

CALIFORNIA MONTESSORI PROJECT CAPITOL CAMPUS

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES K-7

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Bernie Evangelista
Principal

Executive Director's Message

California Montessori Project (CMP) is a public charter school network (K-8) serving approximately 1500 students in 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, 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 in 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 international 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 community, parents, teachers, community groups, the 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 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 and within the immediate environment. The CMP student develops personal habits leading to a healthy lifestyle which include balancing leisure, work, family, exercise, nutrition and community.

While recognizing that the traditional system meets the needs of many, CMP offers an option where students work in multi-age classrooms, with individual learning plans of instruction and materials which are progressive, and frequently self-correcting.

Principal's Message

The California Montessori Project, Capitol Campus, is a public charter school offering a high quality, tuition-free, Montessori education to kindergarten through seventh grade students, under a charter authorized by the Sacramento City Unified School District. Next year, we will expand to eighth grade.

We are accredited by the Montessori School Accreditation Commission (MSAC) and the Western Association of Schools and Colleges (WASC). Our program quality is sustained by supporting our California-credentialed and Montessori-trained faculty with continued professional development and quality Montessori materials in low student/teacher ratio classrooms.

We serve a diverse community that brings richness to our academic program. As a Montessori school, we offer smaller class sizes and our students have individual work plans that address specific needs, while providing 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). 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.



California Montessori Project

Gary S. Bowman, M.S. Ed.
Executive Director

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California Montessori Project's Mission

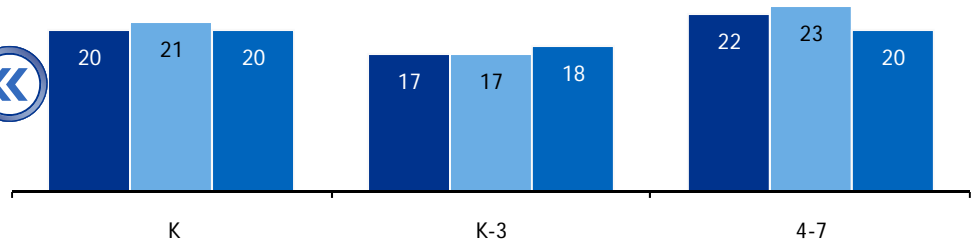
The mission of the California Montessori Project is to offer a quality, tuition-free Montessori education to every child in the state of California.



Class Size

The bar graphs display the three-year data for average class size.

■ 06-07 ■ 07-08 ■ 08-09



Parental Involvement

Parents play an active role in the California Montessori Project. Many parents exceed the required 40 hours of participation time, as they assist in the classrooms, chaperone students on field trips, and organize special school events and fundraisers. Some of those events are the Harvest Festival, Silent Auction, Scholastic Book Fair, Art/Wine & Cheese Event, and the daily school hot lunch program. Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board.

For more information on how to become involved, contact Principal Bernie Evangelista at (916) 325-0910.



"Establishing lasting peace is the work of education; all politics can do is keep us out of war."

-Maria Montessori

Public 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 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.

Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
K-3	4			4			4		
4-7		2			2			2	

School Safety

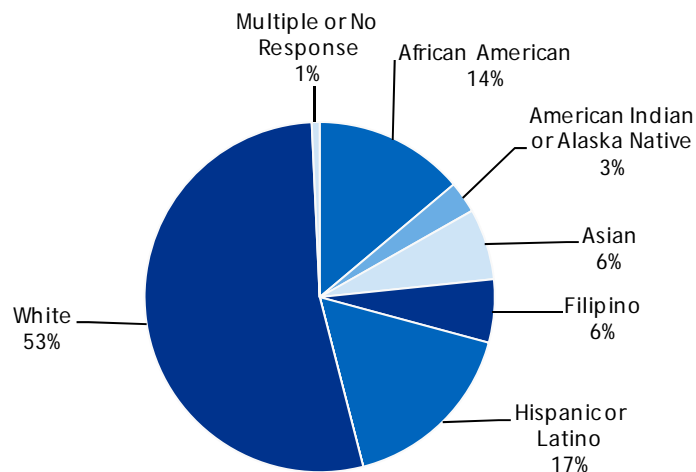
California Montessori has a School Safety Plan and Emergency Preparedness Handbook that are reviewed every year with staff and teachers at each campus.

