



2010-2011 School Accountability Report Card

CALIFORNIA MONTESSORI PROJECT SHINGLE SPRINGS CAMPUS

Serving Kindergarten through Eighth Grade

Kim Zawilski, Principal

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Executive Director's Message:



California Montessori Project (CMP) is a public charter school network (K-8) serving approximately 1809 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.

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).

Currently in our 11th 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.

Character development and positive peer relationships are an integral part of our program, supported through daily Class Meetings, Character Education curriculum, and school-wide Assemblies. Respect is strongly emphasized and reinforced on a daily basis: respect for self, respect for others and respect for our environment. We enjoy a cohesive school community, which has been cultivated through the years by our students, parents and staff. We encourage our families to be involved in the school in a wide variety of ways, including: volunteering in the classrooms, participating on field trips, cheering on our sports teams, assisting in academic clubs, getting involved with community outreach groups, attending 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.

“We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the child.”

~Maria Montessori

Parent Involvement:

The parents and other family members of our students play an active role on our campus. 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, Grants Committee, and the CMP Governing Board.

Suspension and Expulsion Data

Data reflects information for the most recent three-year period. The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspension Rate		
CMP-Shingle Springs Campus		
08-09	09-10	10-11
2.8%	2.0%	2.0%
Buckeye Union School District		
08-09	09-10	10-11
3.5%	5.4%	4.0%
Expulsion Rate		
CMP-Shingle Springs Campus		
08-09	09-10	10-11
0.0%	0.0%	0.0%
Buckeye Union School District		
08-09	09-10	10-11
0.2%	0.1%	0.0%

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.

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.

School Facilities:

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

We also have administrative offices, a resource room, a room dedicated to 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 recently started construction of a large athletic field and track, supported entirely through the efforts of our campus Fundraising Committee.

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



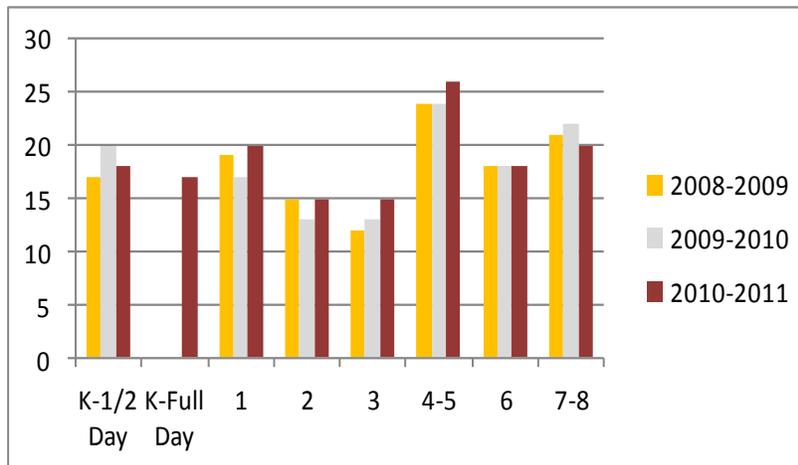
“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

~Maria Montessori

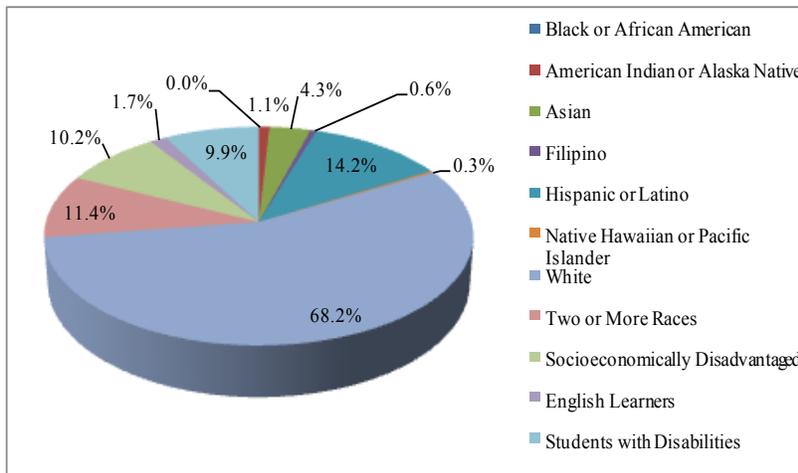
Class Size Distribution Bar graph displays data over 3 years.

Grade Level	Avg. Class Size	# of Classrooms			Avg. Class Size	# of Classrooms			Avg. Class Size	# of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
	2008-2009			2009-2010			2010-2011					
K-1/2 Day									18	1		
K-Full Day	17	2			19	2			17	2		
1	19	2			19	2			20	2		
2	15	3			13	3			15	3		
3	12	3			13	3			15	3		
4-5	24		3		24		3		26		3	
6	18	2			18	2			18	2		
7-8	21		3		23		3		20	3		

Average Class Size: Three-Year Comparison



Student Enrollment by Group: Total Enrollment = 352



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

~Maria Montessori

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 latest Charter Renewal. Key elements of the plan include monthly drills and crisis intervention plans. Student safety is addressed utilizing the BEST positive reinforcement program which emphasizes safety, respect and responsibility.

