

California Montessori Project - Capitol Campus

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Bernie Evangelista, Principal

Principal, California Montessori Project - Capitol Campus

About Our School

The California Montessori Project - Capitol Campus, is a public charter school offering a high quality, tuition-free, Montessori education to Kindergarten through eighth grade students, under a charter authorized by the Sacramento City Unified School District. We are accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Our teachers are highly qualified and possess a California credential and a Montessori certification for the age group they are teaching and in many instances, are also trained in other levels of Montessori education.

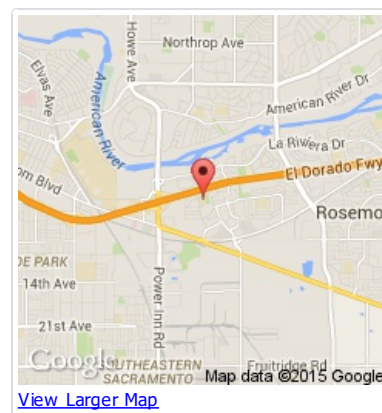
As a Montessori school, we offer smaller class sizes and our students have individual work plans that address specific needs, while providing academic challenges at all grade levels. As a charter school, we take pride in blending California State Standards with Montessori methodology, and are proud of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

Our school mascot is the eagle and our motto is "Eagles S.O.A.R." which stands for "Safe, Offer peace, Always respectful and Responsible." Peace education and character education are integral parts of our curriculum. We serve a diverse community that brings richness to our academic program. As our partners in education, parents are involved in the education of their children. Together, we educate the children and help them be responsible, respectful, contributing members of the community.

Contact

2635 Chestnut Hill Dr.
Sacramento, CA 95826

Phone: 916-325-0910
E-mail: cmppoffice@cacmp.org



About This School

Contact Information - Most Recent Year

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

Central Administration Office

5330-A Gibbons Drive, Carmichael, CA 95608

Superintendent/Executive Director - Gary Bowman

| School | |
|--|--|
| School Name | California Montessori Project - Capitol Campus |
| Street | 2635 Chestnut Hill Dr. |
| City, State, Zip | Sacramento, Ca, 95826 |
| Phone Number | 916-325-0910 |
| Principal | Bernie Evangelista, Principal |
| E-mail Address | cmpcpoffice@cacmp.org |
| Web Site | www.cacmp.org |
| County-District-School (CDS) Code | 34674390111757 |

| District | |
|----------------------------------|--|
| District Name | Sacramento City Unified |
| Phone Number | (916) 643-9000 |
| Web Site | http://www.scusd.edu |
| Superintendent First Name | José |
| Superintendent Last Name | Banda |
| E-mail Address | superintendent@scusd.edu |

Last updated: 2/10/2015

School Description and Mission Statement (Most Recent Year)

The Mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential

California Montessori Project (CMP) is a public charter school network (K-8) serving over 2100 students on seven campuses located throughout the greater Sacramento area. Previously sponsored by the Wheatland School District from 2001 through 2006, CMP currently operates under four charter authorizers: Buckeye Union, Elk Grove Unified, Sacramento City Unified and San Juan Unified School Districts. CMP campuses are located in Shingle Springs, Elk Grove, Sacramento, Fair Oaks, Orangevale and Carmichael.