The CMP schoolwide Safety Plan was submitted and approved as part of the 2006 Charter Petition in April 2006. 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 in August 2009.

Enrollment and Demographics

The total enrollment at the school was 137 students for the 2008-09 school year.



"The Child is truly a miraculous being, and this should be felt deeply by the educator."

-Maria Montessori

Textbooks and Instructional Materials

Montessori curriculum and materials used at the CMP Capitol Campus are aligned with the California State Standards. The school uses State-adopted texts and materials to complement the Montessori materials.

Textbooks and Instructional Materials List	
Subject	Textbook
English-Language Arts	Primary Phonics, Modern Curriculum Press, Open Court, Houghton Mifflin
Mathematics	Harcourt Brace Math
Science	Prentice Hall: <i>Science Explorer</i>
History-Social Science	Houghton Mifflin: <i>From Sea to Shining Sea, This Is My Country, Oh California, America Will Be</i>
History-Social Science	Teacher's Curriculum Institute: <i>History Alive!</i>

Professional Development

CMP is committed to highly trained teachers and dedicates significant resources toward on-going professional development. Each year, CMP reserves five non-instructional service days for focused staff training and professional development to include topical areas such as special education, Montessori curriculum development, academic planning and other areas of educational specialty. CMP also offers occasional afternoon and weekend professional development activities in partnership with local area training programs and presenters. In addition, staff members are encouraged to seek out other professional development opportunities that will directly enhance their teaching practices in line with the school's mission and vision. Staff is offered tuition incentives to assist with attendance at approved outside professional development events and activities.

CMP provides grade level mentors and campus educational specialists to support staff for success at all levels. Additionally, CMP partners with the Sacramento County Office of Education Beginning Teacher Support and Assessment (BTSA) Consortium to offer quality professional development opportunities for all staff and state-approved induction pathways for newly credentialed teachers. Through the school's BTSA program, all newly credentialed teachers are matched to a veteran teacher for two years of one-on-one mentoring and assistance.

Finally, CMP offers both tuition assistance and financial incentives to those teachers who pursue 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.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Capitol Campus			Sacramento City USD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	13.8%	7.5%	7.4%	14.6%	15.9%	19.3%
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%



Capitol Cougars

Respect
Offer Peace
Always Safe
Responsible

School Facilities

After eight years at the Pioneer Congregational Church, located at 2700 L Street, the Capitol Campus moved to the nearby Marshall Campus, located at 2718 G Street in the summer of 2009.

In the fall of 2009, SCUSD, citing safety concerns and 'reasonably equivalent' facilities, directed the school's relocation to the Thomas Jefferson Elementary Campus, located at 2635 Chestnut Hill Drive, Sacramento, CA 95826.

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, leased through June, 2012, allows for expansion due to student growth.

The school was built in 1963 and a custodian cleans the facility daily from 12:00 p.m. to 8:30 p.m.

"Free the child's potential, and you will transform him into the world."
-Maria Montessori

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and 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 alternate 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 on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

"We especially need imagination in science. It is not all mathematics, nor all logic, but it is somewhat beauty and poetry."
-Maria Montessori

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Capitol Campus			Sacramento City USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	61%	60%	55%	39%	43%	46%	43%	46%	50%
Mathematics	51%	58%	53%	38%	42%	44%	40%	43%	46%
Science	53%	73%	77%	29%	39%	42%	38%	46%	50%
History-Social Science	❖	❖	❖	27%	32%	39%	33%	36%	41%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	61%	57%	❖	❖
Female	51%	50%	❖	❖
Economically Disadvantaged	36%	27%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	35%	38%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	33%	27%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43%	50%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	63%	55%	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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 to 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.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	◆	7*	7*
Similar Schools API Rank	◆	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

◆ Information not available.

