



2011-2012 School Accountability Report Card

CALIFORNIA MONTESSORI PROJECT

SHINGLE SPRINGS CAMPUS

Executive Director's Message:



California Montessori Project (CMP) is a public charter school network (K-8) serving over 2000 students on six campuses located throughout the greater Sacramento area. Previously sponsored by Wheatland School District from 2001 through 2006, CMP currently operates under four charters, authorized by Buckeye Union, Elk Grove Unified, Sacramento City Unified and San Juan Unified School Districts. Our 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, community groups, Legislature 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 the community, motivated to set and achieve high goals. CMP encourages students to demonstrate 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 balancing leisure, work, family, exercise, nutrition and community.

Serving Kindergarten through Eighth Grade

Kim Zawilski, Principal

4645 Buckeye Rd, Shingle Springs, CA 95682

Phone: (530) 672-3095 Fax: (530) 672-3097

Principal's Message:



The California Montessori Project, Shingle Springs Campus is a Montessori public charter school offering Kindergarten through 8th grade education under a charter authorized by the Buckeye Union School District. We are accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC).

Currently in our 12th year as a Montessori Charter School, we pride ourselves on our beautiful classroom environments rich with Montessori materials. We also have an experienced and dually certified team of Montessori teachers; our teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. Our teachers enjoy the experience of teaching in teams, offering both a low student-teacher ratio as well as the opportunity to provide small group or individual lessons to students.

We encourage our students to become life-long learners by helping them develop their ability to self motivate and work independently. Our Montessori students enjoy classrooms filled with the tools to guide them from learning with concrete, hands-on materials, to the more abstract level where they research and report on topics of interest. Learning occurs at each individual child's level and pace though the use of customized student work plans.

Character development and positive peer relationships are an integral part of our program, supported through daily Class Meetings, Character Education curriculum, and school-wide Assemblies. Respect is strongly emphasized and reinforced on a daily basis: respect for self, respect for others and respect for our environment. We enjoy a cohesive school community, which has been cultivated through the years by our students, parents and staff.

We encourage our families to be involved in the school in a wide variety of ways, including: volunteering in the classrooms, participating on field trips, cheering on our sports teams, assisting in academic clubs, getting involved with community outreach groups, attending school science fairs, etc. Active family participation benefits our students as they gain the sense that their education is of ultimate importance to their family members

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California Montessori Project-Shingle Springs Campus

School Facilities:

The CMP Shingle Springs Campus was leased from 2001-2005 and then purchased by CMP in 2005. The school is located in a rural setting on five acres. The campus is configured with 13 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom environment.

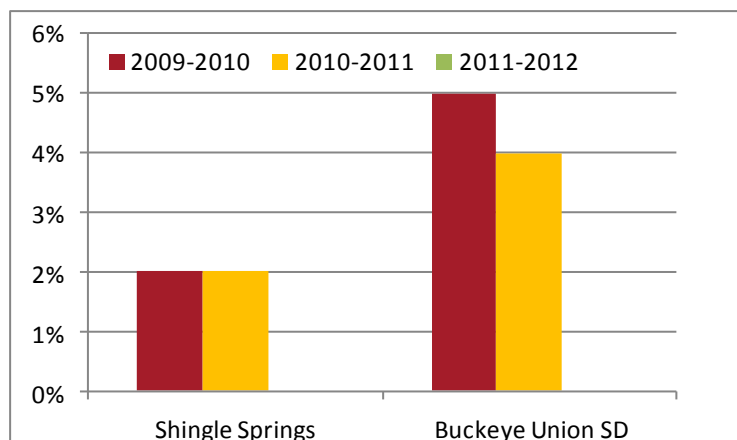
We also have administrative offices, a resource room, a room for before and after-school care, and a conference room/teacher's lounge. The buildings are in very good condition and are maintained on a daily basis by our custodial and maintenance staff. Custodial and maintenance services are provided through contractual services, as well as paid staff. Additional site improvement activities are provided by staff members, subcontractors, and parent volunteers.