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

Month	Year
August	2011

Professional Development:

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves five non-instructional service days for focused staff training and professional growth to include such topics as: Response to Intervention, Special Education, Montessori curriculum development, academic planning and other areas of educational specialty. CMP also offers occasional afternoon and weekend workshop opportunities that directly enhance teaching practices in line with the school's mission and vision. CMP offers induction support (BTSA) for newly credentialed teachers as well as tuition assistance for approved outside professional development events and activities.

Finally, CMP provides both tuition assistance and compensation incentives to teachers pursuing cross certification in Montessori education through accredited training centers. This additional level of teacher preparation consists of a rigorous course of study combined with practical classroom experience. In combination with CMP's entire professional development program, we are confident that the result is highly-trained teachers who are ready to lead our students into the 21st century.

Instructional Materials and Textbooks:

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

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



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

~Maria Montessori

Standardized Testing and Reporting

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

For a complete report of all test results, participation, groups and scores by grade level, visit: <http://star.cde.ca.gov/star2011/>



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

~Maria Montessori

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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English Language Arts	76%	81%	78%	75%	76%	77%	50%	52%	54%
Mathematics	77%	81%	72%	74%	76%	74%	46%	48%	50%
Science	69%	89%	82%	79%	83%	83%	50%	53%	56%
History-Social Science	56%	74%	65%	67%	72%	73%	41%	44%	48%

STAR Test Results By Student Group

The chart below reflects STAR Results in English-Language Arts, Mathematics, Science, and History-Social Science broken down by student group. ■ Scores not shown when 10 or less students are tested.

Percent of Students Scoring at Proficient or Advanced Levels				
Spring 2010 Results				
	English Language Arts	Mathematics	Science	History/Social Science
Male	80%	73%	91%	69%
Female	77%	71%	69%	■
Black or African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	74%	69%	■	■
Native American or Pacific Islander	■	■	■	■
White	79%	74%	79%	65%
Two or More Races	81%	61%	10%	■
Socioeconomically Disadvantaged	81%	78%	■	■
English Learners	■	■	■	■
Students with Disabilities	51%	51%	■	■

Academic Performance Index (API)

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

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

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

API Ranks Growth by Student Group: Each annual API reporting cycle includes a Base and a Growth score which is released approximately one year after testing. If the test is given in the Spring of 2010, the Base API is available in the Spring of 2011. 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 2010, The Growth API is available in the summer of 2011. Therefore, the table below indicates the 2010 Base indicator and the 2011 Growth indicator.

To learn more about the API, visit the API information guide at <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf>

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

API Ranks – A Three Year Comparison			Com-
	2008	2009	2010
Statewide API Ranks	9	9	9
Similar Schools API Rank	5	6	8

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.

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

API Ranks Growth by Student Group – Three Years				API Growth Score
CMP - Shingle Springs Campus	2008	2009	2010	2011
Actual API Change	+33	+19	-19	890
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	854
Pacific Islander	■	■	■	■
White	+32	+23	-12	898
Two or More Races	■	■	■	892
Socioeconomically Disadvantaged	■	■	■	889
English Learners	■	■	■	■
Students with Disabilities	■	■	■	754

California Physical Fitness Test

During the spring, students in grades 7 and 5 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	20.0%
Five of Six Standards	37.1%
Six of Six Standards	31.4%
Grade 7	
Four of Six Standards	9.4%
Five of Six Standards	40.6%
Six of Six Standards	34.4%

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



Teacher Qualifications

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

Teacher Credential Information				
Teachers	Buckeye Union	CMP-Shingle Springs		
	10-11	08-09	09-10	10-11
With Full Credential	215	18	19	20
Teaching Outside Subject Area of Competence	6	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

Teacher Mis-assignments and Vacant Teacher Positions:

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total teacher misassignments includes the number of misassignments of teachers of English Learners. CMP-Shingle Springs does not have any mis-assignments or teacher vacancies for the 2010-2011 school year.

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

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/. ■ Not applicable

2010-2011	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

Financial Data Comparison

The tables below show per pupil expenditures from unrestricted funds and the school's average teacher salary. This data is compared to state and district data. Financial data given is obtained from the most current data available provided by the state. This data is always two years behind the current school year, therefore this report card contains data from the 2009-2010 school year. For detailed information, please visit: <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP-Shingle Springs	\$6,739	\$40,941
California Montessori Project	\$6,473	\$30,398
California	\$5,455	\$69,207
School and District Percent Difference	4%	26%
School and California Percent Difference	19%	-41%

School Financial Data:

School Financial Data	
	CMP-Shingle Springs
Total Expenditures Per Pupil	\$7,541
Expenditures Per Pupil Restricted Sources	\$802
Expenditures Per Pupil Unrestricted Sources	\$6,739
Average Teacher Salary	\$40,941

District Financial Data:

District Salary Data		
Category	Buckeye Union School District	Similar Sized District
Beginning Teacher Salary	\$39,015	\$41,183
Mid-Range Teacher Salary	\$58,930	\$63,647
Highest Teacher Salary	\$78,196	\$80,955
Average Principal Salary (Elementary)	\$97,646	\$102,400
Average Principal Salary (Middle School)	\$101,508	\$106,158
Superintendent Salary	\$143,617	\$124,133
Teacher Salaries Percent of Budget	45%	41%
Administrative Salaries Percent of Budget	6%	6%



“ The essence of independence is to be able to do something for one’s self.”

~Maria Montessori