

**California Montessori Project - Capitol Campus**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	2635 Chestnut Hill Dr. Sacramento, CA , 95826-2912	<b>Principal:</b>	Bernie Evangelista
<b>Phone:</b>	(916) 325-0910	<b>Grade Span:</b>	K-8

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

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

### DataQuest

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

### California School Dashboard

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

## About This School

### Bernie Evangelista

Principal, California Montessori Project - Capitol Campus

### About Our School



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.

### Contact

California Montessori Project - Capitol Campus  
2635 Chestnut Hill Dr.  
Sacramento, CA 95826-2912

Phone: [\(916\) 325-0910](tel:9163250910)  
Email: [cmpcpoffice@cacmp.org](mailto:cmpcpoffice@cacmp.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-9000
<b>Superintendent</b>	Aguilar, Jorge
<b>Email Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Website</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	California Montessori Project - Capitol Campus
<b>Street</b>	2635 Chestnut Hill Dr.
<b>City, State, Zip</b>	Sacramento, CA , 95826-2912
<b>Phone Number</b>	(916) 325-0910
<b>Principal</b>	Bernie Evangelista
<b>Email Address</b>	<a href="mailto:cmpcpoffice@cacmp.org">cmpcpoffice@cacmp.org</a>
<b>Website</b>	<a href="http://www.cacmp.org">http://www.cacmp.org</a>
<b>County-District-School (CDS) Code</b>	34674390111757

Last updated: 1/5/22

**School Description and Mission Statement (School Year 2021—2022)****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 2,700 students on seven campuses located throughout the greater Sacramento area. Previously sponsored by the Wheatland School District from 2001 through 2006. CMP currently operates under four charter authorizers: Buckeye Union Elementary, Elk Grove Unified, Sacramento City Unified and San Juan Unified School Districts. CMP campuses are located in Shingle Springs, Elk Grove, Sacramento, Fair Oaks, Orangevale and Carmichael.

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.

This will be achieved by:

- Promoting independence
- Teaching respect for oneself and others
- Building confidence
- Creating a sense of social responsibility, and
- Empowering every student to be a global citizen.

California Montessori Project offers an environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a commitment from the community: parents, teachers, community groups, the legislature and, most importantly, the individual child.

The California Montessori Project provides a Montessori curriculum, aligned with the California State Standards, for students ranging from Transitional Kindergarten through eighth grade. The California Montessori Project is committed to serving the best interests of the student. Parental participation is highly valued in terms of the contribution it makes to the child's education and the school community.

Internationally high academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these fundamental values:

- Small total school populations and low student/teacher ratios
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her as an individual. This system has a foundation based on trust and respect of the individual, and a belief that children will soar beyond traditional expectations.

CMP holds that an educated person is well-rounded and balanced. The CMP student shall become a collaborative member of a community, motivated to set and achieve high goals. CMP encourages students to demonstrate empathy towards others through respectful and productive communications. The student is guided to view him/herself as a global citizen who is empowered, and responsible, for making positive changes in the world within the immediate environment. The CMP student develops personal habits leading to a healthy lifestyle which includes leisure, work, family, exercise, nutrition and community.

**California Montessori Project – Capitol Campus**

The California Montessori Project - Capitol Campus, is a public charter school offering a high quality, tuition-free, Montessori education to Transitional 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.

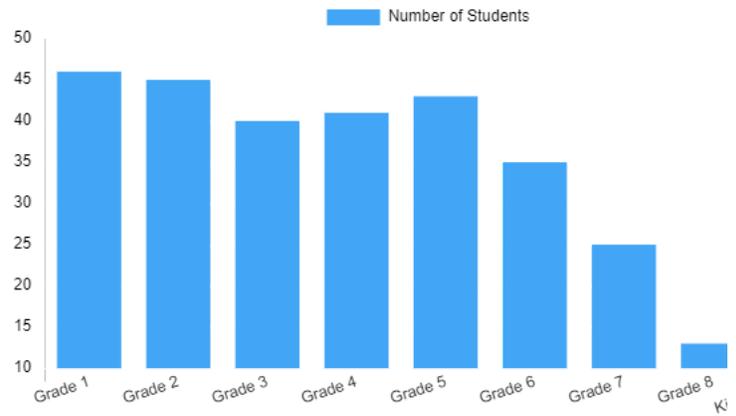
As a Montessori school, CMP offers smaller class sizes that provide individualized learning. CMP students have individual work plans that address specific needs and interests, and provide academic challenges at all grade levels. As a charter school, CMP takes pride in blending California Common Core 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.

