



2009-2010 School Accountability Report Card

CALIFORNIA MONTESSORI PROJECT

Shingle Springs Campus

Serving Kindergarten through Eighth Grade
4645 Buckeye Rd., Shingle Springs, CA 95682
Phone: (530) 672-3095 Fax: (530) 672-3097
Kim Zawilski, Principal

Executive Director's Message:

California Montessori Project (CMP) is a public charter school network (K-8) serving approximately 1636 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, 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 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 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.



Gary Bowman, M.S. Ed
Executive Director
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The mission of the California Montessori Project is to offer a quality, tuition-free Montessori education to every child in the state of California.



"With regard to the child, education should correspond to them, so that instead of dividing the schools into nursery, primary, secondary and university, we should divide education in planes and each of these should correspond to the phase the developing individual goes through."

-Maria Montessori

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 Montessori School Accreditation Commission (MSAC), the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC).

As we celebrate our 10th 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 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 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.

School Safety Plan:

California Montessori Project has a School Safety Plan and Emergency Preparedness Handbook that are reviewed, updated and discussed, annually with staff and teachers at CMP Shingle Springs.

The CMP school wide 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. Student safety is addressed utilizing the BEST positive reinforcement program which emphasize safety, respect and responsibility.

On what date was the School Safety Plan last reviewed, updated, and discussed with school faculty? The <i>Education Code</i> requires that this be done by March 1 each year.	Month	Year
	August	2010



Parent 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 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, and the CMP Governing Board.

Types of Services Funded

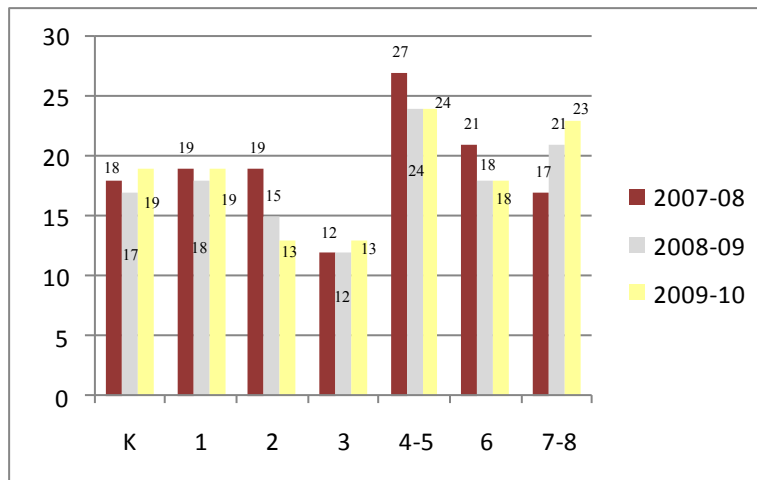
California Montessori Project-Shingle Springs receives Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

Class Size Distribution:

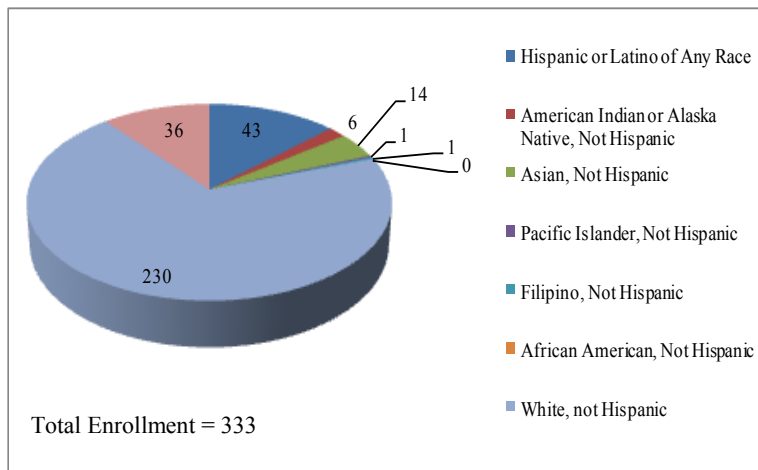
	Avg. Class Size	# of Classrooms			Avg. Class Size	# of Classrooms			Avg. Class Size	# of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
		2007-08			2008-09			2009-10				
K	18	2			17	2			19	2		
1	19	2			18	2			19	2		
2	19	2			15	3			13	3		
3	12	3			12	3			13	3		
4-5	27		2		24		3		24		3	
6	21		2		18	2			18	2		
7-8	17	3			21		3		23		3	

Average Class Size:

Bar graph displays data over 3 years.



