



2010-2011 School Accountability Report Card

CALIFORNIA MONTESSORI PROJECT CAPITOL CAMPUS

Serving Kindergarten through Eighth Grade
Bernie Evangelista, Principal
2635 Chestnut Hill Dr. Sacramento, CA 95826
Phone: (916) 325-0910 Fax: (916) 325-0912

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

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

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



"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

California Montessori Project Central Administration Office
5330A Gibbons Dr. Ste 700 Carmichael, CA 95608
Phone: (916) 971-2432 Fax: (916) 971-2436

Parent Involvement:

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

Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board. Serving on one of the school committees is another way of being involved: Room Parent Committee, Fundraising Committee, Facilities and Safety Committee, Enrichment Committee, Stewardship Committee, & Lunch Committee among others). Families who have one child enrolled in the school complete 40 hours of participation during the year; while families with two or more children complete 70 hours during the year.

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

Types of Services Funded

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

Additional reading support is provided through the Read Naturally pull-out program which are utilized by trained teaching staff throughout the school day. Teaching staff also offer no-cost, after-school tutoring programs targeting at-risk students.

Public Internet Access:

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



“The greatest sign of success for a teacher, is to be able to say, “the children are now working as if I didn’t exist.”

-Maria Montessori

School Facilities:

After eight years at the Pioneer Congregational Church, located at 2700 L Street, the Capitol Campus moved to the Marshall Campus, located at 2718 G Street in the summer of 2009. In the fall of 2009, SCUSD, citing safety concerns and 'reasonably equivalent' facilities, directed the school's relocation to the Thomas Jefferson Elementary Campus, located at 2635 Chestnut Hill Drive, Sacramento, CA 95826. The Jefferson Campus features a large grassy field with soccer and baseball fields, a blacktop area with tetherball and basketball courts, a playground structure, garden boxes, numerous bathrooms, a library, multi-purpose/lunchroom room with stage and an indoor basketball and volleyball court, 14 classrooms, Resource Room and staff room. The Jefferson facility, leased through June, 2016, allows for expansion related to student growth. The school was built in 1963 and a custodian cleans the facility daily from 12:00 p.m. to 8:30 p.m.

In January 2011, the Sacramento City Unified School District utilized the kitchen and provided the students the option to participate in the school lunch program.

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.

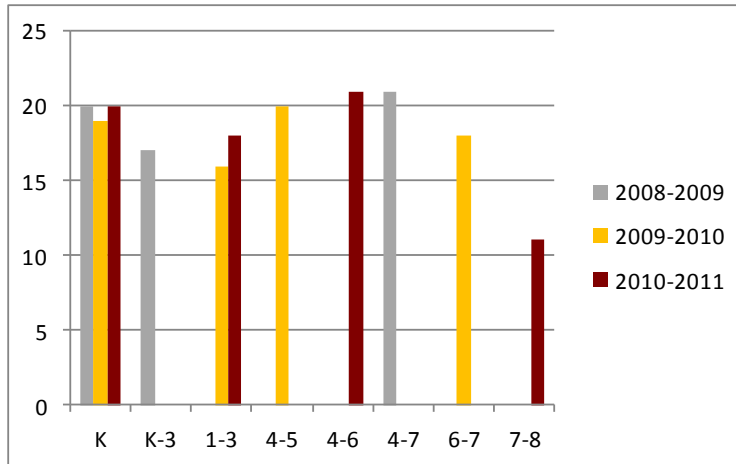
The CMP school-wide Safety Plan was submitted and approved as part of the latest Charter Renewal. Key elements of the plan include monthly drills and crisis intervention plans. Student safety is addressed utilizing the BEST positive reinforcement program which emphasizes safety, respect and responsibility.

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

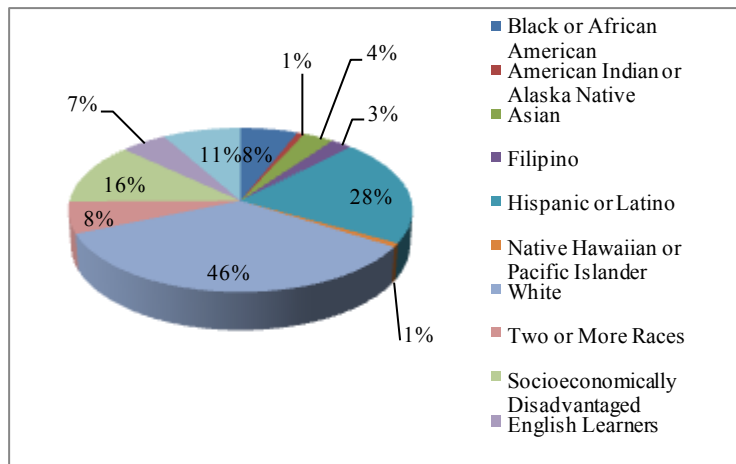
Class Size Distribution Bar graph displays data over 3 years.

Grade Level	2008-2009			2009-2010			2010-2011					
	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	1			19	2			20	2		
K-3	17	4										
1-3					16	6			18	6		
4-5					20	1	1					
4-6									21		3	
4-7	21		2									
6-7					18	1						
7-8									11	1		

Average Class Size: Three-Year Comparison



Student Enrollment by Group: Total Enrollment = 222



“If an educational act is to be efficacious, it will be only that one which tends to help toward the complete unfolding of life. To be thus helpful it is necessary rigorously to avoid the arrest of spontaneous movements and the imposition of arbitrary tasks.”

-Maria Montessori

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.

