



2009-2010 School Accountability Report Card

# CALIFORNIA MONTESSORI PROJECT CAPITOL CAMPUS

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

## Executive Director’s Message:

California Montessori Project (CMP) is a public charter school network (K-8) serving approximately 1636 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.

## CALIFORNIA MONTESSORI PROJECT



Gary Bowman, M.S. Ed  
Executive Director

4718 Engle Road  
Carmichael, CA 95608  
Phone: (916) 971-2432

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



## 2009-2010 School Accountability Report Card

### California Montessori Project-Capitol Campus

### Principal's Message:



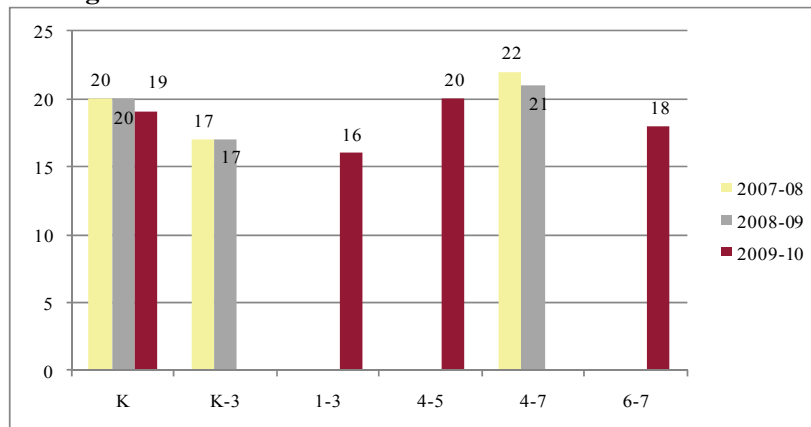
The California Montessori Project, Capitol Campus, is a public charter school offering a high quality, tuition-free, Montessori education to kindergarten through eighth grade students, under a charter authorized by the Sacramento City Unified School District. We are accredited by the Montessori School Accreditation Commission (MSAC) and the Western Association of Schools and Colleges (WASC). Our 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. 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. As a school community, when we moved to our new facility, we adopted the eagle as our school mascot and the motto, "S.O.A.R." which stands for "Be Safe, Offer Peace, Always be Respectful and Responsible."

### Class Size Distribution:

|            | 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+ |
|            | 2007-08         |                 |       |     | 2008-09         |                 |       |     | 2009-10         |                 |       |     |
| <b>K</b>   | 20              | 1               |       |     | 20              | 1               |       |     | 19              | 2               |       |     |
| <b>K-3</b> | 17              | 4               |       |     | 17              | 4               |       |     |                 |                 |       |     |
| <b>1-3</b> |                 |                 |       |     |                 |                 |       |     | 16              | 6               |       |     |
| <b>4-5</b> |                 |                 |       |     |                 |                 |       |     | 20              | 1               | 1     |     |
| <b>4-7</b> | 22              |                 | 2     |     | 21              |                 | 2     |     |                 |                 |       |     |
| <b>6-7</b> |                 |                 |       |     |                 |                 |       |     | 18              | 1               |       |     |

### Average Class Size:

Bar graph displays data over three years



### Suspensions and Expulsions

Data shown for the most recent three-year period.

| Suspension Rate                         |       |       |  |
|---|-------|-------|--|
| Capitol Campus                          |       |       |  |
| 07-08                                   | 08-09 | 09-10 |  |
| 7.5%                                    | 7.4%  | 15%   |  |
| Sacramento City Unified School District |       |       |  |
| 07-08                                   | 08-09 | 09-10 |  |
| 15.9%                                   | 19.3% | 8%    |  |
| Expulsion Rate                          |       |       |  |
| Capitol Campus                          |       |       |  |
| 07-08                                   | 08-09 | 09-10 |  |
| 0.0%                                    | 0.0%  | 0.0%  |  |
| Sacramento City Unified School District |       |       |  |
| 07-08                                   | 08-09 | 09-10 |  |
| 0.0%                                    | 0.0%  | 1%    |  |