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

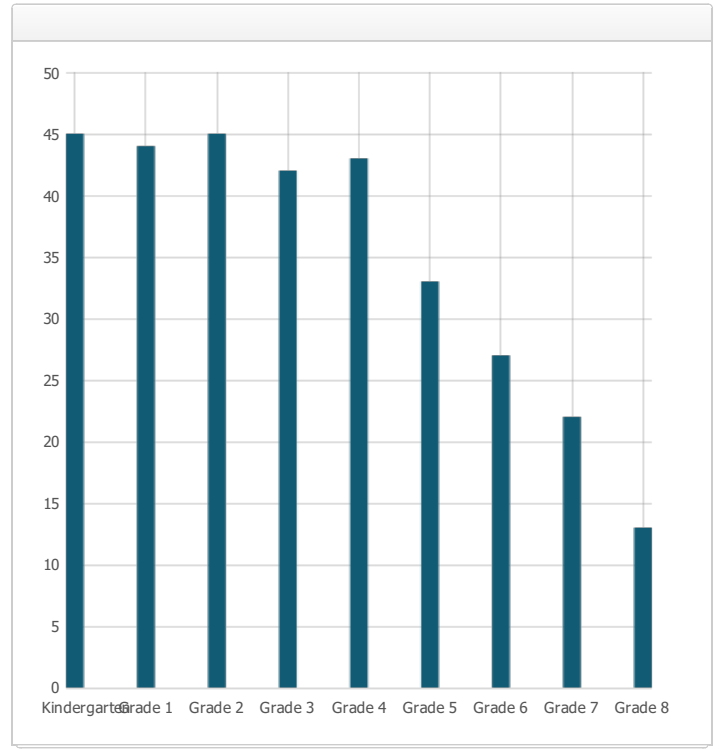
California Montessori Project offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the parents, teachers, school leaders, community groups, legislators and, most importantly, the individual child. CMP is grounded in a philosophy of trust in individuals to seek their greatest potential.

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

Last updated: 4/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

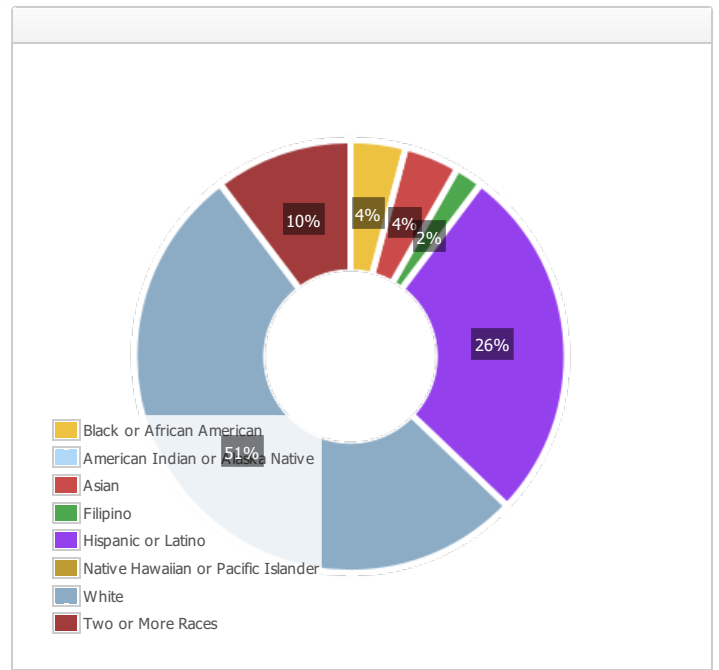
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 45 |
| Grade 1 | 44 |
| Grade 2 | 45 |
| Grade 3 | 42 |
| Grade 4 | 43 |
| Grade 5 | 33 |
| Grade 6 | 27 |
| Grade 7 | 22 |
| Grade 8 | 13 |
| Total Enrollment | 314 |



Last updated: 2/10/2015

Student Enrollment by Student Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 4.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 4.1 |
| Filipino | 2.2 |
| Hispanic or Latino | 26.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 51.9 |
| Two or More Races | 10.8 |
| Socioeconomically Disadvantaged | 22.0 |
| English Learners | 1.3 |
| Students with Disabilities | 8.9 |



