

California Montessori Project-Shingle Springs

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.



Kim L. Zawilski, Principal

Principal, California Montessori Project-Shingle Springs

About Our School

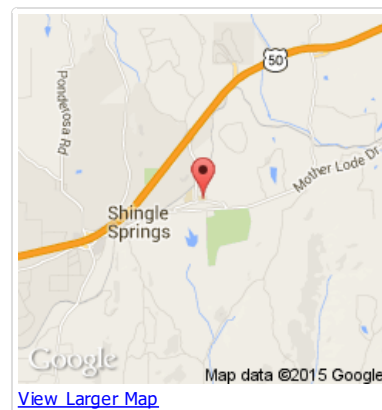
The California Montessori Project-Shingle Springs Campus is a Montessori public charter school offering Kindergarten through 8th grade education under a charter authorized by the Buckeye Union School District. We are accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in our 14th 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 through the use of customized student work plans.

Peace education, character development and positive peer relationships are integral parts 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.

Contact

4645 Buckeye Rd.
Shingle Springs, CA 95682-9505

Phone: 530-672-3095
E-mail: kzawilski@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-Shingle Springs
Street	4645 Buckeye Rd.
City, State, Zip	Shingle Springs, Ca, 95682-9505
Phone Number	530-672-3095
Principal	Kim L. Zawilski, Principal
E-mail Address	kzawilski@cacmp.org
Web Site	www.cacmp.org
County-District-School (CDS) Code	09618380111724

District	
District Name	Buckeye Union Elementary
Phone Number	(530) 677-2261
Web Site	http://www.buckeyeusd.org
Superintendent First Name	David
Superintendent Last Name	Roth
E-mail Address	droth@buckeyeusd.org

Last updated: 2/11/2015

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.

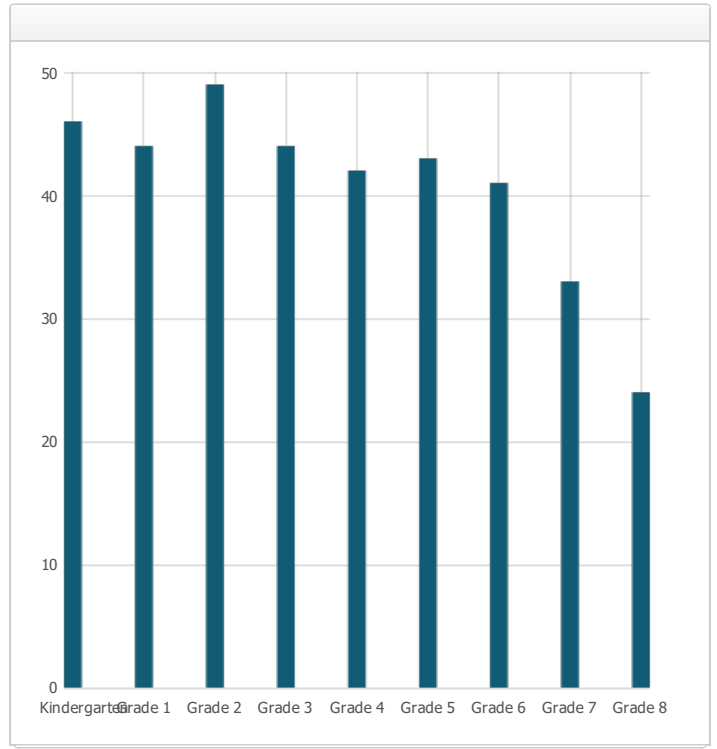
California Montessori Project offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, 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: 2/11/2015

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	44
Grade 2	49
Grade 3	44
Grade 4	42
Grade 5	43
Grade 6	41
Grade 7	33
Grade 8	24
Total Enrollment	366