The five-acre parcel allows us to have extensive room for an outdoor amphitheatre, basketball courts, playground structures as well as multiple gardens for our Garden of Learning Program. The school is currently constructing a large athletic field and track, supported entirely through the efforts of our campus Fundraising Committee.

California Montessori Project Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school is currently purchasing an additional contiguous parcel with plans to build 14 classrooms, a multi-purpose room, and administrative offices. This would allow us to expand our student enrollment and remove some of the portable classrooms that are in place on our current campus. We are eagerly awaiting the State's release of the next phase of the funding for this project.

Suspension and Expulsion Data

Data reflects information for the most recent three-year period. The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment. **CMP Shingle Springs Campus did not have any suspensions during the 2011-2012 school year. Data for Buckeye Union is not available at this time for 2011-2012**



Types of Services Funded

California Montessori Project-Shingle Springs receives 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.

Parent Involvement:

The parents and other family members of our students play an active role on our campus. Many parents exceed 40 hours of participation time, as they assist in the classroom, chaperone students on field trips, and organize special school events and fundraisers. Parents are also involved in many leadership roles, including service on the Campus Advisory Council, Technology Committee, Site Improvement Committee, Fundraising Committee, Grants Committee, and the CMP Governing Board.



Maria Montessori 1951

Image of Maria Montessori was obtained with permission from the following website:
<http://montessoricentenary.org/photos/index.html>

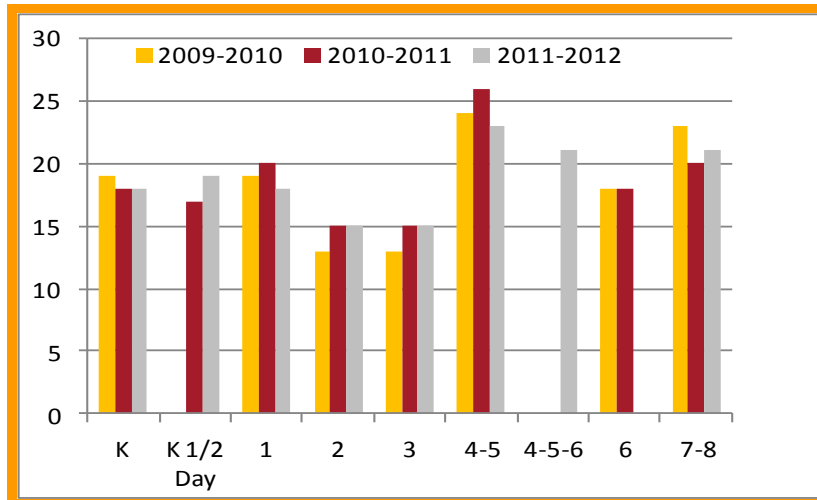
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California Montessori Project-Shingle Springs Campus

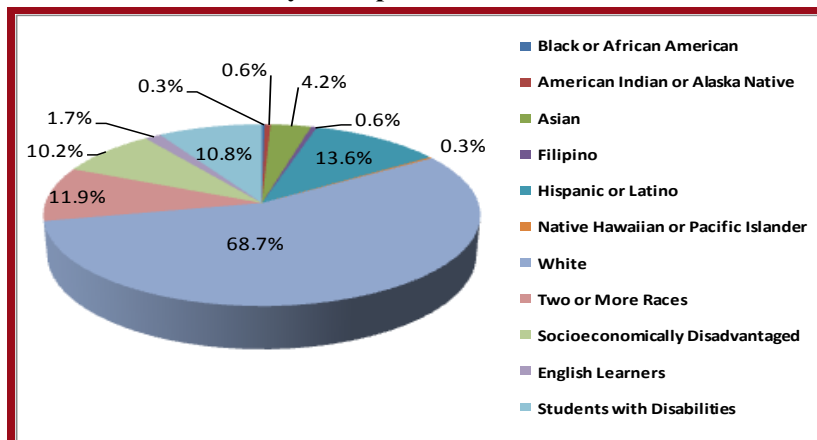
Class Size Distribution Bar graph displays data over 3 years.

