



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 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.

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 American Montessori Society (AMS) and the Western Association of Schools and Colleges (WASC). Currently in our 13th 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 though the use of customized student work plans.



Peace education, character development and positive peer relationships are integral parts of our program, supported through daily Class Meetings, Character Education curriculum, and school-wide Assemblies.

Respect is strongly emphasized and reinforced on a daily basis: respect for self, respect for others and respect for our environment. We enjoy a cohesive school community, which has been cultivated through the years by our students, parents and staff. We encourage our families to be involved in the school in a wide variety of ways, including: volunteering in the classrooms, participating on field trips, cheering on our sports teams, assisting in academic clubs, getting involved with community outreach groups, attending school science fairs, etc. Active family participation benefits our students as they gain the sense that their education is of ultimate importance to their family members.

California Montessori Project -
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"Free the child's potential, and you will transform him into the world."
~Maria Montessori

2012-2013 School Accountability Report Card

California Montessori Project-Shingle Springs Campus

Every school in California is required by state law to publish an annual 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 CMP-Shingle Springs Campus, parents and community members are encouraged to contact the school principal, Kim Zawilski, at kzawilski@cacmp.org or the school office at (530) 672-3095.

Parent Involvement

The parents and other family members of our students are very actively involved at our campus. Many parents exceed the expected 40 hours of participation time, as they assist in the classroom, chaperone students on field trips, organize special school events and fundraisers, etc. Parents are also involved in many leadership roles, including service on the Campus Advisory Council, Technology Committee, Site Improvement Committee, Fundraising Committee, Grants Committee, and the CMP Governing Board.

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 for before and after-school care, and a conference room/teacher's lounge. The buildings are in very good condition and are maintained on a daily basis by our custodial and maintenance staff. Custodial and maintenance services are provided through contractual services, as well as paid staff. Additional site improvement activities are provided by staff members, subcontractors, and parent volunteers.

The five-acre parcel allows us to have extensive room for an outdoor amphitheatre, basketball courts, playground structures as well as multiple gardens for our Garden of Learning Program. The school recently constructed a large athletic field and track, supported entirely through the efforts of our campus Fundraising Committee.

California Montessori Project - Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school has purchased an additional 10-acre contiguous parcel with plans to build 14 classrooms, a multi-purpose room, and administrative offices. This will allow us to remove some of the portable classrooms and slightly expand our student enrollment. We are eagerly awaiting the construction phase of this project.

“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



Images of Maria Montessori contained in this SARC were obtained with permission from the following website:
<http://montessoricentenary.org/photos.index.html>

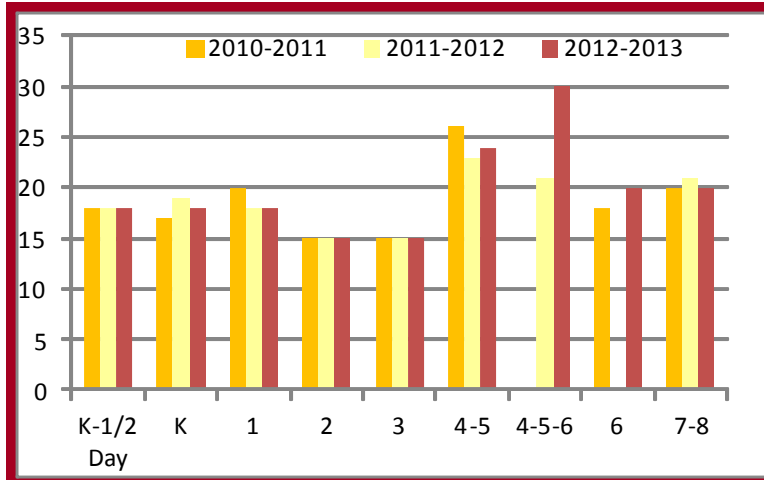
Types of Services Funded

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.

Class Size Distribution Bar graph displays data over 3 years.