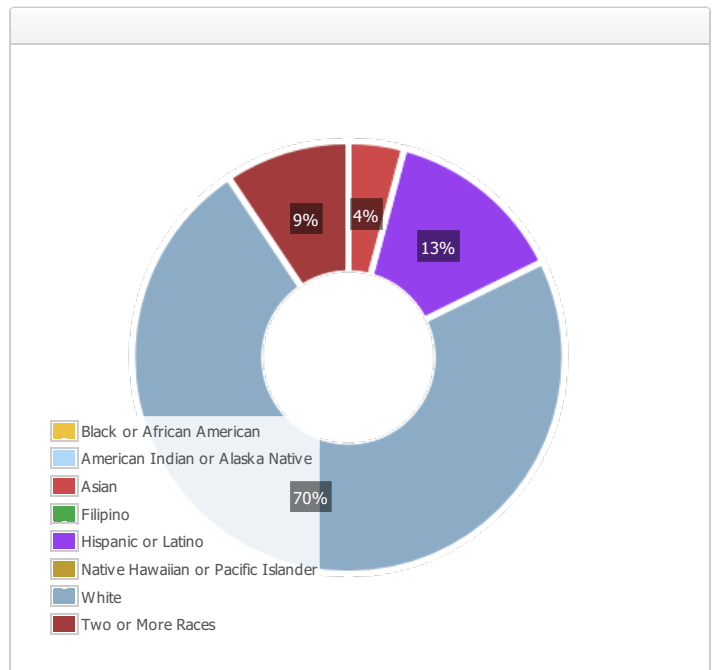


Last updated: 2/11/2015

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

The Student Enrollment Pie Chart reflects student ethnicity groups that are at least 4% of the total student enrollment.

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	4.6
Filipino	0.5
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.3
White	70.5
Two or More Races	9.6
Socioeconomically Disadvantaged	7.9
English Learners	0.3
Students with Disabilities	9.8



Last updated: 3/30/2015

A. Conditions of Learning

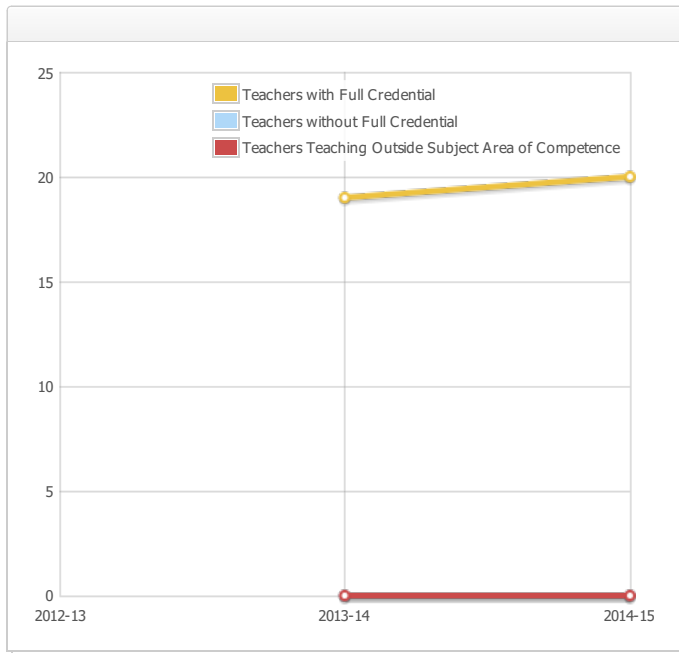
State Priority: Basic

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

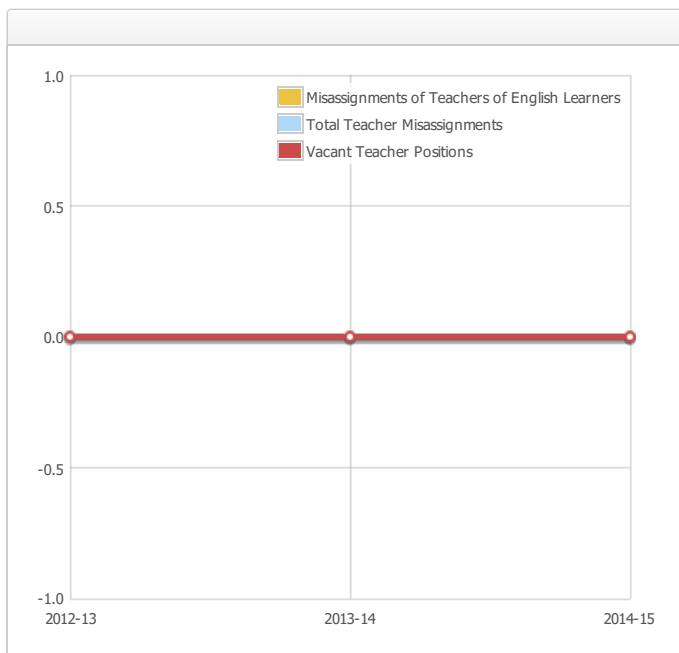
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential		19	20	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 3/30/2015

