

2012-2013 School Accountability Report Card

**CALIFORNIA
MONTESSORI PROJECT
CMP-SAN JUAN CAMPUSES:
American River ♦ Carmichael ♦ Orangevale**

**California Montessori Project
Central Administration Office**

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Executive Director's Message



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.

Principals' Message



AR Principal Julie Miller



CMP Principal Kim Adridge



OR Principal Dorothy Hillis

The California Montessori Project-San Juan Charter Schools consists of three campuses: CMP-American River in Fair Oaks at the Leighton Little John School, CMP-Carmichael at La Sierra Community Center, and CMP-Orangevale located in the Thomas Coleman School. The schools charter is authorized through San Juan Unified School District. As a Montessori charter, the philosophical and curriculum approach is based on the Montessori Method, developed over 100 years ago by Dr. Maria Montessori.

Emphasis is placed on student development as independent, life-long learners. Regular assessments allow students to be challenged academically at their own pace. Concepts are introduced utilizing hands-on materials and reinforced through individual and project-based work. Small-group collaborative learning strengthens academic and social skills within the classroom community. In addition to specialized Montessori and support materials, the classrooms are equipped with computers allowing students to work on self-paced technical and foreign language skills.

Teachers are Montessori certified and state credentialed. On-going staff development supports the goal of life-long learning and builds upon a strong academic program. CMP-San Juan campuses have been accredited through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS).

American River Campus
6838 Kermit Lane
Fair Oaks, CA 95628
Phone: (916) 864-0081
Fax: (916) 864-0084

Carmichael Campus
5330A Gibbons Dr. Ste 750
Carmichael, CA 95608
Phone: (916) 971-2430
Fax: (916) 971-2435

Orangevale Campus
6545 Beech Ave
Orangevale, CA 95662
Phone: (916) 673-9389
Fax: (916) 673-9396

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.

For more information about SARC requirements, see the California Department of Education (CDE) SARC website at <http://www.cde.ca.gov/ta/ac/sa/>.

For additional information about the one of the CMP-San Juan campuses, parents and community members are encouraged to contact the school principal or the school office.

Parent Involvement

Building community is an important component of CMP schools. Parent involvement assists in creating the family feeling at each of the campuses. Parents are asked to volunteer 40 hours with one enrolled child, or 70 hours for two or more children. Many of the parents and other family members exceed this amount. Parents may be involved by helping in the classrooms, driving on field trips, working on fundraising and campus community events or serving on the Campus Advisory Council or CMP Governing Board.

For more information on how to become involved, please contact, American River Principal, Julie Miller at (916) 864-0081, Carmichael Principal, Kim Aldridge at (916) 971-2430, or Orangevale Principal, Dorothy Hilts at (916) 673-9389.

School Facilities

The CMP-Carmichael Campus has been located at the La Sierra Community Center since July 2011 in leased space from the Carmichael Recreation and Parks Department (CRPD). The large facility, built in 1958, was originally La Sierra High School, and since 1984 has been used by CRPD as a community center. The campus now has 24 classrooms, a library, science center, and a large room for the before & after school program. The campus has two multi-purpose rooms, use of a gymnasium, special education rooms, and administrative space. A large field and a play structure meets the needs of the TK through 8th grade students. Restrooms are available for student use on three of the wings. The facility is maintained by CRPD, with nightly cleaning done through an outsourced janitorial service. The long term lease will allow the Carmichael Campus to grow, giving access to a quality, tuition-free Montessori education to more students and their families.

The CMP-American River Campus is housed at the Leighton Littlejohn Campus, which resides in a residential neighborhood. The facility is leased from the San Juan Unified School District (SJUSD). This facility features 20 classrooms, a library, Science Center, multi-purpose room with stage, Learning Center, two resource rooms and cafeteria operation and hot lunch program through the district. There are also two playgrounds, large asphalt play areas including basketball courts and tetherball, and extensive play/sports fields. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The campus currently has approximately 400 students.

The CMP-Orangevale Campus opened in August of 2010 at the Thomas Coleman Campus, which resides in a residential neighborhood. The facility is currently leased from the SJUSD through June 2016. We share this campus with SJUSD Child Development Programs. Currently we occupy 7 classrooms, which include two Kindergartens, three lower elementary classrooms, and one upper elementary classroom. We have expansive fields with soccer and baseball diamonds, two play structures and a large asphalt area with basket ball, four-square and tetherball. We have access to the Multi-purpose room which we share with SJUSD Child Development Programs. The SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The Campus currently has 139 students.