Student Enrollment by Group:



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.

“Whoever touches the life of the child, touches the most sensitive point of a whole which has roots in the most distant past and climbs towards the infinite future.”

-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 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 ten fixed and portable classrooms that are either owned by the school or on a lease/purchase agreement. We also have administrative offices, a resource room, a room dedicated to before and afterschool 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.

The five-acre parcel allows us to have extensive room for an outdoor amphitheatre, cross-country path, basketball courts, playground structures as well as multiple gardens for our Garden of Learning Program. Out playground structures have expanded to include a ball wall and additional tetherball and basketball courts. New walkways and stairs were constructed to create a flow from the main lunch area to these expanded play areas. The school is also involved in a major fund-raising effort to develop a large athletic field. 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.

CMP Shingle Springs was equipped with a new Middle School complex in the fall of 2007. This complex provided us with enough space to accommodate our maximum Middle School enrollment in the coming years. Next to the Middle School, a cozy outdoor lunch area was also added.

California Montessori Project Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school is currently negotiating the purchase of an additional contiguous five acre parcel with plans to build 12 classrooms, a multi-purpose room, and administrative offices. This would allow us to expand our enrollment to 350 students 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 design and implementation funds for this project.

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.

Subject	Textbooks and Instructional Materials
English Language Arts K-3	Montessori Word Building Program Montessori Albanesi Language Arts Curriculum Primary Phonics, Modern Curriculum Press, Houghton Mifflin
English Language Arts 4 th -6 th	Montessori Albanesi Language Arts Curriculum Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels
English Language Arts 7 th -8 th	Houston Montessori Reproducible Materials, Historic Literature Novels Literature Circles Novels
Mathematics 4 th -6 th	Montessori Albanesi Math Curriculum Harcourt Brace, Key To Workbook Series
Mathematics 7 th -8 th	CGP: Mathematics Course Two and Algebra McDougal Littell: Geometry
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!

Suspension and Expulsion Data

Data shown reflects suspension incidents divided by total enrollment over three years.

Suspension Rate		
CMP-Shingle Springs		
07-08	08-09	09-10
3.6%	2.8%	2.0%
Buckeye Union School District		
07-08	08-09	09-10
3.7%	3.5%	5.4%
Expulsion Rate		
CMP-Shingle Springs		
07-08	08-09	09-10
0.0%	0.0%	0.0%
Buckeye Union School District		
07-08	08-09	09-10
0.0%	0.2%	0.1%

Standardized Testing and Reporting (STAR):

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.



“And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

-Maria Montessori

STAR Results by Student Group

Results shown are for English-Language Arts, Mathematics, Science, and History-Social Science and broken down by socio-economic groups.

■ To protect student privacy, scores are not shown when 10 or less students

Percentage of Students Scoring At Proficient or Advanced Levels				
Spring 2010 Results				
	English Language Arts	Mathematics	Science	History/ Social Science
Male	83%	85%	89%	73%
Female	81%	78%	90%	75%
Economically Disadvantaged	88%	79%	■	■
English Learners	■	■	■	■
Students with Disabilities	64%	56%	■	■
Receiving Migrant Education Services	■	■	■	■
African American	■	■	■	■
American Indian/Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	65%	79%	■	■
Pacific Islander	■	■	■	■
White (not Hispanic)	83%	80%	88%	78%S

STAR Results for All Students: Three 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.

Percent of Students Scoring Proficient or Advanced

	CMP Shingle Springs			Buckeye Union School District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English Language Arts	70%	76%	81%	71%	75%	76%	46%	50%	52%
Mathematics	68%	77%	81%	72%	74%	76%	43%	46%	48%
Science	60%	69%	89%	78%	79%	83%	46%	50%	54%
History-Social Science	44%	56%	74%	68%	67%	72%	36%	41%	44%

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.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately one year after testing. For example, if the testing occurs in the spring of 2009, the Base API is available in the spring of 2010. 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 2009, the Growth API is available in the summer of 2010. Therefore, for the 2009-2010 API reporting cycle, the 2009 Base indicator and the 2010 Growth indicator are used.

