



**California Department of Education  
School Accountability Report Card  
California Montessori Project – Shingle Springs Campus  
Reported Using Data from the 2016-2017 School Year**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **About This School**

### **About CMP-Shingle Springs Campus (School Year 2017-2018)**

**Kim L. Zawilski, Principal**



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. CMP-Shingle Springs is accredited by the American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in its 16th year as a Montessori Charter School, CMP-Shingle Springs has established beautiful classroom environments rich with Montessori materials. CMP-Shingle Springs also has an experienced and dually-certified team of Montessori teachers; teachers all hold their California State Teaching Credential as well as one or more Montessori teaching certificates. CMP-Shingle Springs 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.

Students at CMP-Shingle Springs are encouraged to become life-long learners through developing their abilities to self-motivate and work independently. CMP-Shingle Springs students are assessed throughout each school year to ensure that they are placed in the curriculum that is appropriate for them. Learning then occurs at each individual child's level and pace through the use of customized student work plans. Students are able to accelerate at their own pace or work through additional practice problems based on their individual progress towards mastery. This method of assessment and curriculum assignment respects each individual child's learning needs.

Gary Bowman, CMP Network Superintendent/Executive Director



The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, an educator with 30 years of extensive experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary’s College (Moraga, CA) and Chico State University.

Mr. Bowman has earned statewide recognition for his work with Native-American students and families, receiving awards at the Governor’s Mansion and at the Lawrence Livermore National Lab. He has presented numerous workshops for CSDC (Charter School Development Center), CCSA (California Charter Schools Association) and AMS (American Montessori Society).

In addition to an extensive teaching career, he has served as a site and/or District administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville USD. Mr. Bowman was recently elected to serve as a Board Member for the American Montessori Society.

Contact Information (School Year 2017-2018)

California Montessori Project (CMP) is a charter public school network in the greater Sacramento area. CMP-Shingle Springs continues to thrive as part of the CMP network, but also as a unique campus within the Buckeye Union Elementary School District.

Central Administration Office  
5330-A Gibbons Drive, Carmichael, CA 95608  
Superintendent/Executive Director - Gary Bowman

Charter School Contact Information
School Name: California Montessori Project – Shingle Springs Campus
Address: 4645 Buckeye Road, Shingle Springs, CA 95682
Phone Number: 530-672-3095
Principal: Kim Zawilski
Email: kzawilski@cacmp.org
Website: www.cacmp.org
County-District-School (CDS) Code: 09-61838-0111724

Authorizing District Contact Information
District Name: Buckeye Union Elementary
Phone Number: (530) 677-2261
Superintendent: David Roth
Email Address: droth@buckeyeusd.org
Website: www.buckeyeusd.org

School Description and Mission Statement (School Year 2016-2017)

*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 2500 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 Elementary, 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.

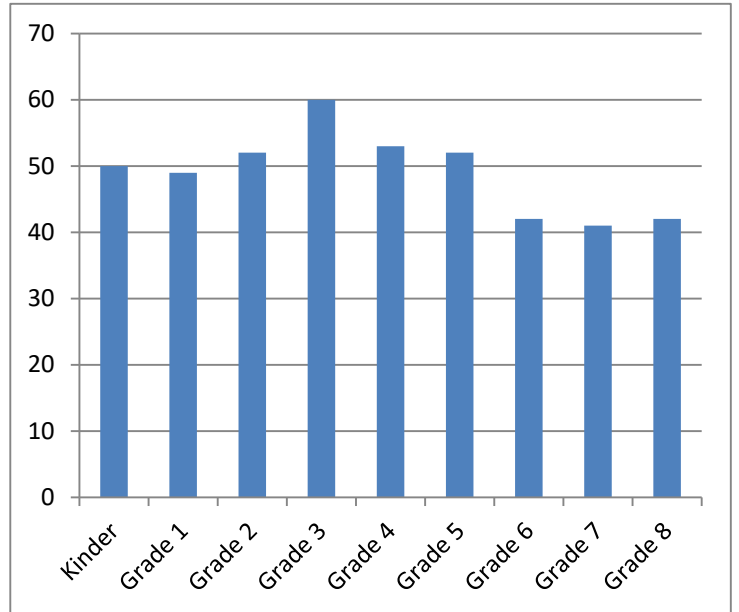
The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child’s education is to provide an appropriate environment, complete with tools and methods, to facilitate the child’s own 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.

