

# CALIFORNIA MONTESSORI PROJECT CAPITOL CAMPUS



## 2007•08 School Accountability Report Card

Published During the 2008-09 School Year

### Executive Director's Message

California Montessori Project (CMP) is a public charter school network (K-8) serving approximately 1400 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, mid-town Sacramento, Fair Oaks, 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, workers, 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 potentials.

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 and within the immediate environment. The CMP student develops personal habits leading to a healthy lifestyle which include balancing leisure, work, family, and community.

While recognizing that the traditional system meets the needs of many, CMP offers an option where students work in multi-age classrooms, with individual learning plans of instruction and materials which are progressive, and frequently self-correcting.

### Principal's Message

The California Montessori Project Capitol Campus is a Montessori public charter school offering kindergarten through sixth grade education 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 program quality is sustained by supporting our California-credentialed and Montessori-trained faculty with continued professional development and quality Montessori materials in low student/teacher ratio classrooms.

Located within the historic Pioneer Congregational Church (built in 1849) in midtown Sacramento (across from Sutter's Fort), we offer a high quality, tuition-free, Montessori education to families in the greater Sacramento area. We serve a diverse community that brings richness to our academic program. As a Montessori school, we offer smaller class sizes and our students have individual work plans that address specific needs, while providing 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). 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.



### Capitol Campus

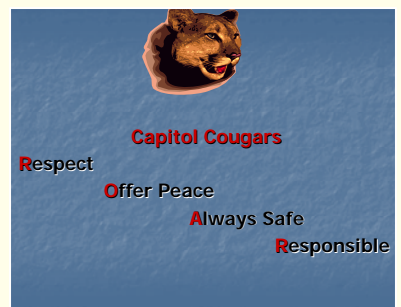
**Grades K-6**

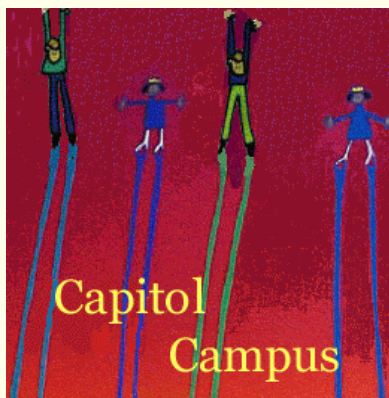
2700 L Street  
Sacramento, CA 95816  
Phone: (916) 325-0910  
Fax: (916) 325-0912

[www.cacmp.org](http://www.cacmp.org)

**Gary S. Bowman, M.S. Ed.**  
Superintendent/Executive Director

**Bernie Evangelista**  
Principal





*“In accordance with the Charter School Act in 1992, California Montessori Project seeks to provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.”*

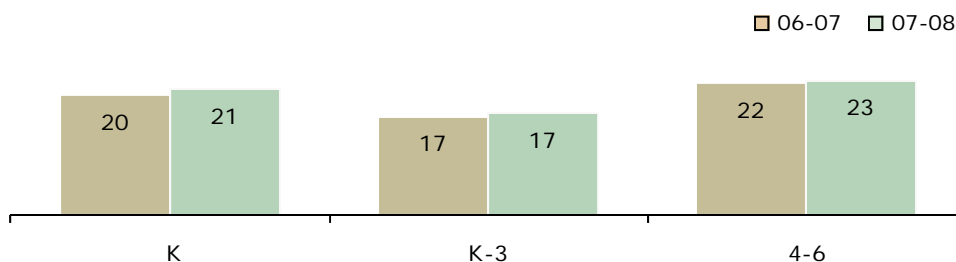
**Parental Involvement**

Parents play an active role in the California Montessori Project. Many parents exceed the required 40 hours of participation time, as they assist in the classrooms, chaperone students on field trips, and organize special school events and fundraisers. Some of those events are the Harvest Festival, Silent Auction, Scholastic Book Fair, Art/Wine & Cheese Event, and the daily school hot lunch program. Parents are also involved in many leadership roles, including service on the Campus Advisory Council and the CMP Governing Board.

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

**Class Size**

The bar graph displays the two-year data for average class size.



Class Size Distribution — Number of Classrooms By Size									
	05-06			06-07			07-08		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	◆	◆	◆	1			1		
K-3	◆	◆	◆	4			4		
4-6	◆	◆	◆		2			2	

◆ California Montessori Project Capitol Campus was authorized by Sacramento City USD in 2006. Therefore, this SARC does not reflect data prior to Sacramento City USD sponsorship.