“The child who has felt love for his surroundings and for all living creatures, who has discovered joy and enthusiasm in work, gives us reason to hope... hope for peace in the future.”

~Maria Montessori

Types of Services Funded

California Montessori Project-San Juan 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.

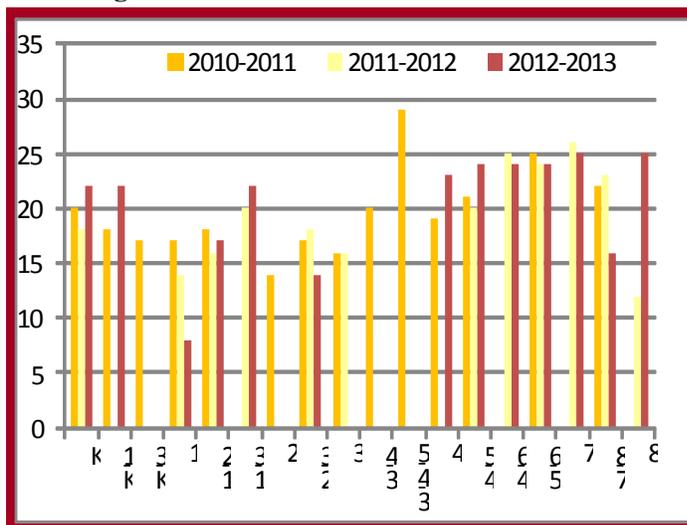
Class Size Distribution

Three year comparison

Grade Level	2010-2011				2011-2012				2012-2013			
	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+
K	20	4			18	10			22	1	7	
K-1	18	8							22		1	
K-3	17	27										
1	17	1			14	3			8	2		
1-2	18.5	2			16	4			17	4		
1-3					20	9			22	1	15	
2	14	3										
2-3	17	5			18	3			14	2		
3	16	3			16	1						
3-4	20	1										
3-4-5	29		1									
4	19	1	2						23		1	
4-5	21		1		20	1	3		24		2	
4-6					25		5		24		5	
5-6	25		5		24		1		24		3	
7					26		1		25		1	
7-8	22	2	2		23	2	1		16	4		
8					12	1			25		1	

Average Class Size

Bar graph displays data over 3 years.



“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.”

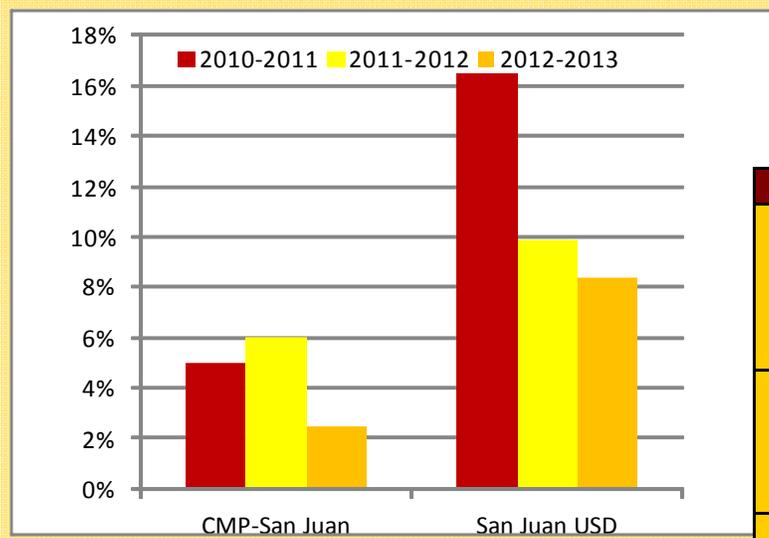


Public Internet Access

Internet access is available at public libraries and other locations that are publically accessible (e.g., the California State Library). Access is generally provided on a first-come, first-served basis.