Last updated: 2/10/2015

A. Conditions of Learning

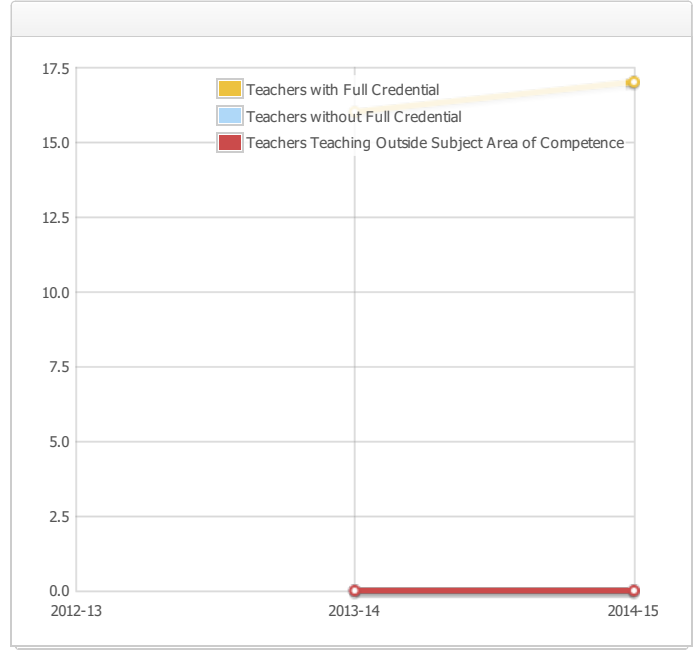
State Priority: Basic

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

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

Teacher Credentials

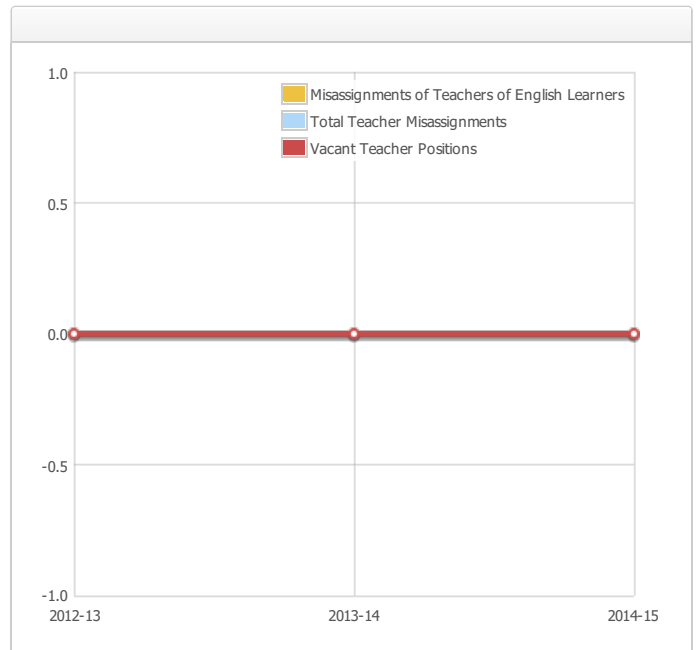
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | | 16 | 17 | |
| Without Full Credential | | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | 0 | 0 | |



Last updated: 4/2/2015

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 4/2/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100 | 0 |
| All Schools in District | 99 | 1 |
| High-Poverty Schools in District | 99 | 1 |
| Low-Poverty Schools in District | 100 | 0 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | <p>Kindergarten-3rd Grade</p> <ul style="list-style-type: none"> • Montessori Word Building • Montessori Albanesi Language Arts Curriculum • Primary Phonics • Modern Curriculum Press • Houghton Mifflin • Accelerated Reader <p>4th Grade-6th Grade</p> <ul style="list-style-type: none"> • Montessori Albanesi Language Arts Curriculum • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circles Novels • Accelerated Reader <p>7th Grade-8th Grade</p> <ul style="list-style-type: none"> • Houston Montessori Reproducible Materials • Historic Literature Novels • Literature Circles Novels • Accelerated Reader | | 0.0 |
| Mathematics | <p>Kindergarten-3rd Grade</p> <ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Accelerated Math <p>4th Grade-6th Grade</p> <ul style="list-style-type: none"> • Montessori Albanesi Math Curriculum • Accelerated Math <p>7th Grade-8th Grade</p> <ul style="list-style-type: none"> • CGP: Mathematics Course Two and Algebra • McDougal Littell, Geometry • Accelerated Math | | 0.0 |
| Science | <p>4th Grade-5th Grade</p> <ul style="list-style-type: none"> • Montessori Science Curriculum <p>6th Grade-8th Grade</p> <ul style="list-style-type: none"> • Pearson Prentice Hall, Science Explorer • Physical Science • Pearson Prentice Hall, Life Science | | 0.0 |

| | | |
|----------------------------|---|-----|
| History-Social Science | <p style="text-align: center;">4th Grade</p> <ul style="list-style-type: none"> Houghton Mifflin, Oh California! <p style="text-align: center;">5th Grade-8th Grade</p> <ul style="list-style-type: none"> Teacher's Curriculum Institute, History Alive! | 0.0 |
| Foreign Language | <p style="text-align: center;">Kindergarten-8th Grade</p> <ul style="list-style-type: none"> Rosetta Stone | 0.0 |
| Health | | 0.0 |
| Visual and Performing Arts | | 0.0 |
| Science Lab Eqpmt(9-12) | | 0.0 |