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: 3/30/2015

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	100	0
High-Poverty Schools in District	0	0
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"> Accelerated Reader Instructional Level Spelling Program Handwriting Without Tears 6+1 Scholastic Writing Trait Crates <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 McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting Without Tears 6+1 Scholastic Writing Trait Crates <p>7th Grade-8th Grade</p> <ul style="list-style-type: none"> Accelerated Reader 		0.0
Mathematics	<p>Kindergarten-3rd Grade</p> <ul style="list-style-type: none"> Accelerated Math Math Facts in a Flash <p>4th Grade-6th Grade</p> <ul style="list-style-type: none"> Accelerated Math Math Facts in a Flash <p>7th Grade-8th Grade</p> <ul style="list-style-type: none"> CGP: Mathematics Course Two and Algebra McDougal Littell: Geometry Accelerated Math Math Facts in a Flash 		0.0
Science	<p>6th Grade-8th Grade</p> <ul style="list-style-type: none"> Pearson Prentice Hall, Science Explorer: Physical Science Pearson Prentice Hall, Science Explorer: Life Science 		0.0

History-Social Science	5th Grade-8th Grade	0.0
	<ul style="list-style-type: none"> Teacher's Curriculum Institute, History Alive! 	
Foreign Language	Kindergarten - 8th Grade	0.0
	<ul style="list-style-type: none"> Rosetta Stone 	
Health		0.0
Visual and Performing Arts		0.0
Science Lab Eqpmt(9-12)		0.0

Last updated: 3/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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 has constructed 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 purchased an additional 10-acre contiguous parcel with plans to build 14 classrooms, a multi-purpose room, and administrative offices. This will allow us to remove some of the portable classrooms and slightly expand our student enrollment. We are currently in the construction phase of this project.

Last updated: 2/11/2015

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)	86	84	91	86	85	84	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: 2/11/2015

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	84
All Students at the School	91
Male	86
Female	97
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	89
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: 3/30/2015

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	78%	80%	76%	77%	79%	77%	54%	56%	55%
Mathematics	72%	69%	76%	74%	76%	78%	49%	50%	50%
History-Social Science	65%	72%	86%	73%	80%	79%	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: 2/11/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	4	2	4

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

Last updated: 2/11/2015

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	-19	-1	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-11	-1	10
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: 2/11/2015

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	2.4%	19.0%	76.2%
7	6.2%	9.4%	71.9%

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: 2/11/2015

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

The parents and other family members of our students are very actively involved at our campus. Many parents exceed the expected 40 hours of participation time, as they assist in the classroom, chaperone students on field trips, organize special school events and fundraisers, etc. 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.