*Last updated: 2/1/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 1	46
Grade 2	45
Grade 3	40
Grade 4	41
Grade 5	43
Grade 6	35
Grade 7	25
Grade 8	13
Kindergarten	44
Total Enrollment	332



Last updated: 1/5/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.10%
Black or African American	1.80%
Filipino	0.60%
Hispanic or Latino	20.80%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	15.70%
White	55.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.10%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	20.80%
Students with Disabilities	19.00%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.6	79.3	1666.9	83.3	228366.1	83.1
Intern Credential Holders Properly Assigned	2	9.5	42.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	3.1	93	4.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	70.7	3.5	12115.8	4.4
Unknown	1.6	7.9	128.7	6.4	18854.3	6.9
Total Teaching Positions	21	100	2001.8	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0.6
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0.6

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

*Last updated:*

**Class Assignments (School Year 2020—2021)**

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

*Last updated:*

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Transitional Kindergarten - 3rd Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Language Arts Curriculum</li> <li>• Montessori Word Building Program</li> <li>• Albanesi Language Arts Curriculum</li> <li>• Primary Phonics, Modern Curriculum Press, Houghton Mifflin</li> <li>• Educators Publishing Service Explode the Code</li> <li>• McGraw Hill SRA Reading Laboratory</li> <li>• Instructional Level Spelling Program</li> <li>• Handwriting Without Tears</li> <li>• Lucy Caulkins Writing Curriculum- piloting in 2020-21</li> <li>• Curriculum Associates: i Ready Learning</li> <li>• Read Naturally and Read Naturally Live</li> <li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS)</li> <li>• Soday System Reading Intervention</li> </ul> <p><b>4th - 6th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Language Arts Curriculum</li> <li>• Albanesi Language Arts Curriculum</li> <li>• ETC Montessori Language Arts</li> <li>• Educators Publishing Service Wordly Wise</li> <li>• Literature Circles Novels</li> <li>• McGraw Hill SRA Reading Laboratory</li> <li>• Instructional Level Spelling Program</li> <li>• Handwriting Without Tears</li> <li>• Lucy Caulkins Writing Curriculum</li> <li>• Curriculum Associates: i Ready Learning</li> <li>• Read Naturally and Read Naturally Live</li> <li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS)</li> <li>• Soday System Reading Intervention</li> </ul> <p><b>7th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Houston Montessori Reproducible Materials</li> <li>• Literature Circles Novels</li> <li>• Curriculum Associates: i Ready Learning</li> </ul>		0%
Mathematics	<p><b>Transitional Kindergarten - 3rd Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Math Curriculum</li> <li>• Albanesi Math Curriculum</li> <li>• Math Facts in a Flash</li> <li>• Curriculum Associates: Ready instruction and practice workbooks</li> <li>• Curriculum Associates: i Ready Learning</li> <li>• Mathematics</li> </ul> <p><b>4th - 6th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Math Curriculum</li> <li>• Albanesi Math Curriculum</li> <li>• Curriculum Associates: Ready instruction and practice workbooks</li> <li>• Curriculum Associates: i Ready Learning</li> <li>• Math Facts in a Flash</li> <li>• ETC Montessori Math</li> </ul> <p><b>7th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Pearson – DIGITS</li> <li>• Curriculum Associates: Ready instruction and practice workbooks</li> <li>• Curriculum Associates: i Ready Learning</li> <li>• Math Facts in a Flash</li> </ul>		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p><b>4th – 5th Grade:</b></p> <ul style="list-style-type: none"> <li>• Montessori Science Curriculum</li> <li>• Science Studies Weekly</li> <li>• ETC Montessori Science</li> <li>• Mystery Science</li> </ul> <p><b>6th - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• ETC Science</li> <li>• Science Studies Weekly</li> <li>• TCI Science Curriculum</li> <li>• Mystery Science</li> </ul>		0%
History-Social Science	<p>Transitional Kindergarten - 3rd Grade:</p> <ul style="list-style-type: none"> <li>• Montessori History Curriculum</li> </ul> <p>4th - 6th Grade:</p> <ul style="list-style-type: none"> <li>• Montessori History Curriculum</li> <li>• Teacher’s Curriculum Institute: Social Studies Alive! California’s Promise</li> <li>• Teacher’s Curriculum Institute: Social Studies Alive! America’s Past</li> <li>• Teacher’s Curriculum Institute: History Alive! Ancient World</li> </ul> <p>7th - 8th Grade:</p> <ul style="list-style-type: none"> <li>• Teacher’s Curriculum Institute: History Alive! The United States Through Industrialism</li> <li>• History Alive! The Medieval World and Beyond</li> </ul>		0%
Foreign Language	<p><b>Transitional Kindergarten - 8th Grade:</b></p> <ul style="list-style-type: none"> <li>• Rosetta Stone</li> </ul>		0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