### Public Internet Access

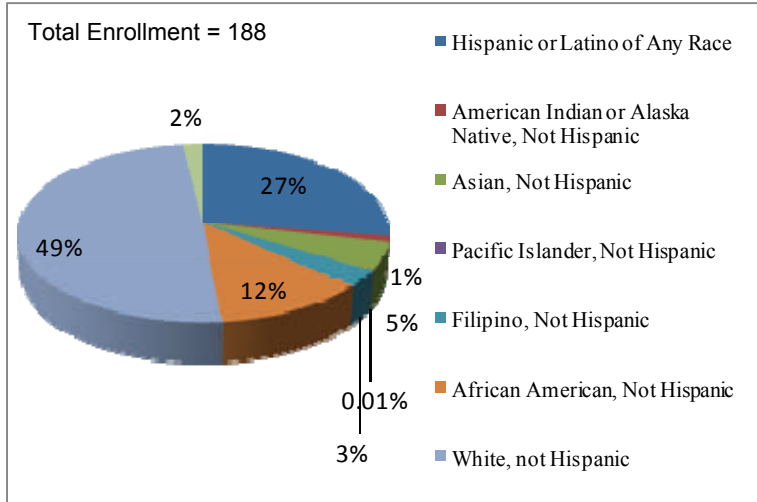
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access is generally provided on a first-come, first-served basis.



“And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

-Maria Montessori

**Student Enrollment by Group:**



**Instructional Materials and Textbooks:**

CMP –Capitol curriculum and materials used are aligned with California state standards. The school uses state adopted textbooks to complement the Montessori materials.

| Subject                | Textbook   |
|------------------------|--|
| English-Language Arts  | Primary Phonics, Modern Curriculum Press, Open Court, Houghton Mifflin, Houston Montessori Reproducible Materials, Literary Novels |
| Mathematics            | Harcourt Brace, CGP: Mathematics Course I, II & Algebra, McDougal Littell: Geometry  |
| Science                | Pearson Prentice Hall: Science Explorer  |
| History-Social Science | Houghton Mifflin: <i>Oh! California, From Sea to Shining Sea</i> , Teacher’s Curriculum Institute: History Alive!                  |

**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 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 2010.   |              |             |
| On what date was the School Safety Plan last reviewed, updated, and discussed with school faculty? The <i>Education Code</i> requires that this be done by March 1 each year.                 | <b>Month</b> | <b>Year</b> |
|   | August       | 2010        |

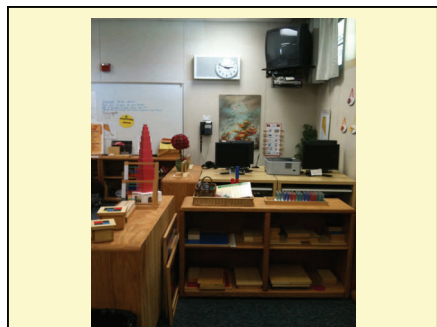
**Parent Involvement:**

Parents play an active role in the California Montessori Project. Many parents exceed the 40 hours of parent 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, and the Art/Wine & Cheese Event. 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.

**Types of Services Funded**

California Montessori Project-Capitol receives 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 run by trained teaching staff throughout the school day. Teaching staff also offer no-cost, after-school tutoring programs targeting at-risk students.



“The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon.”

-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 21<sup>st</sup> century.

### School Facilities:

After eight years at the Pioneer Congregational Church, located at 2700 L Street, the Capitol Campus moved to the nearby 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, 2012, allows for expansion due 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.

“An educational method that shall have liberty as its basis must intervene to help the child to a conquest of liberty. That is to say, his training must be such as shall help him to diminish as much as possible the social bonds which limit his activity.”