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-1/2 Day	18	1			18	1			18	1		
K-Full Day	17	2			19	2			18	2		
1	20	2			18	2			18	2		
2	15	3			15	3			15	3		
3	15	3			15	3			15	3		
4-5	26		3		23		2		24	1	1	
4-5-6					21	1	1		30		2	
6	18	2							20	1		
7-8	20	3			21	1	2		20		3	

Average Class Size Three-Year Comparison

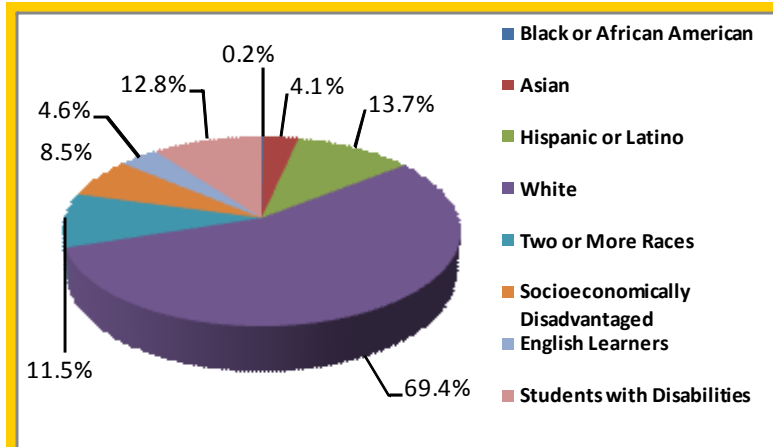


“It is self evident that the possession of and contact with real things bring with them above all, a real quantity of knowledge; instruction becomes a living thing. Instead of being illustrated, it is brought to life. In a word, the outing is a new key for the intensification of instruction ordinarily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

~Maria Montessori

Student Enrollment by Group

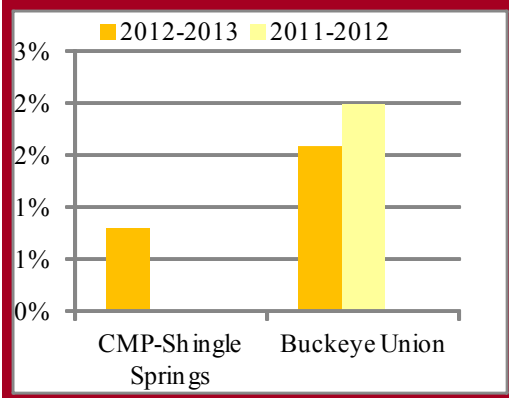
Total Enrollment = 366



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.

Suspension and Expulsion Data



Data reflects information for the most recent two-year period. CMP-Shingle Springs did not have any suspensions during the 2011-2012 school year.

“The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences”

-Maria Montessori



School Safety Plan

California Montessori Project has a School Safety Plan and Emergency Preparedness Handbook that are reviewed every year with staff and teachers at each campus.

The CMP school-wide Safety Plan was submitted and approved as part of the 2009 Charter Renewal in February 2009. 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

Curriculum and Instructional Materials

CMP-Shingle Springs Campus 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	Gra	Textbook & Materials
English Language Arts	K-3	Montessori Word Building Montessori Albanesi Language Arts Curriculum Primary Phonics, Modern Curriculum Press, Houghton Mifflin Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting Without Tears 6+1 Scholastic Writing Trait Crates
	4-6	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
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 Facts in a Flash
	4-6	Montessori Albanesi Math Curriculum Harcourt Brace, Key to Workbook Series Accelerated Math Math Facts in a Flash
Math	7-8	CGP: Mathematics Course Two and Algebra McDougal Littell: Geometry Accelerated Math Math Facts in a Flash
Science	4-5	Montessori Science Curriculum McGraw Hill SRA Science Reading Laboratory
Science	6-8	Pearson Prentice Hall, Science Explorer: Physical Science Pearson Prentice Hall, Science Explorer: Life Science
History-Social Science	3	Houghton-Mifflin: From Sea to Shining Sea
History-Social Science	4	Houghton Mifflin, Oh California
History-Social Science	5-8	Teacher's Curriculum Institute, History Alive!

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.

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:

Aerobic Capacity
Abdominal Strength and Endurance
Body Composition
Upper Body Strength and Endurance
Flexibility
Trunk Extension Strength and Flexibility

Physical Fitness Testing	
Percentage of Students Meeting Standards:	
Grade 5	
Four of Six Standards	13.3%
Five of Six Standards	31.1%
Six of Six Standards	48.9%
Grade 7	
Four of Six Standards	20%
Five of Six Standards	24%
Six of Six Standards	52%

STAR Test Results By Student Group

Percent of Students Scoring at Proficient or Advanced Levels				
Spring 2013 Results				
Group	English Language Arts	Mathematics	Science	History-Social Science
All Students in School	76%	76%	84%	86%
Male	74%	74%	95%	*
Female	80%	83%	81%	78%
Black or African American	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
White	80%	83%	88%	83%
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

This chart 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 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**—students do not meet state standards.