Grade Level	Avg. Class Size	# of Classrooms			Avg. Class Size	# of Classrooms			Avg. Class Size	# of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
		2009-2010				2010-2011				2011-2012		
K-1/2 Day					18	1			18	1		
K-Full Day	19	2			17	2			19	2		
1	19	2			20	2			18	2		
2	13	3			15	3			15	3		
3	13	3			15	3			15	3		
4-5	24		3		26		3		23		2	
4-5-6									21	1	1	
6	18	2			18	2						
7-8	23		3		20	3			21	1	2	

Average Class Size: Three-Year Comparison



Student Enrollment by Group: Total Enrollment = 362



“This system, in which a child is constantly moving objects with his hands and actively exercising his senses, also takes into account a child’s special aptitude for mathematics.”

~Maria Montessori

Public Internet Access:

In addition to public libraries, Internet access is available at two kiosks located in our Club Montessori room. Parents may access the internet during school hours of operation from 7:00 a.m. to 6:00 p.m. Monday through Friday.

School Safety Plan:

California Montessori Project has a School Safety Plan and Emergency Preparedness Handbook that are reviewed every year with staff and teachers at each campus.

The CMP school-wide Safety Plan was submitted and approved as part of the 2011 Charter Petition in May 2011. Key elements of the plan include monthly drills and crisis intervention plans. This plan is reviewed annually and was most recently reviewed, updated, and discussed with school faculty on August 14, 2012.

On what date was the School Safety Plan last reviewed and The Education Code requires that this be done by March 1 each year.

Month	Year
August	2012

Professional Development

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves five 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 occasional afternoon and weekend workshop opportunities that directly enhance teaching practices in line with the school's mission and vision. CMP offers induction support (BTSA) 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.

Instructional Materials and Textbooks:

CMP-Shingle Springs' curriculum and materials used are aligned with California state standards. The school uses state adopted textbooks to complement the Montessori materials. During the 2010-2011 school year, no students were lacking textbooks or instructional materials.

Subject	Textbooks and Instructional Materials
English Language Arts K-3 rd	Montessori Word Building Program Montessori Albanesi Language Arts Curriculum Primary Phonics, Modern Curriculum Press Houghton Mifflin Accelerated Reader
English Language Arts 4 th -6 th	Montessori Albanesi Language Arts Curriculum Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader
English Language Arts 7 th -8 th	Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader
Mathematics K-3 rd	Montessori Albanesi Math Curriculum Accelerated Math
Mathematics 4 th -6 th	Montessori Albanesi Math Curriculum Harcourt Brace, Key To Workbook Series Accelerated Math
Mathematics 7 th -8 th	CGP: Mathematics Course Two and Algebra McDougal Littell: Geometry Accelerated Math
Science 4 th - 5 th	Montessori Science Curriculum
Science 6 th -8 th	Pearson Prentice Hall: Science Explorer: Physical Science Pearson Prentice Hall: Science Explorer: Life Science
History-Social Science	3 rd : Houghton-Mifflin: From Sea to Shining Sea 4 th : Houghton-Mifflin: Oh California 5 th -8 th : Teacher's Curriculum Institute: History Alive!



"Our goal is not so much the
imparting of knowledge as the
unveiling and developing of it."
~Maria Montessori

Standardized Testing and Reporting

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-Language Arts, Mathematics, Science, and History-Social Science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations. The CAPA is an alternative assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations. *For a complete report of all test results, participation, groups and scores by grade level, visit: <http://star.cde.ca.gov/>*

STAR Test Results By Student Group

The chart on the right reflects STAR Results in English-Language Arts, Mathematics, Science, and History-Social Science broken down by student group.