-Maria Montessori

### 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/pf/](http://www.cde.ca.gov/ta/tg/pf/).

| Physical Fitness Testing                  |     |
|---|-----|
| Percentage of Students Meeting Standards: |     |
| Grade 5                                   |     |
| Four of Six Standards                     | 10% |
| Five of Six Standards                     | 25% |
| Six of Six Standards                      | 55% |
| Grade 7                                   |     |
| Four of Six Standards                     | ■   |
| Five of Six Standards                     | ■   |
| Six of Six Standards                      | ■   |


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



### 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 the 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/star2010/>



“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

### 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**— do not meet state standards.

### Percent of Students Scoring Proficient or Advanced

|                        | Capitol |       |       | Sacramento City Unified School District |       |       | California |       |       |
|------------------------|---------|-------|-------|---|-------|-------|------------|-------|-------|
|                        | 07-08   | 08-09 | 09-10 | 07-08                                   | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| English Language Arts  | 60      | 55    | 73    | 43                                      | 46    | 48    | 46         | 50    | 52    |
| Mathematics            | 58      | 53    | 67    | 42                                      | 44    | 46    | 43         | 46    | 48    |
| Science                | 73      | 77    | 79    | 39                                      | 42    | 46    | 46         | 50    | 54    |
| History-Social Science | 0       | 0     | 0     | 32                                      | 39    | 41    | 36         | 41    | 44    |

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science.

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

| Percentage of Students Scoring At Proficient or Advanced Levels |                       |             |         |                        |
|---|-----------------------|-------------|---------|------------------------|
| Spring 2010 Results   |                       |             |         |                        |
|   | English Language Arts | Mathematics | Science | History/Social Science |
| Male  | 75                    | 75          | 86      | ■                      |
| Female  | 71                    | 59          | ■       | ■                      |
| Economically Disadvantaged                                      | 58                    | 47          | ■       | ■                      |
| English Learners  | ■                     | ■           | ■       | ■                      |
| Students with Disabilities                                      | 33                    | 33          | ■       | ■                      |
| Receiving Migrant Education Services                            | ■                     | ■           | ■       | ■                      |
| African American  | 50                    | 58          | ■       | ■                      |
| American Indian/Alaska Native                                   | ■                     | ■           | ■       | ■                      |
| Asian   | ■                     | ■           | ■       | ■                      |
| Filipino  | ■                     | ■           | ■       | ■                      |
| Hispanic or Latino  | 54                    | 61          | ■       | ■                      |
| Pacific Islander  | ■                     | ■           | ■       | ■                      |
| White (non-Hispanic)  | 83                    | 69          | 83      | ■                      |

### 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 2009, the Base API is available in the spring of 2010. 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 2009, the Growth API is available in the summer of 2010. Therefore, for the 2009-2010 API reporting cycle, the 2009 Base indicator and the 2010 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/infoguide09.pdf>

| API Ranks – A Three Year Comparison |      |      |      |
|-------------------------------------|------|------|------|
|                                     | 2007 | 2008 | 2009 |
| Statewide API Ranks                 | 7    | 7    | 4    |
| Similar Schools API Rank            | N/A  | N/A  | N/A  |

**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.

### API Growth By Student Group Over Three

| API Ranks Growth by Student Group – Three Years |      |      |      | API Growth Score |
|---|------|------|------|------------------|
| Capitol Campus                                  | 2007 | 2008 | 2009 | 2010             |
| Actual API Change                               | -4   | -40  | 85   | 856              |
| African American                                | □    | □    | □    | □                |
| American Indian or Alaska Native                | □    | □    | □    | □                |
| Asian   | □    | □    | □    | □                |
| Filipino  | □    | □    | □    | □                |
| Hispanic or Latino                              | □    | □    | □    | □                |
| Pacific Islander                                | □    | □    | □    | □                |
| White (non-Hispanic)                            |      | -40  | 84   | 800              |
| Socio-Economically Disadvantaged                | □    | □    | □    | □                |
| English Learners                                | □    | □    | □    | □                |
| Students with Disabilities                      | □    | □    | □    | □                |