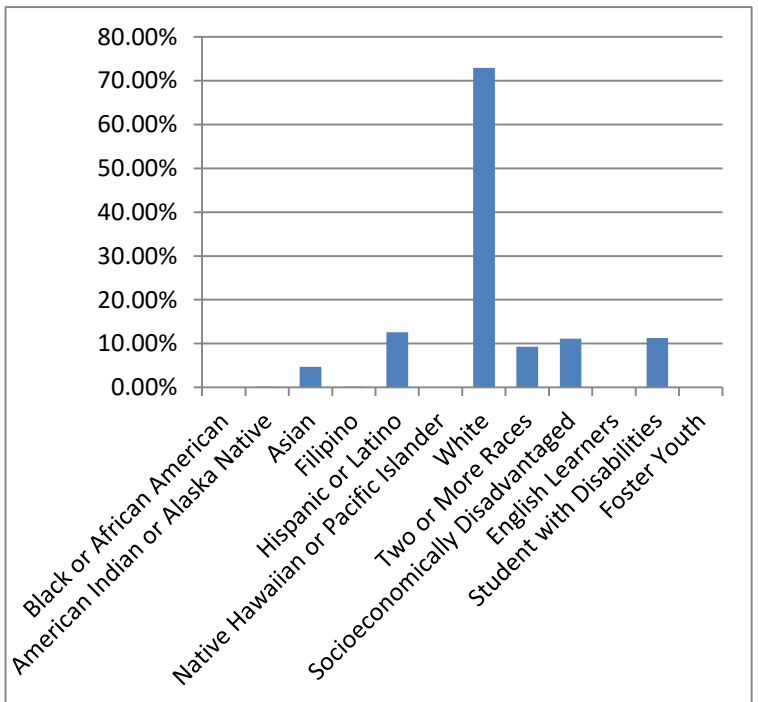
## Student Enrollment by Grade Level (School Year 2016-2017)

Grade Level	Number of Students
Kindergarten	50
Grade 1	49
Grade 2	52
Grade 3	60
Grade 4	53
Grade 5	52
Grade 6	42
Grade 7	41
Grade 8	42
Total Enrollment	451



## Student Enrollment by Student Group (School Year 2016-2017)

Student Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.2%
Asian	4.7%
Filipino	0.2%
Hispanic or Latino	12.6%
Native Hawaiian or Pacific Islander	0.0%
White	72.9%
Two or More Races	9.3%
Socioeconomically Disadvantaged	11.1%
English Learners	0.0%
Student with Disabilities	11.3%
Foster Youth	0.0%



## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	Charter School			Authorizing District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	24	23	204
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

#### Teacher Misassignments\* and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-2018)

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular and supplemental materials and programs, the process is to gather input from a variety of stakeholders to present to the administrative leadership team for determining implementation.

Subject	Textbooks and Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<b>Kindergarten-3rd Grade</b> Montessori Albanesi Language Arts Curriculum Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting without Tears 6+1 Scholastic Writing Trait Crates <b>4th Grade-6th Grade</b> 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 <b>7th Grade-8th Grade</b> Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader	0 %
Mathematics	<b>Kindergarten-3rd Grade</b> Montessori Albanesi Math Curriculum Accelerated Math Math Facts in a Flash <b>4th Grade-6th Grade</b> Montessori Albanesi Math Curriculum Accelerated Math Math Facts in a Flash <b>7th Grade-8th Grade</b> Pearson Digits Math Program Pearson Algebra Pearson Geometry Accelerated Math	0 %
Science	<b>6th Grade-8th Grade</b> Pearson Prentice Hall, Science Explorer: Physical Science Pearson Prentice Hall, Science Explorer: Life Science	0 %
History-Social Science	<b>5th Grade-8th Grade</b> Teacher's Curriculum Institute, History Alive!	0 %
Foreign Language	<b>Kindergarten - 8th Grade</b> Rosetta Stone	0 %

## School Facility Conditions and Planned Improvements

The CMP-Shingle Springs campus was originally on a five-acre parcel which was leased from 2001-2005 and then purchased by CMP in 2005. CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55 and in 2014, the school purchased an additional ten-acre contiguous parcel. The combined campus is now configured with 18 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 a beautiful new gymnasium, two libraries, a special education resource room, a room for before- and after-school care, a teacher's lounge, a conference room, and administrative offices. 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 fifteen-acre parcel allows us to have extensive room for an outdoor amphitheater, 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.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities).