	CMP-Shingle Springs			Buckeye Union School District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	78%	80%	76%	77%	78%	78%	54%	56%	56%
Mathematics	72%	68%	76%	74%	76%	79%	50%	51%	51%
Science	82%	83%	84%	83%	86%	85%	56%	60%	59%
History-Social Science	65%	72%	86%	73%	80%	79%	48%	49%	49%

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 2011-2012 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	9	9	9
Similar Schools API Rank	8	4	2

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)

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 English Language Arts (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)

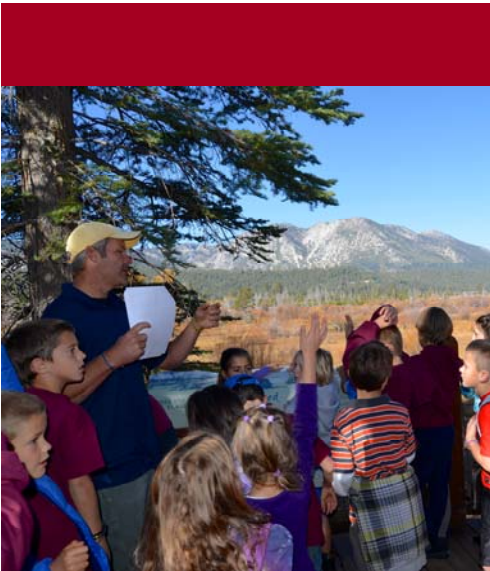
Adequate Yearly Progress Data				
CMP-Shingle Springs Campus			Buckeye Union	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Met Overall AYP	No	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
Met API Criteria				
	Yes		Yes	
Graduation Rate				
	N/A		N/A	

API Ranks Growth by Student Group – Three Years				API Growth 2013
CMP - Shingle Springs Campus	2010	2011	2012	2013
Actual API Change (all students at the school)	-19	-1	-1	899
Black or African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	850
Pacific Islander	■	■	■	■
White	-12	-1	-1	909
Two or More Races	■	■	■	903
Socioeconomically Disadvantaged	■	■	■	792
English Learners	■	■	■	■
Students with Disabilities	■	■	■	818

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.



Teacher Qualifications

This table shows information about Teacher credentials and qualifications.

Teacher Credential Information				
	BUSD	CMP-Shingle Springs		
Teachers	12-13	10-11	11-12	12-13
	238	20	21	22

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 2011-2012		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
CMP-Shingle Springs	100%	0%
Buckeye Union	100%	0%

Support Staff

School Support Staff	
Teaching Assistants	5.5
Psychologist	0.2
Nurse	0.0
Occupational Therapist	0.2
Resource Specialist	1.0
Speech , Hearing and Language Pathologist	0.4
Special Education Assistant	1.0
Other (includes office and maintenance staff)	5.0

“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

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-Shingle Springs does not receive Title 1 funding, and as such, PI is not applicable. This table displays the 2012-2013 Program Improvement status for the authorizing district. ■ Not applicable

Federal Intervention Program Data		
	CMP-Shingle Springs	Buckeye Union
Program Improvement Status	■	In PI
First Year of Program Improvement	■	2012-2013
Year In Program Improvement	■	Year 1
Number of Schools Identified for Program Improvement		
		■
Percent of Schools Identified for Program Improvement		
		■

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 authorizing 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 2011-2012 school year.

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP-Shingle Springs	\$5,891	\$38,548
California Montessori Project	\$6,538	\$37,968
Buckeye Union	\$5,063	\$63,939
California	\$5,537	\$66,594
School and BUSD Percent Difference	14%	-40%
School and California Percent Difference	6%	-42%

School Financial Data:

School Financial Data	
	CMP-Shingle
Total Expenditures Per Pupil	\$6,648.86
Expenditures Per Pupil Restricted Sources	\$757.60
Expenditures Per Pupil Unrestricted Sources	\$5,891.26
Average Teacher Salary	\$38,548.10

Authorizing District Financial

Authorizing District Salary Data		
Category	Buckeye Union	Similar Sized District
Beginning Teacher Salary	\$39,015	\$41,327
Mid-Range Teacher Salary	\$58,930	\$63,903
Highest Teacher Salary	\$78,978	\$81,573
Average Principal Salary (Elementary)	\$102,522	\$103,887
Average Principal Salary (Middle School)	\$104,955	\$107,439
Superintendent Salary	\$143,500	\$155,551
Teacher Salaries Percent of Budget	43.7%	40.7%
Administrative Salaries Percent of Budget	5.7%	6.2%



“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