■ Scores not shown when 10 or less students are tested.

Percent of Students Scoring at Proficient or Advanced Levels				
Spring 2012 Results				
	English Language Arts	Mathematics	Science	History/Social Science
All Students attending the California Montessori Project	78%	76%	86%	80%
All Students at CMP-Shingle Springs	80%	68%	85%	72%
Male	81%	73%	85%	69%
Female	79%	64%	85%	75%
Black or African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	60%	50%	64%	■
Native American or Pacific Islander	■	■	■	■
White	83%	71%	88%	76%
Two or More Races	87%	68%	■	■
Socioeconomically Disadvantaged	77%	52%	■	■
English Learners	■	■	■	■
Students with Disabilities	57%	56%	■	■
Students Receiving Migrant Services	■	■	■	■

STAR Results for All Students 3 Year Comparison

In order to compare student achievement to state standards, results are reported as performance levels. Students scoring at the Proficient or Advanced level meet state standards in that content area. The five performance levels are **Advanced**—exceeds state standards, **Proficient**—meets state standards, **Basic**, **Below Basic** and **Far Below Basic**—students do not meet state standards.

	CMP-Shingle Springs			Buckeye Union School District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English Language Arts	81%	78%	80%	76%	77%	78%	52%	54%	56%
Mathematics	81%	72%	68%	76%	74%	76%	48%	50%	51%
Science	89%	82%	83%	83%	83%	86%	53%	56%	60%
History-Social Science	74%	65%	72%	72%	73%	80%	44%	48%	49%

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200-1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories from 1 (lowest) to 10 (highest), according to the type of school (elementary, middle or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by an API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API Ranks Growth by Student Group: Each annual API reporting cycle includes a Base and a Growth score which is released approximately one year after testing. If the test is given in the Spring of 2011, the Base API is available in the Spring of 2012. The Growth API is released after the Base API, but is calculated from test results from the following year. For example, for testing in the Spring of 2011, the Growth API is available in the Summer of 2012. Therefore, the table below indicates the 2011 Base indicator and the 2012 Growth indicator.

To learn more about the API, visit the API information guide at <http://www.cde.ca.gov/ta/ac/ap/>

API Testing Note: Data are reported for numerically significant groups only; the group must have at least 50 students with valid test scores who make up 15% of the valid test scores, or have at least 100 students with valid test scores.

API Ranks A Three Year Comparison			
	2009	2010	2011
Statewide API Ranks	9	9	9
Similar Schools API Rank	6	8	4

Adequate Yearly Progress (AYP):

The Federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

1: Participation rate on the state standards-based assessment in English Language Arts (ELA) and Mathematics

2: Percent Proficient on the state's standards-based assessments in ELA and Mathematics

3: API as an additional indicator

4: Graduation rate (for secondary schools)

For detailed information about AYP, see the CDE AYP website at <http://www.cde.ca.gov/ta/ac/ay/>

Adequate Yearly Progress Data				
CMP-Shingle Springs			Buckeye Union School District	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Met Overall AYP	Yes	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
Met API	Yes		Yes	
Graduation Rate	N/A		N/A	

■ To protect student privacy, data is not displayed when the number of students tested is less than 10

API Ranks Growth by Student Group – Three Years				API Growth Score
CMP - Shingle Springs Campus	2009	2010	2011	2012
Actual API Change	+19	-19	-1	889
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	839
Native Hawaiian or Pacific Islander	■	■	■	■
White	+23	-12	-1	897
Two or More Races	■	■	■	895
Socioeconomically Disadvantaged	■	■	■	848
English Learners	■	■	■	■
Students with Disabilities	■	■	■	773

California Physical Fitness Test

The California Physical Fitness Test (PFT) is administered to students in grades five, seven and nine only. The table below displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding the test, and comparisons of a school's test results to the district and state, see the CDE PFT web page at:

<http://www.cde.ca.gov/ta/tg/pf/>.