To learn more about the API, visit the API information guide at <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf>

API Ranks – A Three Year Comparison			
	2007	2008	2009
Statewide API Ranks	9	9	9
Similar Schools API Rank	4	5	6

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.

Academic Performance Index Growth

API Ranks Growth by Student Group – Three Years				API Growth Score
CMP-Shingle Springs	2007	2008	2009	2010
Actual API Change	13	33	19	909
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White (non Hispanic)	6	32	23	886
Socio-economically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

This table displays the actual API change, by student group, over the past three years. ■ Number is numerically insignificant.

Adequate Yearly Progress (AYP):

No Child Left Behind (NCLB) legislation requires that all schools and districts meet Adequate Yearly Progress requirements. To meet these requirements, 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 rates for high schools.

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	Yes	Yes	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API	Yes		Yes	
Graduation Rate	■		Pending	



“An educational method that shall have liberty as its basis must intervene to help the child to a conquest of liberty. That is to say, his training must be such as shall help him to diminish as much as possible the social bonds which limit his activity.”

-Maria Montessori

California Physical Fitness Test

During the spring, students in grades 5 and 7 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the “Fitnessgram®” as the PFT for students in California. The test measures six key areas:

Aerobic Capacity
Body Composition
Flexibility
Abdominal Strength and Endurance
Upper Body Strength and Endurance
Trunk Extension Strength and Flexibility

The primary goal of the test is to assist students in developing 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 please visit:
www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Testing	
Percentage of Students Meeting Standards:	
Grade 5	
Four of Six Standards	10.8%
Five of Six Standards	32.4%
Six of Six Standards	48.6%
Grade 7	
Four of Six Standards	10.7%
Five of Six Standards	32.1%
Six of Six Standards	46.4%

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 School District	CMP-Shingle Springs		
	09-10	07-08	08-09	09-10
With Clear or Preliminary Credential	208	20	24	23
Teaching Outside Subject Area of Competence	5	0	0	0

No Child Left Behind (NCLB) 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 below displays data regarding NCLB compliant teachers for the 2009-2010 school year. For more information, please visit: <http://dq.cde.ca.gov/dataquest/>

No Child Left Behind Compliant Teachers		
Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
CMP Shingle Springs	91%	9%
All Schools in District	88%	12%
High-Poverty Schools-Dist	0	0
Low Poverty Schools-Dist	88%	12%

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.

School Support Staff	
Teaching Assistants	6
Library Media Services Staff (Paraprofessional)	0
Librarian	0
Nurse	0
Occupational Therapist	0.2
Psychologist	0.2
Special Education	1
Language, Speech and Hearing Specialist	0.4
Social Worker	0
Other (includes office and maintenance staff)	5.5

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 2010-2011 Program Improvement status for the school and district. For more information please visit www.cde.ca.gov/ta/ac/av/.

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

■ = Not Applicable

Financial Data Comparison

The tables below show per pupil expenditures from unrestricted funds and the school's average teacher salary. This data is then 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 2008-2009 school year. For detailed information, please visit: <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP Shingle Springs	\$6,357	\$41,611
California Montessori Project	\$6,482	\$39,951
California	\$5,681	\$68,179
School and District Percent Difference	-2%	+4%
School and California Percent Difference	+6%	-39%

School Financial Data:

The table below shows the school's average teacher salary with a breakdown of per pupil expenditures from both restricted and unrestricted sources.

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	\$41,611

**District Financial Data:**

The table below compares teacher and administrative salary information to the state averages for districts of the same size. The salary data does not include benefits.

District Salary Data		
Category	Buckeye Union School District	Similar Sized District
Beginning Teacher Salary	\$39,015	\$41,154
Mid-Range Teacher Salary	\$58,980	\$63,517
Highest Teacher Salary	\$78,196	\$80,951
Average Principal Salary (Elementary)	\$101,799	\$102,080
Average Principal Salary (Middle School)	\$102,928	\$105,643
Superintendent Salary	\$151,000	\$150,626
Teacher Salaries - Percent of Budget	45.9%	41.4%
Administrative Salaries - Percent of Budget	6.2%	6.10%