0%	27.0%	18.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	41	7	17.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	30	30	100.0%	10.0%	37.0%	30.0%	23.0%
Male	30	10	33.3%	--	--	--	--
Female	30	20	66.7%	0.0%	30.0%	35.0%	35.0%
Black or African American	30	1	3.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	30	2	6.7%	--	--	--	--
Filipino	30	2	6.7%	--	--	--	--
Hispanic or Latino	30	8	26.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	30	16	53.3%	6.0%	38.0%	25.0%	31.0%
Two or More Races	30	1	3.3%	--	--	--	--
Socioeconomically Disadvantaged	30	4	13.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	30	6	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores. 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.

## ELA- Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	20	20	100.0%	10.0%	20.0%	55.0%	15.0%
Male	20	8	40.0%	--	--	--	--
Female	20	12	60.0%	17.0%	25.0%	42.0%	17.0%
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	20	1	5.0%	--	--	--	--
Hispanic or Latino	20	4	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	10	50.0%	--	--	--	--
Two or More Races	20	2	10.0%	--	--	--	--
Socioeconomically Disadvantaged	20	4	20.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	20	1	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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**ELA - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	21	21	100.0%	19.0%	24.0%	38.0%	19.0%
Male	21	8	38.1%	--	--	--	--
Female	21	13	61.9%	15.0%	23.0%	38.0%	23.0%
Black or African American	21	2	9.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	21	1	4.8%	--	--	--	--
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	8	38.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	7	33.3%	--	--	--	--
Two or More Races	21	2	9.5%	--	--	--	--
Socioeconomically Disadvantaged	21	6	28.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	21	5	23.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores. 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.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight (School Year 2014-15)**

**Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	39	38	97.4%	26.0%	42.0%	26.0%	5.0%
Male	39	21	53.8%	19.0%	43.0%	29.0%	10.0%
Female	39	17	43.6%	35.0%	41.0%	24.0%	0.0%
Black or African American	39	1	2.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	39	2	5.1%	--	--	--	--
Filipino	39	1	2.6%	--	--	--	--
Hispanic or Latino	39	6	15.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	39	25	64.1%	24.0%	44.0%	24.0%	8.0%
Two or More Races	39	3	7.7%	--	--	--	--
Socioeconomically Disadvantaged	39	5	12.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	39	5	12.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

## Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	42	39	92.9%	21.0%	54.0%	23.0%	3.0%
Male	42	17	40.5%	12.0%	65.0%	24.0%	0.0%
Female	42	22	52.4%	27.0%	45.0%	23.0%	5.0%
Black or African American	42	1	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	42	1	2.4%	--	--	--	--
Filipino	42	1	2.4%	--	--	--	--
Hispanic or Latino	42	15	35.7%	27.0%	67.0%	7.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	12	28.6%	8.0%	58.0%	33.0%	0.0%
Two or More Races	42	9	21.4%	--	--	--	--
Socioeconomically Disadvantaged	42	11	26.2%	45.0%	45.0%	9.0%	0.0%
English Learners	42	0	0.0%	--	--	--	--
Students with Disabilities	42	6	14.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

## Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	41	41	100.0%	29.0%	34.0%	20.0%	15.0%
Male	41	20	48.8%	25.0%	35.0%	25.0%	10.0%
Female	41	21	51.2%	33.0%	33.0%	14.0%	19.0%
Black or African American	41	4	9.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	41	3	7.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41	10	24.4%	--	--	--	--
Native Hawaiian or Pacific Islander	41	1	2.4%	--	--	--	--
White	41	20	48.8%	25.0%	45.0%	10.0%	15.0%
Two or More Races	41	3	7.3%	--	--	--	--
Socioeconomically Disadvantaged	41	11	26.8%	36.0%	45.0%	9.0%	9.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	41	7	17.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

## Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	30	30	100.0%	30.0%	33.0%	23.0%	13.0%
Male	30	10	33.3%	--	--	--	--
Female	30	20	66.7%	30.0%	25.0%	25.0%	20.0%
Black or African American	30	1	3.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	30	2	6.7%	--	--	--	--
Filipino	30	2	6.7%	--	--	--	--
Hispanic or Latino	30	8	26.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	30	16	53.3%	31.0%	31.0%	19.0%	19.0%
Two or More Races	30	1	3.3%	--	--	--	--
Socioeconomically Disadvantaged	30	4	13.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	30	6	20.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

## Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	20	20	100.0%	20.0%	40.0%	35.0%	5.0%
Male	20	8	40.0%	--	--	--	--
Female	20	12	60.0%	25.0%	42.0%	25.0%	8.0%
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	20	1	5.0%	--	--	--	--
Hispanic or Latino	20	4	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	10	50.0%	--	--	--	--
Two or More Races	20	2	10.0%	--	--	--	--
Socioeconomically Disadvantaged	20	4	20.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	20	1	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

## Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1 Standard Not Met	Percent Achievement Level 2 Standard Nearly Met	Percent Achievement Level 3 Standard Met	Percent Achievement Level 4 Standard Exceeded
All Students	21	20	95.2%	40.0%	30.0%	20.0%	10.0%
Male	21	8	38.1%	--	--	--	--
Female	21	12	57.1%	33.0%	42.0%	17.0%	8.0%
Black or African American	21	2	9.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	21	1	4.8%	--	--	--	--
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	8	38.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	6	28.6%	--	--	--	--
Two or More Races	21	2	9.5%	--	--	--	--
Socioeconomically Disadvantaged	21	6	28.6%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	21	4	19.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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.

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	75.0%	67.0%	68.0%	49.0%	53.0%	47.0%	59.0%	60.0%	56.0%

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

Note: Scores are not shown 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 Tests Results in Science by Student Group Grades Five and Eight (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47.0%	Native Hawaiian or Pacific Islander	--
All Students at the School	68.0%	White	66.0%
Male	66.0%	Two or More Races	--
Female	60.0%	Socioeconomically Disadvantaged	--
Black or African American	--	English Learners	--
American Indian or Alaska Native	--	Students with Disabilities	--
Asian	--	Students Receiving Migrant Education Services	--
Filipino	--	Foster Youth	--
Hispanic or Latino	--		

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the science assessment divided by the total number of students who participated in the science assessment.

Note: Scores are not shown 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.

## 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 2014-15)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.3%	34.1%	56.1%
7	10.0%	35.0%	55.0%

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.

## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2015-16)

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 us to provide 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 complete the parent hour requirement. For those who have time constraints during the school day, parents can also take work home to count towards completion of the requirement. 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, & Art Committee.

## State Priority: School Climate

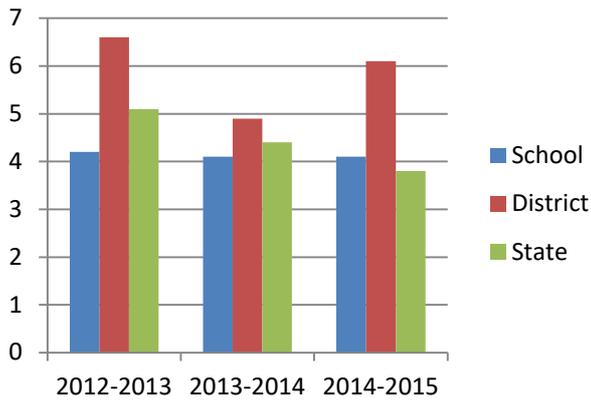
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

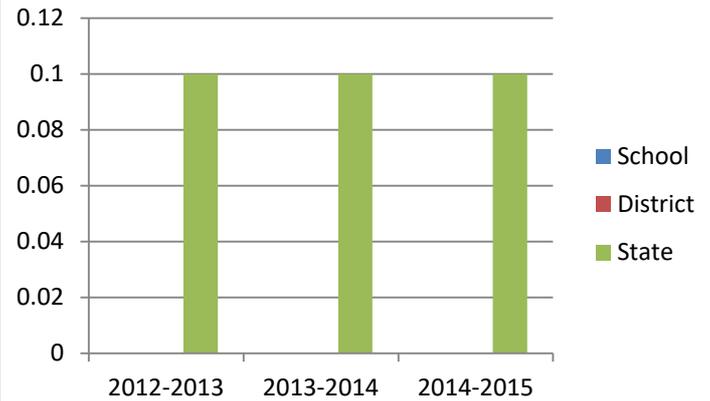
#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.2	4.1	4.1	6.6	4.9	6.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## Suspension Rate



## Expulsion Rate



### School Safety Plan (School Year 2015-16)

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 was submitted and approved as part of the 2014 Charter Renewal in February 2014. 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	56
Percent of Schools Currently in Program Improvement	N/A	87.5%