Suspension and Expulsion Data

Curriculum and Instructional Materials



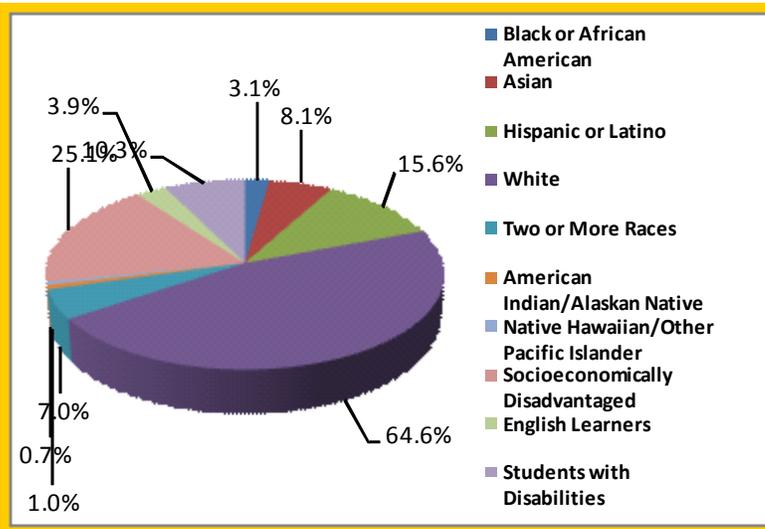
Data reflects information for the most recent three-year period. The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

CMP-San Juan curriculum and materials used are aligned with California state standards. The school uses state adopted textbooks to complement the Montessori materials. During the 2012-2013 school year, no students were lacking textbooks and instructional materials.

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

Student Enrollment by Group

Total Enrollment = 1050



“The unknown energy that can help humanity is that which lies hidden in the child.”

~ 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 on 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.

STAR Results by Student Group

Percentage of Students Scoring Proficient or Advanced				
Spring 2013 Results				
	English Language Arts	Mathematics	Science	History/Social Science
All Students in School	60%	53%	63%	61%
Male	58%	55%	68%	62%
Female	65%	47%	61%	60%
Economically Disadvantaged	42%	38%	44%	20%
English Learners	*	*	*	*
Students with Disabilities	24%	22%	*	*
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	70%	69%	64%	*
Filipino	*	*	*	N/A
Hispanic or Latino	48%	49%	*	*
Native Hawaiian or Pacific Islander	*	*	*	*
White	64%	52%	66%	54%
Two or More Races	50%	59%	*	*

Percent of Students Scoring Proficient or Advanced

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**—do not meet state standards.

	CMP-San Juan			San Juan			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	63%	68%	60%	55%	57%	55%	54%	56%	56%
Mathematics	55%	51%	53%	49%	49%	47%	50%	51%	51%
Science	61%	68%	63%	58%	60%	60%	56%	60%	59%
History-Social Science	62%	83%	61%	47%	48%	49%	48%	49%	49%

California Physical Fitness Test

The California Physical Fitness Test (PFT) is administered to students in grades five, seven and nine only. The table below displays by grade level the percent of students meeting the fitness standards for the most recent testing period. The following

six key areas are tested:

Physical Fitness Testing	
Percentage of Students Meeting Standards:	
Grade 5	
Four of Six Standards	10.6%
Five of Six Standards	17.6%
Six of Six Standards	60.0%
Grade 7	
Four of Six Standards	7.3%
Five of Six Standards	20.0%
Six of Six Standards	61.8%

1. Aerobic Capacity
2. Abdominal Strength and Endurance
3. Body Composition
4. Upper Body Strength and Endurance
5. Flexibility
6. Trunk Extension Strength and Flexibility

Academic Performance Index (API)

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately one year after testing. For example, if the testing occurs in the spring of 2012, the Base API is available in the spring of 2013. 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 2011, the Growth API is available in the summer of 2012. Therefore, for the 2012-2013 API reporting cycle, the 2011 Base indicator and the 2012 Growth indicator are used.

API Ranks – A Three Year Comparison			
	2010	2011	2012
Statewide API Ranks	6	6	6
Similar Schools API Rank	6	6	1

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.

■ Scores not shown when 10 or less students are tested.