Last updated: 2/10/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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 2016, allows for expansion due to student growth. The school was built in 1963 and a Plant Manager and part time Custodian maintain the facility from 6:00 a.m. to 6:00 p.m. Our sponsoring district, SCUSD, takes care of the maintenance needs of the campus.

Last updated: 2/10/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 63 | 74 | 67 | 52 | 50 | 54 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 4/2/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 54 |
| All Students at the School | 67 |
| Male | 47 |
| Female | 78 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 50 |
| Native Hawaiian or Pacific Islander | |
| White | 79 |
| Two or More Races | |
| Socioeconomically Disadvantaged | |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical

accuracy or to protect student privacy.

Last updated: 4/2/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 61% | 70% | 68% | 48% | 50% | 48% | 54% | 56% | 55% |
| Mathematics | 56% | 48% | 44% | 48% | 48% | 47% | 49% | 50% | 50% |
| History-Social Science | N/A | N/A | N/A | 44% | 44% | 46% | 48% | 49% | 49% |

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/10/2015

Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide | 6 | 6 | 6 |
| Similar Schools | 1 | 1 | 1 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/10/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|-------------------------------------|------------------------|------------------------|------------------------|
| All Students at the School | -46 | 3 | -3 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | -51 | -11 | 4 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/10/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 9.4% | 25.0% | 59.4% |
| 7 | N/A | 19.0% | 81.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/10/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parent participation is an essential component of our program. In the classroom, parents' assistance is provided by reading with students, helping in computer work, making materials, and many other ways. Serving as parent chaperones and drivers on field trips are two of the most important ways parents support the school, as it allows us to provide opportunities for learning outside of the classroom. Help during fundraising events such as the Harvest Festival, Silent Auction, Book Fairs, Art/Wine and Cheese, is a fun way to complete the parent hour requirement. For those who have time constraints during the school day, parents can also take work home to count towards completion of the requirement. Making materials, washing rugs and placemats, and labeling library books, are some ways work from home are done.

Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board. Serving on one of the school committees is another way of being involved: Room Parent Committee, Fundraising Committee, Facilities and Safety Committee, Enrichment Committee, Stewardship Committee, & Art Committee.

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

State Priority: Pupil Engagement

Last updated: 4/2/2015

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

- High school dropout rates; and
- High school graduation rates.