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		2		23		2		22		2	
1	8	6			7	6			8	6		
2	8	6			8	6			8	6		
3	8	6			7	6			7	6		
4	11	3			11	4			8	5		
5	10	3			8	4			7	6		
6	11	2			9	3			10	3		

\* 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)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24		2		35			2	41			1
Mathematics	12	2			9	4			14	3		
Science	24		1		35			1	41			1
Social Science	24		1		35			1	41			1

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

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other		N/A

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

\*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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
Charter School	\$7824	\$1152	\$6672	\$39027
District	N/A	N/A	\$4456	\$66695
Percent Difference – Charter School and District	N/A	N/A	33%	41%
State	N/A	N/A	\$5348	\$69086
Percent Difference – Charter School and State	N/A	N/A	20%	43%

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

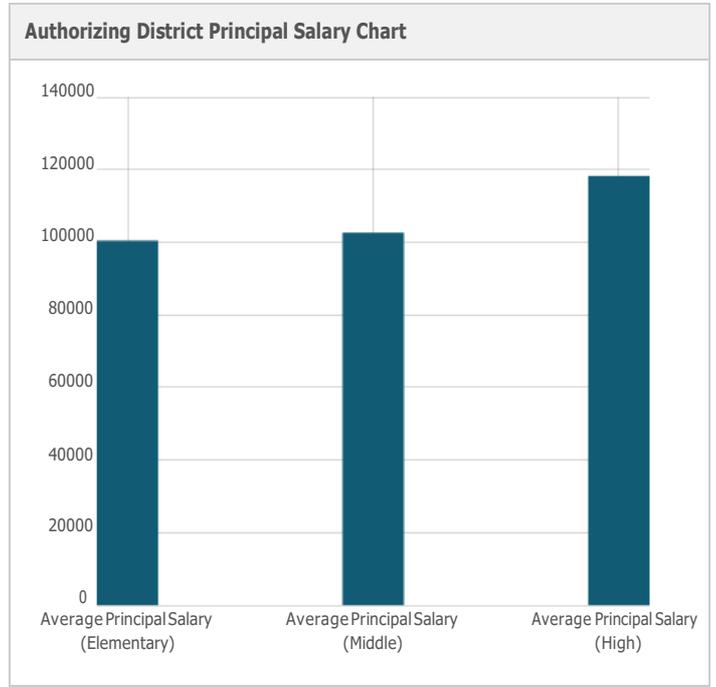
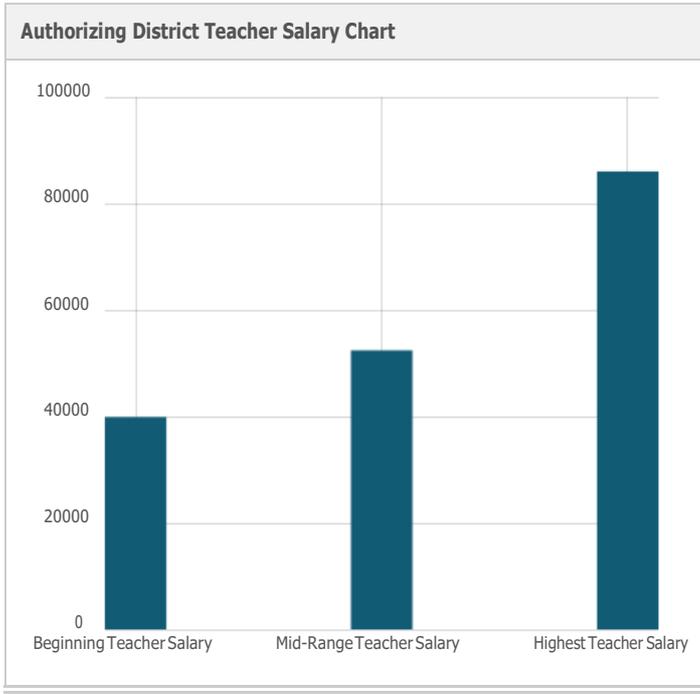
## Types of Services Funded (Fiscal Year 2014-15)

California Montessori Project-Capitol received Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	Authorizing District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,885	\$43,165
Mid-Range Teacher Salary	\$52,419	\$68,574
Highest Teacher Salary	\$86,028	\$89,146
Average Principal Salary (Elementary)	\$100,430	\$111,129
Average Principal Salary (Middle)	\$102,617	\$116,569
Average Principal Salary (High)	\$118,237	\$127,448
Superintendent Salary	\$245,000	\$234,382
Percent of Budget for Teacher Salaries	33.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



## 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.