**California Montessori Project's Mission**

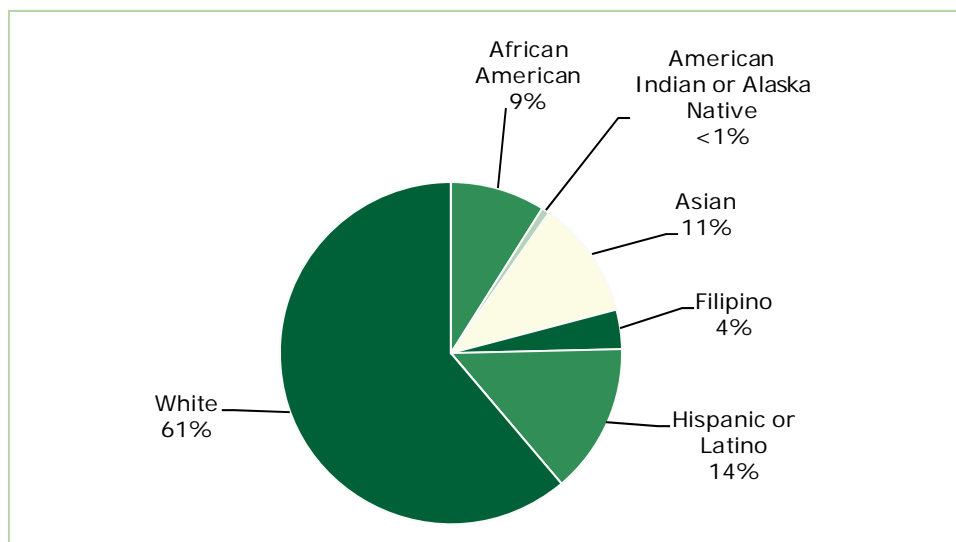
The mission of the California Montessori Project is to offer a quality, tuition-free Montessori education to every child in the state of California.

**Public Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Enrollment and Demographics**

The total enrollment was 134 students for the 2007-08 school year.



### School Facilities

During the 2007-08 school year, Capitol Campus served 134 students from kindergarten through sixth grade. We had one straight kindergarten class, four 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> grade combo classes, one 4<sup>th</sup>/5<sup>th</sup> grade combo class, and one 5<sup>th</sup>/6<sup>th</sup> grade combo class. CMP Capitol Campus utilizes the Church's Fellowship Hall for lunch, whole school assemblies, stage performances, and indoor recess. A Resource Room also doubles as a library. A gated playground, created through the efforts of parents, is located behind the building.

We are a closed campus. Exterior doors are closed at all times. All visitors ring the doorbell for entry to the building. When in the gated playground, students are supervised by a minimum of two adults at all times.

A custodian cleans the campus daily at the end of the school day. Carpets were repaired and steam cleaned in all five classrooms and two offices, and all classrooms and offices were reorganized. In addition, vinyl floors were waxed and polished in the girls and boys bathrooms and the fellowship hall.



*“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, workers, and contributors to a better society and a peaceful world.”*

### School Safety

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

The CMP schoolwide Safety Plan was submitted and approved as part of the 2006 Charter Petition in April 2006. Key elements of the Plan include monthly drills and crisis intervention plans.

This plan is reviewed annually and was most recently reviewed, updated, and discussed with school faculty in August 2008.

### Textbooks and Instructional Materials

Montessori curriculum and materials used at the CMP Capitol Campus are aligned with the California State Standards. The school uses State-adopted texts and materials to complement the Montessori materials.

Textbooks and Instructional Materials List	
Subject	Textbook
English-Language Arts	Primary Phonics, Modern Curriculum Press, Open Court, Houghton Mifflin
Mathematics	Harcourt Brace Math
Science	Prentice Hall: <i>Science Explorer</i>
History-Social Science	Houghton Mifflin: <i>From Sea to Shining Sea, This Is My Country, Oh California, America Will Be</i>
History-Social Science	Teacher's Curriculum Institute: <i>History Alive!</i>



*“The Child is truly a miraculous being, and this should be felt deeply by the educator.”*  
-Maria Montessori

### California Physical Fitness Test

Each spring, all students in grade 5 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 36.4% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Standards Tests

For the 2008 STAR exam, students in grades 2-6 took an English-language arts and mathematics test. Students in grade 4 also participated in an essay writing test and students in grade 5 took a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

*“We especially need imagination in science. It is not all mathematics, nor all logic, but it is somewhat beauty and poetry.”*

*-Maria Montessori*



### California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	CMP Capitol Campus			Sacramento City USD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	◆	61%	60%	37%	39%	43%	42%	43%	46%
Mathematics	◆	51%	58%	38%	38%	42%	40%	40%	43%
Science	◆	53%	73%	25%	29%	39%	35%	38%	46%

◆ California Montessori Project Capitol Campus was authorized by Sacramento City USD in 2006. Therefore, this SARC does not reflect data prior to Sacramento City USD sponsorship.

### CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2008 Results		
	English-Language Arts	Mathematics	Science
Male	50%	61%	◆
Female	70%	55%	◆
Economically Disadvantaged	63%	50%	◆
English Learners	◆	◆	◆
Students with Disabilities	38%	42%	◆
Migrant Education Services	◆	◆	◆
African American	◆	◆	◆
American Indian or Alaska Native	◆	◆	◆
Asian	◆	◆	◆
Filipino	◆	◆	◆
Hispanic or Latino	64%	64%	◆
Pacific Islander	◆	◆	◆
White	65%	62%	◆

◆ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	CMP Capitol Campus		Sacramento City USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Adequate Yearly Progress

No Child Left Behind (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	✧	◆	7
Similar Schools API Rank	✧	◆	◆

*“Only practical work and experience lead the young to maturity.”*

*-Maria Montessori*

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	✧	◆	-4	813
African American	✧	◆	■	■
American Indian or Alaska Native	✧	◆	■	■
Asian	✧	◆	■	■
Filipino	✧	◆	■	■
Hispanic or Latino	✧	◆	■	■
Pacific Islander	✧	◆	■	■
White	✧	◆	■	842
Socioeconomically Disadvantaged	✧	◆	■	■
English Learners	✧	◆	■	■
Students with Disabilities	✧	◆	■	■

### Academic Performance Index

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 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” The tables show the school’s three year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups: (1) contain less than 100 students with valid test scores, OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

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◆ First year of data collection, baseline information only for 06/07.

■ Data are reported only for numerically significant groups.



*“We must help the child to act for herself, will for herself, think for herself; this is the art of those who aspire to serve the spirit.”*  
-Maria Montessori

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Classroom Teaching Assistant	4.0
• Academic Counselors	0.0
• Library Media Services Staff (paraprofessional)	0.0
• Library Media Teacher (Librarian)	0.0
• Nurse	0.0
• Occupational Therapist	0.2
• Psychologist	0.1
• Resource Specialist (non-teaching)	0.5
• Speech/Language/Hearing Specialist	1.5
• Social Worker	0.0
• Other	0.0

## Professional Development

CMP has five days each year dedicated to staff and professional development involving special education, Montessori curriculum development, academic planning and other pertinent topics. In addition, staff members are encouraged to seek additional professional development opportunities and are offered incentives for doing so.

## Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Sacramento City USD	CMP Capitol Campus		
Teachers	07-08	05-06	06-07	07-08
<b>With Full Credential</b>	2,334	◆	7	7
<b>Without Full Credential</b>	131	◆	1	0
<b>Teaching Outside Subject Area of Competence</b>		◆	0	0

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## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>CMP Capitol Campus</b>	100.0%	0.0%
<b>All Schools in District</b>	95.4%	4.6%
<b>High-Poverty Schools in District</b>	96.9%	3.1%
<b>Low-Poverty Schools in District</b>	100.0%	0.0%

## Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	CMP Capitol Campus			Sacramento City USD		
	05-06	06-07	07-08	05-06	06-07	07-08
<b>Suspension Rate</b>	◆	13.8%	7.5%	26.6%	24.6%	15.9%
<b>Expulsion Rate</b>	◆	0.0%	0.0%	0.4%	0.4%	0.0%

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### Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	CMP Capitol Campus	Sacramento City USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 1
<b>Number of Schools Identified for Program Improvement</b>		
		24
<b>Percent of Schools Identified for Program Improvement</b>		
		27.0%

✧ Not applicable.

### Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Sacramento City USD	Similar Sized District
Beginning Teacher Salary	\$39,015	\$40,271
Mid-Range Teacher Salary	\$51,275	\$65,190
Highest Teacher Salary	\$84,151	\$84,151
Average Principal Salary (Elementary School)	\$98,946	\$104,476
Average Principal Salary (Middle School)	\$101,101	\$108,527
Average Principal Salary (High School)	\$116,489	\$119,210
Superintendent Salary	\$253,504	\$210,769
% of Budget for Teacher Salaries	36.1%	39.9%
% of Budget for Administrative Salaries	5.7%	5.5%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP Capitol Campus	\$6,580	\$407	\$6,173	\$38,750
Sacramento City USD			\$4,696	\$58,434
California			\$5,300	\$65,008
% Difference Between School and District			23.9%	-50.8%
% Difference Between School and California			14.1%	-67.8%

### Types of Services Funded

California Montessori Project does not receive any Federal or categorical funds. The programs and supplemental services provided are Class Size Reduction (CSR) and Special Education.



*“The greatest sign of success for a teacher... is to be able to say, “The children are now working as if I did not exist.”*  
-Maria Montessori



*“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.”*



# CALIFORNIA MONTESSORI PROJECT CAPITOL CAMPUS

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## Grades K-6

2700 L Street Sacramento, CA 95816

Phone: (916) 325-0910 Fax: (916) 325-0912

Web site: [www.cacmp.org](http://www.cacmp.org)

**SARC:** Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2008.

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