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8)	71%	66%	66%	69%	48%	48%
Mathematics (grades 3-8)	60%	55%	61%	63%	36%	37%

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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) by Student Group**  
**Grades Three through Eight (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	289	100%	66%
Male	148	148	100%	59%
Female	141	141	100%	72%
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100%	85%
Filipino	--	--	--	--
Hispanic or Latino	35	35	100%	60%
White	206	206	100%	67%
Two or More Races	33	33	100%	64%
Socioeconomically Disadvantaged	29	29	100%	59%
English Learners	--	--	--	--
Students with Disabilities	42	42	100%	52%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	289	100%	55%
Male	148	148	100%	50%
Female	141	141	100%	60%
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100%	69%
Filipino	--	--	--	--
Hispanic or Latino	35	35	100%	43%
White	206	206	100%	56%
Two or More Races	33	33	100%	58%
Socioeconomically Disadvantaged	29	29	100%	52%
English Learners	--	--	--	--
Students with Disabilities	42	42	100%	38%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81%	73%	84%	85%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five and eight.

## State Priority: Other Pupil Outcomes

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

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8%	31%	58%
7	22%	24%	46%

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.

## C. Engagement

## State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

The parents and other family members of our students are very actively involved at our campus. Parents assist in the classrooms, chaperone students on field trips, organize special school events and fundraisers, assist with special projects on the campus grounds, 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: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions Rate	2.9	0.4	1.1	1.2	1.8	1.6	3.8	3.7	3.6
Expulsions Rate	0.3	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



## School Safety Plan

California Montessori Project has a Site Safety Operations Plan that includes a Comprehensive Safety Plan and a Site Emergency Response Plan. The Site Safety Operation Plan is reviewed every year with the site safety committee at each campus and approved by the CMP Governing Board annually.

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.

## 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.

### Federal Intervention Program (School Year 2016-2017)

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

### Average Class Size and Class Size Distribution (Elementary)

In the Montessori methodology, classrooms are structured into multi-age groupings. Multi-age spans in classrooms are based on the philosophy of the family unit. Just like in a family environment where younger members learn from the experience of the older ones, children in a multi-age group setting learn from each other. Children develop the skills to negotiate, cooperate, and accept ideas other than their own. Since all children are at different stages in their learning and development, negative competition between children is practically non-existent. Younger students benefit by having mentors and role models, and learning from peers as well as adults. The older, more advanced student gains confidence and leadership skills. By mentoring the younger peer, the older student reinforces his/her own academic knowledge. CMP continues to maintain a low student/teacher ratio by keeping small class sizes. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists further reduce the student-to-adult ratio.

Grade Level	2014-15				2015-16				2016-17			
	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	15.0	3	15.0	3	15.0	3	15.0	3				
K/1									18	6	0	0
1	11.0	2	11.0	2	11.0	2	11.0	2				
2	16.0	3	16.0	3	16.0	3	16.0	3				
2/3									22	0	5	0
3	15.0	3	15.0	3	15.0	3	15.0	3				
4	10.5	4	10.5	4	10.5	4	10.5	4				
4/5/6									18	5	3	0
5	9.0	4	9.0	4	9.0	4	9.0	4				
6	10.0	4	10.0	4	10.0	4	10.0	4				

## Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2015-16			
Subject	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	19	3	19	3	19.0	3	19	3	21	4	0	0
Mathematics	14	4	14	4	14.0	4	14	4	15	5	1	0
Science	19	3	19	3	19.0	3	19	3	21	4	0	0
Social Science	19	3	19	3	19.0	3	19	3	21	4	0	0

## Academic Counselors and Other Support Staff (School Year 2016-2017)

Number of FTE* Assigned to School	
Counselor (Social/Behavioral or Career Development)	0.16
Library Media Teacher (librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.16
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

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.

## Expenditures Per Pupil and Charter School Teacher Salaries (2015-2016)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
CMP – Shingle Springs	\$9,448	\$1,761	\$7,687	\$47,128
District - BUSD	N/A	N/A	\$7,232	\$70,981
Percent Difference – CMP-Shingle Springs and BUSD	N/A	N/A	6%	-34%
State	N/A	N/A	\$6,574	\$74,194
Percent Difference – CMP-Shingle Springs and State	N/A	N/A	17%	-36%

## Types of Services Funded (2106-2017)

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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.

## Professional Development

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 twice monthly Early Release/Professional Development opportunities that directly enhance teaching practices in line with the school's mission and vision. CMP offers teacher induction support 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.