Academic Performance Index Growth

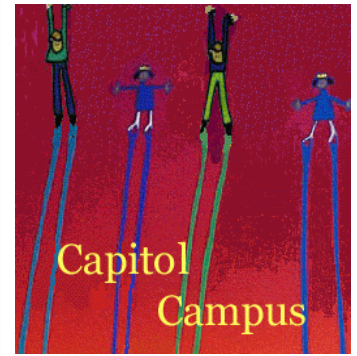
API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	◆	-4	-40	771*
African American	◆	■	■	■
American Indian or Alaska Native	◆	■	■	■
Asian	◆	■	■	■
Filipino	◆	■	■	■
Hispanic or Latino	◆	■	■	■
Pacific Islander	◆	■	■	■
White	◆	■	-40	800
Socioeconomically Disadvantaged	◆	■	■	■
English Learners	◆	■	■	■
Students with Disabilities	◆	■	■	■

◆ Information not available.

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

*"We must help the child to act for herself, will for herself, think for herself; this is the art of those who aspire to serve the spirit."
 -Maria Montessori*

California Physical Fitness Test

Each spring all students in grade 5, are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5

Four of Six Standards	25.0%
Five of Six Standards	25.0%
Six of Six Standards	25.0%

"The greatest sign of success for a teacher... is to be able to say, "The children are now working as if I did not exist.""
-Maria Montessori

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Capitol Campus		Sacramento City USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Capitol Campus	Sacramento City USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 2
Number of Schools Identified for Program Improvement	38	
Percent of Schools Identified for Program Improvement	42.7%	

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Sacramento City USD	Capitol Campus		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	2,222	7	7	8
Without Full Credential	98	1	0	0
Teaching Outside Subject Area of Competence		0	0	0



No Child Left Behind Compliant Teachers

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Capitol Campus	100.0%	0.0%
All Schools in District	99.1%	0.9%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	97.3%	2.7

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Classroom Teaching Assistant	2.5
Library Media Services Staff (paraprofessional)	0.0
Library Media Teacher (Librarian)	0.0
Nurse	0.0
Occupational Therapist	0.2
Psychologist	0.0
Resource Specialist (non-teaching)	0.5
Speech/Language/Hearing Specialist	0.5
Social Worker	0.0
Other	0.0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.



"Only practical work and experience lead the young to maturity."
 -Maria Montessori

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

Types of Services Funded

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

Additional reading support is provided through a Read Naturally pull-out program during school day afternoons, provided by a teacher assistant.

Credentialed staff also offers no-cost, after-school tutoring programs targeting at-risk students.

"As soon as children find something that interests them they lose their instability and learn to concentrate."

-Maria Montessori

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as January 2010.

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District Financial Data

District Salary Data

Category	Sacramento City USD	Similar Sized District
Beginning Teacher Salary	\$39,885	\$42,065
Mid-Range Teacher Salary	\$52,419	\$67,109
Highest Teacher Salary	\$86,028	\$86,293
Average Principal Salary (Elementary School)	\$98,946	\$107,115
Average Principal Salary (Middle School)	\$101,101	\$112,279
Average Principal Salary (High School)	\$116,489	\$122,532
Superintendent Salary	\$253,504	\$216,356
Teacher Salaries – Percent of Budget	36.30%	39.40%
Administrative Salaries – Percent of Budget	5.70%	5.50%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

	Capitol Campus
Total Expenditures Per Pupil	\$8,312
Expenditures Per Pupil From Restricted Sources	\$754
Expenditures Per Pupil From Unrestricted Sources	\$7,558
Average Teacher Salary	\$37,519

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Capitol Campus	\$7,558	\$37,519
California Montessori Project	\$6,994	\$35,022
California	\$5,512	\$67,049
School and District – Percent Difference	+7.5%	+6.7%
School and California – Percent Difference	+27.1%	-78.7%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.