State Priority: Pupil Engagement

Last updated: 2/11/2015

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

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

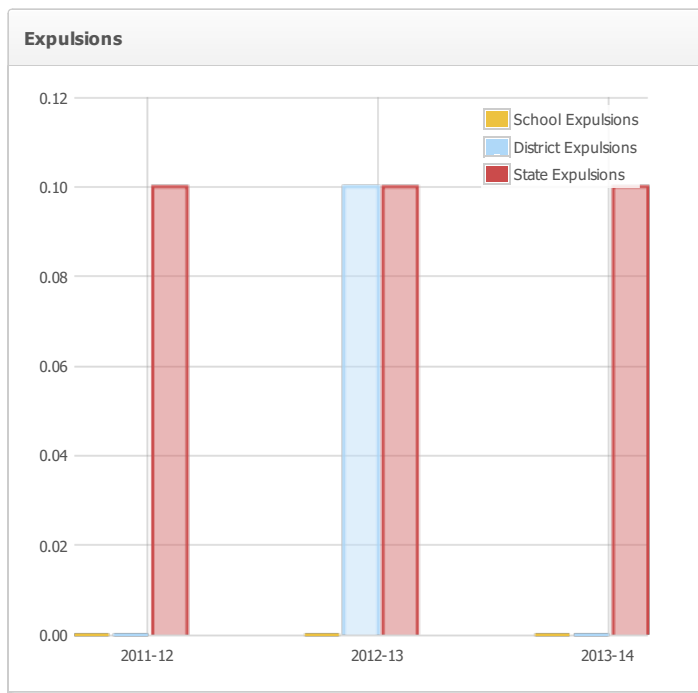
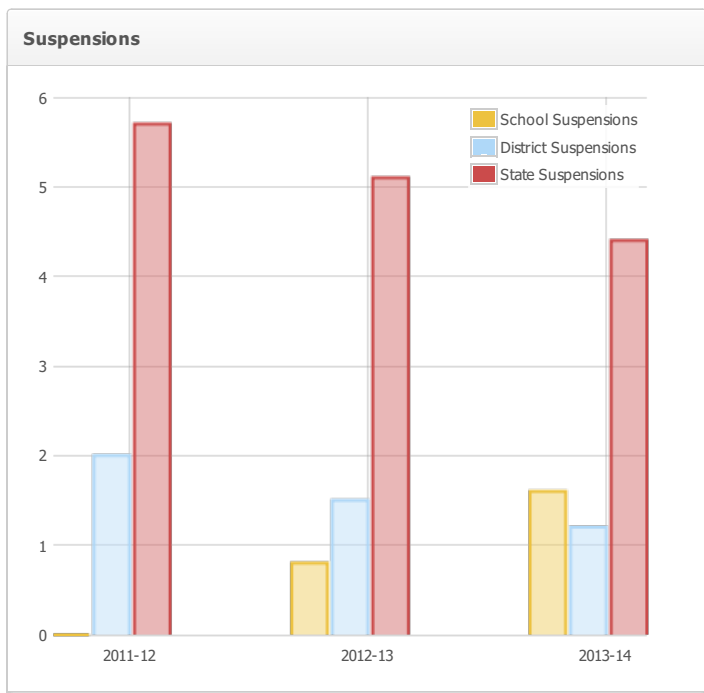
State Priority: School Climate

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	0.00	0.80	1.60	2.00	1.50	1.20	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.10	0.00	0.10	0.10	0.10



Last updated: 2/11/2015

School Safety Plan - Most Recent Year

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 2014 Charter Renewal in February 2014. Key elements of the plan include monthly drills and crisis intervention plans.

Last updated: 2/11/2015

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: 2/11/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement *		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

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: 2/11/2015

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	18.7	3	0	0	14.0	3			15.0	3		
1	18.5	2	0	0	12.0	4			11.0	4		
2	14.3	3	0	0	15.0	3			16.0	3		
3	15.0	3	0	0	15.0	3			15.0	3		
4	26.0	0	2	0	12.0	4			11.0	4		
5	25.0	0	1	0	11.0	4			9.0	5		
6	19.0	1	0	0	13.0	3			10.0	4		
Other												

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

Last updated: 2/11/2015

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	20.0	1	0	0	18.0	3			19.0	3		
Mathematics	9.1	7	0	0	14.0	4			14.0	4		
Science	20.0	1	0	0	18.0	3			19.0	3		
Social Science	20.0	1	0	0	18.0	3			19.0	3		

* 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: 2/11/2015

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		N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	18.8	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: 3/31/2015

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	\$6,508	\$598	\$5,909	\$37,570
District	N/A	N/A	N/A	\$64,897
Percent Difference – School Site and District	N/A	N/A	N/A	42.00%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	20.00%	44.00%