The following six key areas are tested:

Aerobic Capacity

Abdominal Strength and Endurance

Body Composition

Upper Body Strength and Endurance

Flexibility

Trunk Extension Strength and Flexibility

Physical Fitness Testing	
Percentage of Students Meeting Standards:	
Grade 5	
Four of Six Standards	11.60%
Five of Six Standards	32.60%
Six of Six Standards	34.90%
Grade 7	
Four of Six Standards	13.8%
Five of Six Standards	17.20%
Six of Six Standards	58.60%



Teacher Qualifications

This table shows information about teacher credentials and qualifications. For further information visit: <http://dq.cde.ca.gov/dataquest/>

Teacher Credential Information				
Teachers	Buckeye Union	CMP-Shingle Springs		
	11-12	09-10	10-11	11-12
With Full Credential	N/A	19	20	21
Teaching Outside Subject Area of Competence	N/A	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and have demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Highly Qualified Teachers		
Percent of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
CMP-Shingle Springs	100%	0%
All Schools in District	100%	0%
High-Poverty Schools-Dist	N/A	0%
Low-Poverty Schools-Dist	100%	0%

Note: Low-poverty schools are defined as those schools having less than a 25% eligibility rate for the Free and Reduced Meals Program. High-poverty schools are defined as those schools having a greater than 75% eligibility rate for the Free and Reduced Meals Program.

Teacher Misassignments and Vacant Teacher Positions: 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. CMP-Shingle Springs does not have any misassignments or teacher vacancies for the 2011-2012 school year.

School Support Staff	
Teaching Assistants	6
Special Education Specialist	1
Special Education Aide	0.5
School Psychologist	0.2
Speech and Language Pathologist	0.4
Occupational Therapist	0.2
Other (includes office and maintenance staff)	5.5

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California Montessori Project-Shingle Springs Campus

Federal Intervention Program:

Schools and Districts receiving Title 1 funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area or on the same API indicator. Each additional year that they do not meet AYP, they advance to the next level of intervention. This table displays the 2011-2012 Program Improvement status for the school and district. For more information please visit www.cde.ca.gov/ta/ac/av/.

■ Not applicable

2011-2012	CMP- Shingle Springs	Buckeye Union School District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	■	2012-2013
Year In Program Improvement	■	Year 1
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0

Financial Data Comparison

The tables below show per pupil expenditures from unrestricted funds and the school's average teacher salary. This data is compared to state and district data. Financial data given is obtained from the most current data available provided by the state. This data is always two years behind the current school year, therefore this report card contains data from the 2010-2011 school year. For detailed information, please visit: <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP-Shingle Springs	\$6,357	\$43,214
California Montessori Project	\$6,482	\$40,746
California	\$5,455	\$65,598
School and District Percent Difference	2%	6%
School and California Percent Difference	14%	-34%

School Financial Data:

School Financial Data	
	CMP-Shingle Springs
Total Expenditures Per Pupil	\$7,060
Expenditures Per Pupil Restricted Sources	\$703
Expenditures Per Pupil Unrestricted Sources	\$6,357
Average Teacher Salary	\$43,214

District Financial Data:

District Salary Data		
Category	Buckeye Union School District	Similar Sized District
Beginning Teacher Salary	\$39,015	\$40,962
Mid-Range Teacher Salary	\$58,930	\$63,212
Highest Teacher Salary	\$78,196	\$80,545
Average Principal Salary (Elementary)	\$101,119	\$102,057
Average Principal Salary (Middle School)	\$104,955	\$106,108
Superintendent Salary	\$150,000	\$152,557
Teacher Salaries Percent of Budget	45%	40%
Administrative Salaries Percent of Budget	6%	6%



“It is self evident that the possession of and contact with real things bring with them above all, a real quantity of knowledge. Instruction becomes a living thing. Instead of being illustrated, it is brought to life. In a word, the outing is a new key for the intensification of instruction ordinarily given in school.

~Maria Montessori