**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 8:00 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.

CMP-Capitol completed its latest Site Safety Assessment on November 17, 2020. The campus perimeter and surrounding areas were deemed to be in good condition, meeting all standards. The team noted a couple of campus improvement projects to further enhance the campus: pine needles covering front walkway into campus, hand dryers in restroom to be replaced with paper towels, multipurpose room lights need to be replaced.

*Last updated: 2/1/22*

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	The CMP-Capitol Campus facility is leased through the Sacramento City Unified School District. SCUSD completed a facility assessment in 2019 and determined that the HVAC systems were in fair condition.
<b>Interior:</b> Interior Surfaces	Fair	The CMP-Capitol Campus facility is leased through the Sacramento City Unified School District. SCUSD completed a facility assessment in 2019 and determined that the interiors were in fair condition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	CMP conducted a safety audit in November 2020 and found the campus grounds to be clean, clear of graffiti and in good repair.
<b>Electrical:</b> Electrical	Fair	The CMP-Capitol Campus facility is leased through the Sacramento City Unified School District. SCUSD completed a facility assessment in 2019 and determined that the electrical systems were in fair condition.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	CMP conducted a safety audit in November 2020 and found the campus bathrooms to be clean, clear of graffiti, in good condition and have adequate lighting. The Bathrooms were equipped with hand-washing supplies and signage.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	The CMP-Capitol Campus facility is leased through the Sacramento City Unified School District. SCUSD completed a facility assessment in 2019 and determined that the fire suppression systems were in fair condition and the fire alarms were a mixture of good and fair condition. CMP conducted a safety audit in November 2020 and found the fire inspection tags to be in place and included current inspection status.
<b>Structural:</b> Structural Damage, Roofs	Good	The CMP-Capitol Campus facility is leased through the Sacramento City Unified School District. SCUSD completed a facility assessment in 2019 and determined that the overall structure is in good condition.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	CMP conducted a safety audit in November 2020 and found the campus doors and windows to be visibly in good operating condition, providing security as needed.

**Overall Facility Rate**

Year and month of the most recent FIT report: November 2020

Overall Rating	Good
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*Last updated: 1/10/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/8/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

*Last updated: 1/8/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

*Last updated: 1/8/22*

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Curriculum Associates i-Ready

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	324	193	99.48	0.52	73.06
Female	156	91	98.91	1.09	80.22
Male	168	102	100	0.00	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	17	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	39	100.00	0.00	56.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	31	100.00	0.00	74.19
White	182	106	99.07	0.93	81.13
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	48	97.96	2.04	50.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	66	41	97.62	2.38	41.46

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

## Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): Curriculum Associates i-Ready

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	324	193	99.48	0.52	41.45
Female	156	91	98.91	1.09	43.96
Male	168	102	100.00	0.00	39.22
American Indian or Alaska Native	--	--	--	--	--
Asian	17	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	31	100.00	0.00	38.71
White	182	106	99.07	0.93	45.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

**CAASPP Test Results in Science for All Students****Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/8/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/8/22

**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 2020—2021)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/8/22*

## 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 2021-2022)

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. Due to COVID restrictions, opportunities for parental involvement have looked different. Volunteers on campus need to show proof of vaccination and COVID testing on the day of volunteering. CMP classrooms interested in having volunteers will share specific volunteer opportunities with their classroom community. Volunteers will then have the ability to sign up for these specific opportunities and coordinate with the classroom teaching team. Non-classroom based volunteer opportunities will be shared by campus administration and interested volunteers are encouraged to coordinate with the campus administration on those opportunities.

CMP campuses will hold, if they have not already, Parent Volunteer training sessions that will include, among other requirements, the "7 Habits of Highly Effective Volunteers," how to submit fingerprints, how to submit TB test results, how to sign up for volunteer opportunities, and how volunteers can comply with COVID related requirements. Volunteers are required to follow all of the health and safety protocols expected of all CMP staff while on campus.