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-Capitol Campus		
08-09	09-10	10-11
7.4%	15%	3%
Sacramento City Unified School District		
08-09	09-10	10-11
20%	17%	16%
Expulsion Rate		
CMP-Capitol Campus		
08-09	09-10	10-11
0.0%	0.0%	0.0%
Sacramento City Unified School District		
08-09	09-10	10-11
0.0%	0.0%	.03%

Instructional Materials and Textbooks:

CMP-Capitol Campus 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 and instructional materials.

Subject	Textbooks and Materials
English Language Arts	Montessori Language Materials, Primary Phonics, Modern Curriculum Press, Houghton Mifflin: Working Words in Spelling SRA, Houston Montessori Reproducible Materials, Literary Novels
Mathematics	Harcourt Brace Math CGP: Mathematics Course I, II and Algebra, McDougal Littell: Geometry
Science	Pearson Prentice Hall: Science Explorer
History-Social Sci-	Houghton Mifflin: <i>Oh! California</i> ,
History-Social Science	5th Grade: Teacher's Curriculum Institute: Social Studies Alive! 6th Grade: Teacher's Curriculum Institute: History Alive!



“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

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/>



“Establishing lasting peace is the work of education; all politics can do is keep us out of war.”

~ 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-Capitol Campus			Sacramento City Unified School District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English Language Arts	55%	73%	60%	46%	48%	48%	50%	52%	54%
Mathematics	53%	67%	56%	44%	46%	48%	46%	48%	50%
Science	77%	79%	50%	42%	46%	49%	50%	53%	56%
History-Social Science	■	■	■	39%	41%	44%	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	54%	51%	33%	■
Female	67%	61%	67%	■
Black or African American	60%	47%	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	44%	39%	■	■
Native American or Pacific Islander	■	■	■	■
White	70%	62%	62%	■
Two or More Races	■	■	■	■
Socioeconomically Disadvantaged	42%	32%	■	■
English Learners	■	■	■	■
Students with Disabilities	29%	29%	■	■

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 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, for the 2010-2011 API reporting cycle, the 2010 Base indicator and the 2011 Growth indicator are used.

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

API Ranks – A Three Year Comparison			
	2008	2009	2010
Statewide API Ranks	7	4	8
Similar Schools API Rank	N/A	N/A	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 tested.

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.
4. Graduation rates for high schools.

Adequate Yearly Progress Data				
CMP-Capitol Campus			Sacramento City U.S.D	
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	■		■	

API Ranks Growth by Student Group – Three Years				API Growth Score
CMP - Capitol Campus	2008	2009	2010	2011
Actual API Change	-40	85	-46	810
Black or African American	■	■	■	814
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	750
Pacific Islander	■	■	■	■
White	-40	84	-51	833
Two or More Races	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	726
English Learners	■	■	■	■
Students with Disabilities	■	■	■	625

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/

Physical Fitness Testing	
Percentage of Students Meeting Standards:	
Grade 5	
Four of Six Standards	21.1%
Five of Six Standards	21.1%
Six of Six Standards	31.6%
Grade 7	
Four of Six Standards	□
Five of Six Standards	□
Six of Six Standards	□

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

"With regard to the child, education should correspond to them, so that Instead of dividing the schools into nursery, primary, secondary and university, we should divided education in planes and each of these should correspond to the phase the developing individual goes through."

~ Maria Montessori

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	SCUSD	CMP-Capitol Campus		
	10-11	08-09	09-10	10-11
With Full Credential	1,969	8	12	13
Teaching Outside Subject Area of Competence	0	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-Capitol Campus	100%	0%
All Schools in District	100%	0%
High-Poverty Schools	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. **Information not available.**

Teacher Mis-assignments and Vacant Teacher Positions:

Misassignments refers to the number of positions filled by teachers who lack legal

School Support Staff	
Teaching Assistants	13
Librarian or Library Technician	0
Nurse	0
Occupational Therapist	.2
Resource Specialist	.7
Speech , Hearing and Language Pathologist	OS
Social Worker	0
Other (includes office and maintenance staff)	2.5

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

Federal Intervention Program Data		
	CMP-Capitol Campus	Sacramento City U.S.D
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	■	2008-2009
Year In Program Improvement	■	Year 3
Number of Schools Identified for Program Improvement	51	
Percent of Schools Identified for Program Improvement	59.3%	

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-Capitol Campus	\$7,288	\$36,726
California Montessori Project	\$6,473	\$30,398
California	\$5,455	\$69,207
School and District Percent Difference	11%	17%
School and California Percent Difference	25%	-47%

School Financial Data:

School Financial Data	
	CMP-Capitol
Total Expenditures Per Pupil	\$7,949
Expenditures Per Pupil Restricted Sources	\$661
Expenditures Per Pupil Unrestricted Sources	\$7,288
Average Teacher Salary	\$36,726

District Financial Data:

District Salary Data		
Category	Sacramento City U.S.D	Similar Sized District
Beginning Teacher Salary	\$39,885	\$42,017
Mid-Range Teacher Salary	\$52,419	\$67,294
Highest Teacher Salary	\$86,028	\$86,776
Average Principal Salary (Elementary)	\$100,430	\$108,534
Average Principal Salary (Middle School)	\$102,617	\$112,893
Superintendent Salary	\$245,000	\$226,417
Teacher Salaries Percent of Budget	34%	38%
Administrative Salaries Percent of Budget	5%	5%



“If education is always to be conceived along the same antiquated lines of mere transmission of knowledge, there is little to be hoped from it in the bettering of man’s future. For what is the use of transmitting knowledge if the individual’s total development lags behind.”

-Maria Montessori