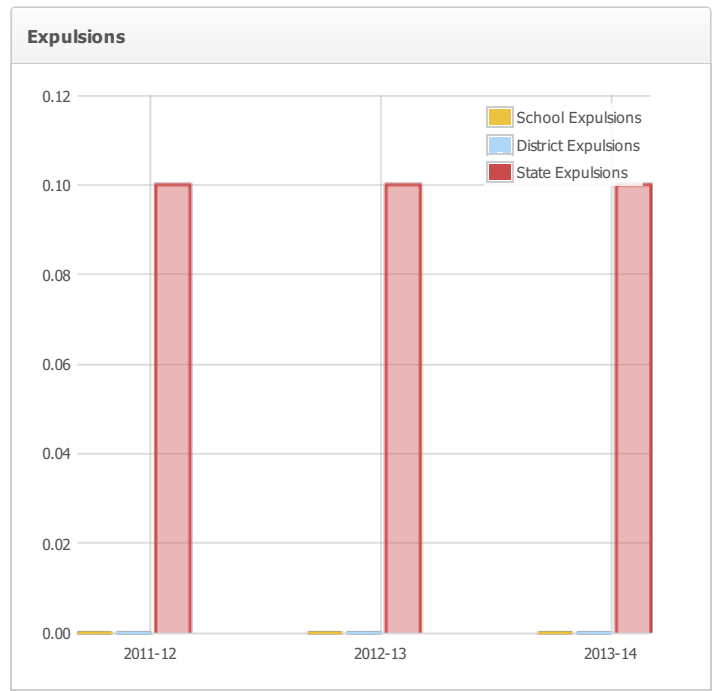
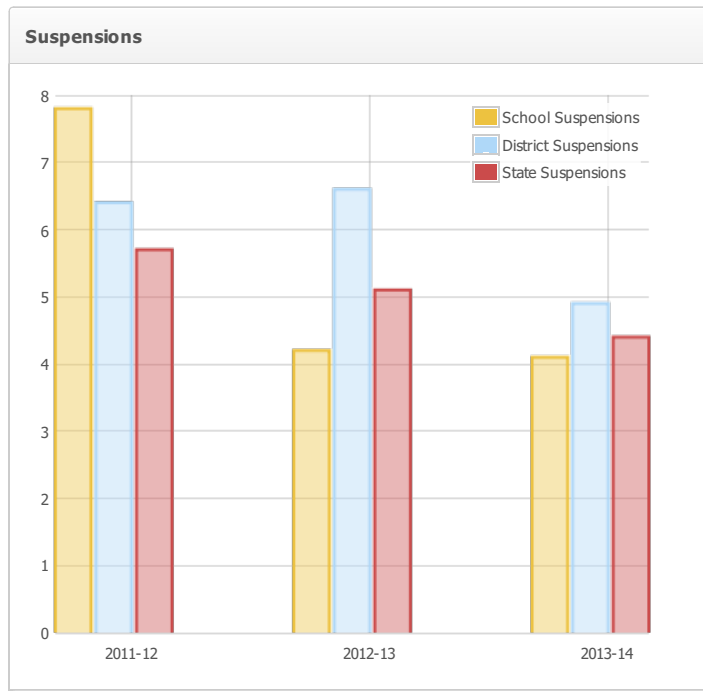
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 7.80 | 4.20 | 4.10 | 6.40 | 6.60 | 4.90 | 5.70 | 5.10 | 4.40 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.10 | 0.10 | 0.10 |



Last updated: 2/10/2015

School Safety Plan - Most Recent Year

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 school-wide Safety Plan was submitted and approved as part of the 2011 Charter Petition in April 2011. Key elements of the Plan include monthly drills and crisis intervention plans.

The School Safety Plan was last reviewed and updated in August 2013.

Last updated: 2/10/2015

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 2/10/2015

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/10/2015

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20.0 | 2 | 0 | 0 | 25.0 | | 2 | | 23.0 | | 2 | |
| 1 | 20.0 | 2 | 0 | 0 | 8.0 | 6 | | | 7.0 | 6 | | |
| 2 | 20.0 | 1 | 0 | 0 | 8.0 | 6 | | | 8.0 | 6 | | |
| 3 | | | | | 8.0 | 6 | | | 7.0 | 6 | | |
| 4 | 15.0 | 1 | 0 | 0 | 11.0 | 3 | | | 11.0 | 4 | | |
| 5 | | | | | 10.0 | 3 | | | 8.0 | 4 | | |
| 6 | | | | | 11.0 | 2 | | | 9.0 | 3 | | |
| Other | | | | | | | | | | | | |

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

Last updated: 2/10/2015

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 18.5 | 2 | 0 | 0 | 24.0 | | 2 | | 35.0 | | | 2 |
| Mathematics | 19.0 | 1 | 0 | 0 | 12.0 | 2 | | | 9.0 | 4 | | |
| Science | 19.0 | 1 | 0 | 0 | 24.0 | | 1 | | 35.0 | | | 1 |
| Social Science | 19.0 | 1 | 0 | 0 | 24.0 | | 1 | | 35.0 | | | 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.