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

Last updated: 2/11/2015

Types of Services Funded (Fiscal Year 2013-14)

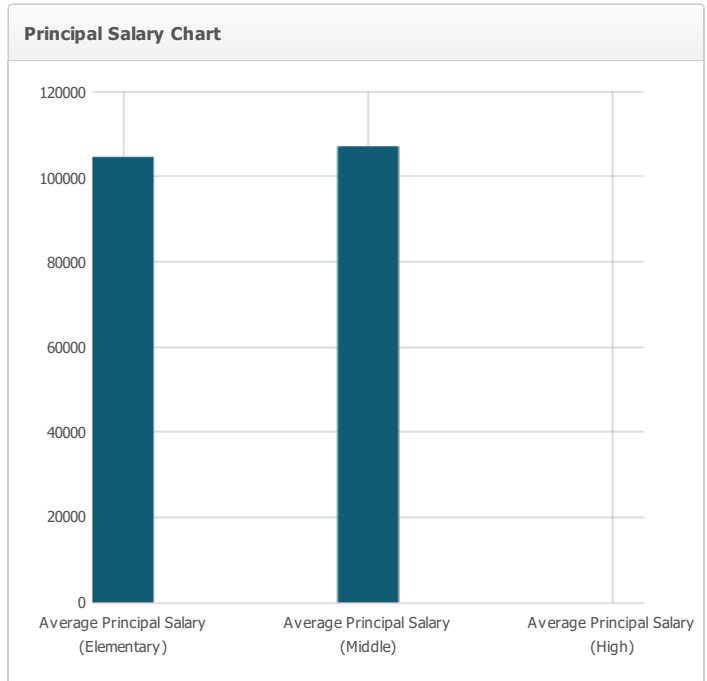
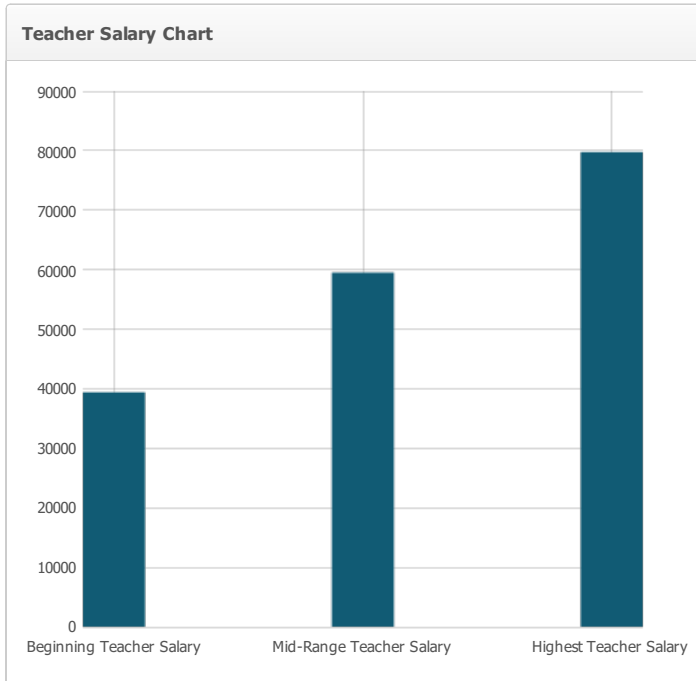
California Montessori Project-Shingle Springs received Federal American Recovery and Reinvestment Act of 2009 (ARRA) funds, Federal Local Assistance funds for Special Education through the Yuba County Office of Education Local Plan Area (YCOE SELPA) and Class Size Reduction (CSR) monies.

Last updated: 2/11/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,405	\$41,535
Mid-Range Teacher Salary	\$59,519	\$64,101
Highest Teacher Salary	\$79,768	\$82,044
Average Principal Salary (Elementary)	\$104,554	\$104,336
Average Principal Salary (Middle)	\$107,044	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$144,935	\$155,309
Percent of Budget for Teacher Salaries	44.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 2/11/2015

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.

Last updated: 2/11/2015