API Ranks Growth by Student Group—Three Years				API Growth 2013
CMP-San Juan Campuses	2010	2011	2012	2013
All Students at the School	-3	2	-16	802
Black or African American	*	*	*	767
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	865
Filipino	*	*	*	*
Hispanic or Latino	-12	*	*	735
Native Hawaiian or Pacific Islander	*	*	*	*
White	3	2	-13	814
Two or More Races	*	*	*	797
Socioeconomically Disadvantaged	-7	-22	-5	721
English Learners	*	*	*	692
Students with Disabilities	*	*	*	596

Adequate Yearly Progress (AYP)

The Federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1: Participation rate on the state standards-based assessment in ELA and mathematics
- 2: Percent Proficient on the state's standards-based assessments in ELA and mathematics
- 3: API as an additional indicator
- 4: Graduation rate (for secondary schools)

Adequate Yearly Progress Data				
CMP-San Juan Campuses			San Juan	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Met Overall AYP	No	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
Met API criteria				
		Yes	Yes	
Graduation Rate				
		N/A	90%	



“Education should no longer be mostly imparting of knowledge, but must take a new path, seeking the release of human potentialities.”

-Maria Montessori

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 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.



"The child is a truly miraculous being, and this should be felt strongly by the educator."

~ Maria Montessori

Teacher Qualifications

This table shows information about Teacher credentials and qualifications.

Teacher Credential Information				
	SJUSD	CMP-San Juan Campuses		
	2012-13	2010-11	2011-12	2012-13
Teachers	1,764	42	44	50

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.

Highly Qualified Teachers		
Percent of Classes in Core Academic Subjects		
	Compliant Classes	Not Compliant Classes
CMP-San Juan Campuses	100%	0%
SJUSD	81%	19%

School Support Staff

School Support Staff	
Teaching Assistants	30
Library Media Services Staff (Paraprofessional)	0
Librarian	0
Nurse	0
Occupational Therapist	Outsourced as needed
Psychologist	Outsourced as needed
Special Education	4
Language, Speech and Hearing Specialist	Outsourced as needed
Social Worker	0
Other (Includes Office and Maintenance Staff)	10

Federal Intervention Program

Schools and Districts receiving Title 1 funding 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. CMP-San Juan does not receive Title 1 funding, and as such, PI is not applicable. This table displays the 2012-2013 Program Improvement status for the school and district.

Federal Intervention Program Data		
	CMP-San Juan	San Juan
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year In Program Improvement	N/A	Year 3
Number of Schools Identified for Program Improvement		
		17
Percent of Schools Identified for Program Improvement		
		26.5

Financial Data Comparison

The tables below show per pupil expenditures from unrestricted funds and the school's average teacher salary. This data is then compared to state and district data. Financial data given is obtained from the most current data available provided by the state. This data is always two years behind the current school year, therefore this report card contains data from the 2010-2011 school year.

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP-San Juan	\$6,840	\$38,008
California Montessori Project	\$6,538	\$37,968
SJUSD	\$5,013	\$71,297
California	\$5,537	\$66,594
School and SJUSD Percent Difference	27%	-88%
School and California Percent Difference	19%	-75%

School Financial Data	
	CMP - San Juan
Total Expenditures Per Pupil	\$7,692
Expenditures Per Pupil Restricted Sources	\$851
Expenditures Per Pupil Unrestricted Sources	\$6,840
Average Teacher Salary	\$38,008

Authorizing District Financial Data

District Salary Data		
Category	San Juan	Similar Sized District
Beginning Teacher Salary	\$41,336	\$41,462
Mid-Range Teacher Salary	\$70,764	\$66,133
Highest Teacher Salary	\$83,464	\$85,735
Average Principal Salary (Elementary)	\$104,439	107,206
Average Principal Salary (Middle School)	\$110,111	\$111,641
Superintendent Salary	\$225,000	\$225,176
Teacher Salaries - Percent of Budget	41%	38%
Administrative Salaries - Percent of Budget	7%	5%



"As soon as children find something that interests them they lose their instability and learn to concentrate."

~ Maria Montessori

School Safety Plan

California Montessori Project has a School Safety Plan and Emergency Preparedness Handbook that are reviewed annually with staff and teachers at each campus. The CMP school-wide Safety Plan was submitted and approved as part of the 2011 Charter Renewal in April 2011. Key elements of the Plan include monthly drills and crisis intervention plans.

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

Month	Year
August	2012