### 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                   |                       |             | Sacramento City Unified School District |             |
| AYP Criteria                  | English-Language Arts | Mathematics | English-Language Arts                   | Mathematics |
| Met Overall AYP               | Yes                   | Yes         | No                                      | No          |
| Participation Rate            | Yes                   | Yes         | Yes                                     | Yes         |
| Percent Proficient            | Yes                   | Yes         | No                                      | No          |
| API                           | Yes                   |             | Yes                                     |             |
| Graduation Rate               | □                     |             | Pending                                 |             |

### 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                                    | Sacramento City School District | CMP-Capitol Campus |       |       |
|   | 09-10                           | 07-08              | 08-09 | 09-10 |
| With Clear or Preliminary Credential        | 100%                            | 7                  | 8     | 12    |
| Teaching Outside Subject Area of Competence |                                 | 0                  | 0     | 0     |

### No Child Left Behind (NCLB) Compliant Teachers

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 below displays data regarding NCLB compliant teachers from the 2009-2010 school year. For more information, please visit: <http://dq.cde.ca.gov/dataquest/>

| No Child Left Behind Compliant Teachers      |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| Percent of Classes in Core Academic Subjects |                                   |                                       |
|  | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Capitol Campus                               | 92%                               | 8%                                    |
| All Schools in District                      | 88%                               | 12%                                   |
| High-Poverty Schools-Dist                    | 0                                 | 0                                     |
| Low Poverty Schools-Dist                     | 88%                               | 12%                                   |

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. OS = Outsourced

| School Support Staff                                 |     |
|--|-----|
| Teaching Assistants                                  | 7   |
| Library Media Services Staff (Paraprofessional)      | 0   |
| Librarian  | 0   |
| Nurse  | 0   |
| Occupational Therapist                               | .2  |
| Psychologist   | 0   |
| Resource Specialist (non-teaching)                   | .6  |
| Language, Speech and Hearing Specialist (Outsourced) | OS  |
| Social Worker  | 0   |
| Administrative Assistants                            | 2.5 |



### School Financial Data:

| School Financial Data                       |             |
|---|-------------|
|   | CMP-Capitol |
| Total Expenditures Per Pupil                | \$8,444     |
| Expenditures Per Pupil Restricted Sources   | \$570       |
| Expenditures Per Pupil Unrestricted Sources | \$7,874     |
| Average Teacher Salary                      | \$38,333    |

### District Financial Data:

| District Salary Data                        |   |                        |
|---|---|------------------------|
| Category                                    | Sacramento City Unified School District | Similar Sized District |
| Beginning Teacher Salary                    | \$39,885                                | \$42,377               |
| Mid-Range Teacher Salary                    | \$52,419                                | \$67,667               |
| Highest Teacher Salary                      | \$86,028                                | \$87,102               |
| Average Principal Salary (Elementary)       | \$98,946                                | \$108,894              |
| Average Principal Salary (High School)      | \$101,101                               | \$124,531              |
| Superintendent Salary                       | \$218,225                               | \$223,323              |
| Teacher Salaries - Percent of Budget        | 35.6%                                   | 40.2%                  |
| Administrative Salaries - Percent of Budget | 5.5%                                    | 5.5%                   |

**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 2008-2009 school year. For detailed information, please visit: <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>

“The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon.”  
  
 -Maria Montessori

**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/](http://www.cde.ca.gov/ta/ac/av/). ■ Not applicable

| Financial Data Comparison                  |  |                        |
|--|--|------------------------|
|  | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| CMP - Capitol                              | \$7,874  | \$38,333               |
| California Montessori Project              | \$6,842  | \$39,951               |
| California                                 | \$5,681  | \$68,179               |
| School and District - Percent Difference   | 18%  | -4%                    |
| School and California - Percent Difference | 28%  | -44%                   |

|   | CMP-Capitol | Sacramento City Unified School District |
|---|-------------|---|
| 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  |             | 44                                      |
| Percent of Schools Identified for Program Improvement |             | 51.8                                    |



**S.O.A.R.**

Be **S**afe, **O**ffer Peace, **A**lways be respectful and **R**esponsible