Last updated: 2/10/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.4 | N/A |
| Resource Specialist (non-teaching) | 5.0 | N/A |
| Other | 19.1 | N/A |

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 4/2/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|---|--|-------------------------------|
| School Site | \$6,700 | \$823 | \$5,877 | \$35,842 |
| District | N/A | N/A | \$4,556 | \$65,479 |
| Percent Difference – School Site and District | N/A | N/A | 22.00% | 45.00% |
| State | N/A | N/A | \$4,690 | \$70,720 |
| Percent Difference – School Site and State | N/A | N/A | 20.00% | 49.00% |

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

Last updated: 2/10/2015

Types of Services Funded (Fiscal Year 2013-14)

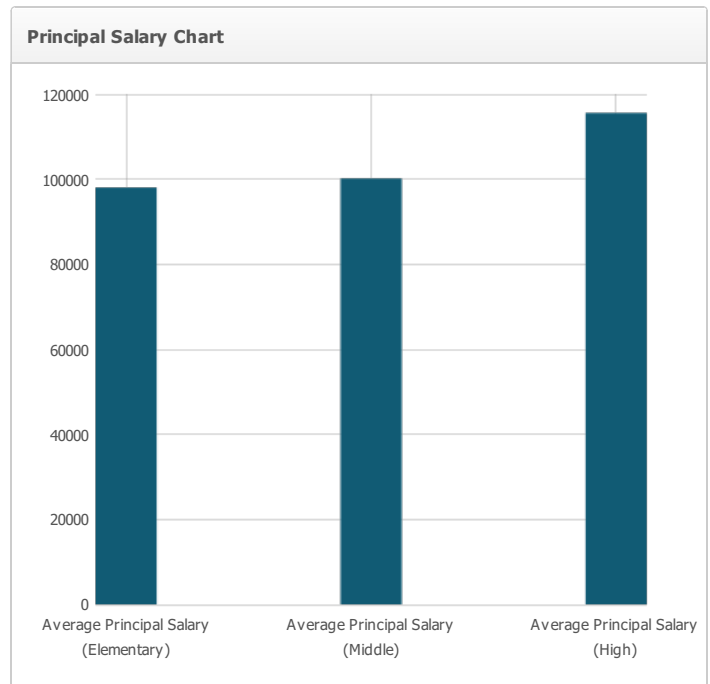
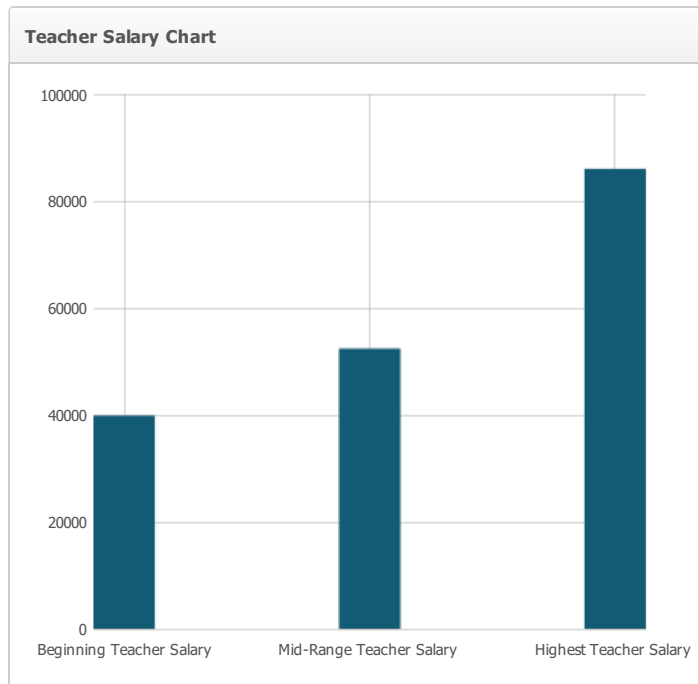
California Montessori Project-Capitol received Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

Last updated: 2/10/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,885 | \$41,761 |
| Mid-Range Teacher Salary | \$52,419 | \$66,895 |
| Highest Teacher Salary | \$86,028 | \$86,565 |
| Average Principal Salary (Elementary) | \$98,045 | \$108,011 |
| Average Principal Salary (Middle) | \$100,180 | \$113,058 |
| Average Principal Salary (High) | \$115,586 | \$123,217 |
| Superintendent Salary | \$239,381 | \$227,183 |
| Percent of Budget for Teacher Salaries | 34.0% | 38.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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



Last updated: 2/10/2015

Professional Development – Most Recent Three Years

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves several non-instructional service days for focused staff training and professional growth to include such topics as: Response to Intervention, Special Education, Montessori curriculum development, academic planning and other areas of educational specialty. CMP also offers 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.

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