### **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

**Chronic Absenteeism by Student Group**  
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	332	1	0.3
Female	161	160	1	0.6
Male	173	172	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	18	17	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	69	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	0	0.0
White	185	184	1	0.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	72	72	1	1.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	73	1	1.4

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	4.17%	0.00%	5.56%	0.04%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.04%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.59%	3.70%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

*Last updated: 1/8/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

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

*Last updated:*
**School Safety Plan (School Year 2021-2022)**

CMP developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan that will help guide the CMP school administrators with their safety and response plans. Each of these plans will address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize and coordinate emergency response among various CMP organizations and public agencies. NIMS/SEMS provide an effective framework for managing emergencies ranging from minor incidents to major earthquakes. CMP-Capitol completed its latest Site Safety Assessment on November 17, 2020. The Safety Operations Plan was presented to the Governing Board on January 10, 2022 for a public hearing, prior to its adoption at the February 14th Board Meeting. The Safety Operations Plan was reviewed by local first responders, including the fire department and the law enforcement.

*Last updated: 2/1/22*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	1	0
1				
2				
3				
4				
5				
6				
Other**	19.00	4	8	0

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	0	2	0
1				
2				
3				
4				
5				
6				
Other**	20.00	4	7	0

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

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	0	2	0
1				
2				
3				
4				
5				
6				
Other**	10.00	4	7	0

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	0	2	0
Math	9.00	4	1	0
Science	22.00	0	2	0
Social Science	22.00	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 school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	18.00	1	1	0
Math	18.00	5	0	0
Science	35.00	0	0	1
Social Science	35.00	0	0	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	13.00	3	0	0
Math	13.00	6	0	0
Science	19.00	1	1	0
Social Science	13.00	3	0	0

*Last updated: 1/31/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	553

Last updated: 2/8/22

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.70
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	12.73

Last updated: 2/8/22

\* 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 School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12539.00	\$2387.00	\$10152.00	\$65901.00
District	N/A	N/A	--	\$82119.00
Percent Difference – School Site and District	N/A	N/A	--	-21.91%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	18.38%	-24.92%

Last updated: 1/10/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

Some programs and services that CMP provides to support and assist students are:

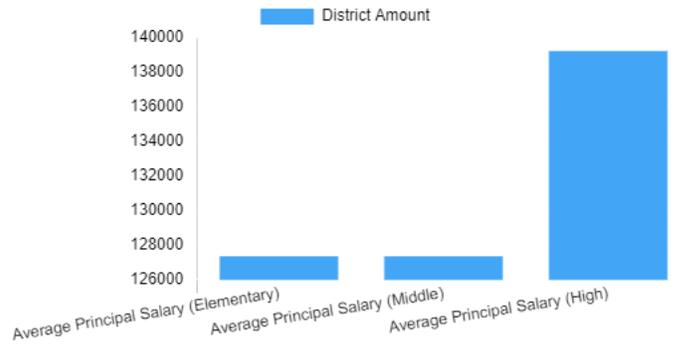
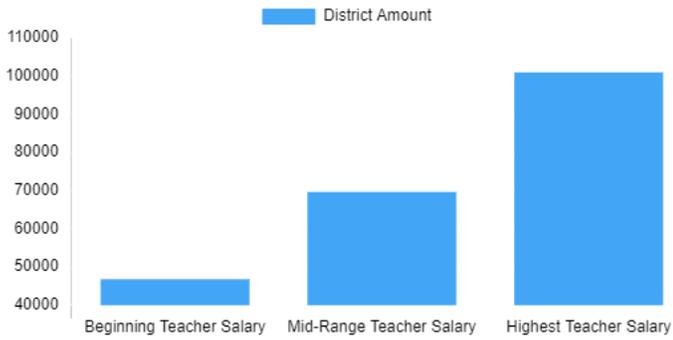
- Counseling
- Academic support in terms of reading and math intervention
- Social emotional curriculum
- Low class sizes
- Two adults per classroom
- Enrichment (i.e. Art, VAPA, PE, Music)

*Last updated: 2/1/22*

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46817.00	\$50897.00
Mid-Range Teacher Salary	\$69671.00	\$78461.00
Highest Teacher Salary	\$100975.00	\$104322.00
Average Principal Salary (Elementary)	\$120748.00	\$131863.00
Average Principal Salary (Middle)	\$127364.00	\$137086.00
Average Principal Salary (High)	\$139247.00	--
Superintendent Salary	\$305000.00	\$297037.00
Percent of Budget for Teacher Salaries	31.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



*Last updated:*

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	19