



SCHOOL ACCOUNTABILITY REPORT CARD 2002-2003

School Information		District Information	
School Name	California Montessori Project	District Name	Wheatland Elementary School District
Executive Director	Keith Alpaugh	Superintendent	Debra Pearson
Street	4718 Engle Road	Street	711 W. Olive St.
City, State, Zip	Carmichael, CA 95608	City, State, Zip	P.O. Box 818, Wheatland, CA 95692
Phone Number	916-971-2432	Phone Number	Telephone 530-633-3130
Fax Number	916-971-2436	Fax Number	530-633-4807
Web Site	www.cacmp.org	Web Site	www.wheatland.k12.ca.us
Email Address	kalpaugh@cacmp.org	Email Address	
CDS Code	58727516118780	SARC Contact	Keith Alpaugh @ 916-971-2432

School Description and Mission Statement

The mission of the California Montessori Project (CMP) is to provide a quality, tuition-free, Montessori-based educational program to every child in the state of California.

California Montessori Project (CMP) is a public charter school (K-8) with five sites throughout the Sacramento, CA region. CMP 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, and is grounded in a philosophy of trust in individuals to seek their greatest potentials.

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. 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 the result is children who soar beyond traditional expectations.

CMP holds that an educated person is well rounded and balanced. The CMP student shall become an empathetic, collaborative member of a community, yet motivated to set and achieve high goals. CMP teaches students to demonstrate empathy towards others through respectful and productive communications with others. 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.

Opportunities for Parental Involvement

Contact Person Name	Keith Alpaugh	Contact Person Phone Number	916-971-2432
<p>Parents play an active role in the California Montessori Project. In addition to their ability to serve on the Governing Board, parents are required to commit to 40 hours of participation time per year. Parents can fulfill their participation hours in a manner that is most comfortable to their family. Parents participate on field trips, assist in the classrooms, volunteer in the office, assemble projects for the class and assist with campus activities and fundraisers.</p>			

Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Kindergarten	161
Grade 1	154
Grade 2	105
Grade 3	81
Grade 4	65
Grade 5	55
Grade 6	40
Grade 7	29
Grade 8	2
TOTAL	692

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

Racial/Ethnic Category	Percentage of Students	Racial/Ethnic Category	Percentage of Students
African-American	1.4	Hispanic or Latino	9.7
American Indian or Alaska Native	5.5	Pacific Islander	7.2
Asian-American	.7	White (Not Hispanic)	73
Filipino-American	2.0	Other	

School Safety

School Safety Plan

Date of Last Review/Update	August 2003	Date Last Discussed with Staff	August 2003
<p>California Montessori has a School Safety Plan and Emergency Preparedness Handbook that are reviewed every year with staff and teachers at each campus.</p>			

Suspensions and Expulsions

School Discipline	2002- 2003
Suspensions (number)	7
Expulsions (number)	0

School Facilities

All CMP facilities for the 2002-2003 school year were leased.

Campus Locations

<p>American River Campus (Carmichael Annex): 5811 Walnut Ave, Orangevale, CA 95662 Campus Administrator: Ms. Kim Aldridge Telephone: (916) 989-0141</p> <p>Capitol Campus: K – 6 2700 L Street, Sacramento, CA 95816 Principal: Ms. Shellie Wright MacColl Telephone: (916) 325-0910</p> <p>Carmichael Campus: K – 8 4718 Engle Road, Carmichael, 95608 Principal: Ms. Deanna Gardner Telephone: (916) 971-2430</p>	<p>Elk Grove Campus: K – 8 8828 Elk Grove Blvd., CA 95624 Principal: Ms. Bernie Evangelista Telephone: (916) 714-9699</p> <p>Shingle Springs Campus: K – 8 4645 Buckeye Rd, Shingle Springs, CA 95682 Principal: Ms. Kim Zawilski Telephone: (530) 672-3095</p>
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Staffing

Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>3</u>	<u>1</u>
Classroom teachers (Credentialed)	<u>48</u>	<u>2</u>
Classroom teachers (Waivers)	<u>0</u>	<u>0</u>
Resource teacher/specialists (Credentialed)	<u>0</u>	<u>2</u>
Resource teacher/specialists (Waivers)	<u>0</u>	<u>0</u>
Counselors	<u>0</u>	<u>0</u>
Credentialed librarians	<u>0</u>	<u>0</u>
Technology/media technicians	<u>0</u>	<u>1</u>
Nurses	<u>0</u>	<u>0</u>
Psychologists	<u>0</u>	<u>1</u>
Paraprofessionals(classroom aides, health care staff, etc.)	<u>25</u>	<u>11</u>
Support staff (security, yard duty, maintenance, cooks, and other classified employees)	<u>0</u>	<u>0</u>
Other: Education <u>Consultant</u>	<u>0</u>	<u>1</u>
Total staff	<u>75</u>	<u>19</u>

Number of years present administrative leadership staff have been at the school:

Principal 3.5 Other 3.5 (Since the school's inception)

Administrative Leadership

Keith Alpaugh, M.Ed., is a Founder and the Executive Director of the overall program. With degrees in both Business and Education, Mr. Alpaugh has worked as teacher, Director of Special Education, School Administrator, and consultant to numerous charter schools. With over 20 years of in depth experience in child development, traditional and alternative education and extensive experience in charter schools and educational reform, he is an advocate of Montessori education and brings strong finance, business and communication skills to the creation of this project.

Deanna Gardner, is the Program Director and works in mentorship with the principals of the program and oversees the Carmichael campus. Ms. Gardner has over 30 years of experiences working in Montessori early childhood through Middle School education programs. This time has been spent teaching and administrating along with development in Montessori elementary education.

Norman Lorenz, M.Ed., is the Montessori Education Curriculum and Instruction Director and oversees facilities of CMP. Mr. Lorenz has over 20 years of experience in Montessori education Infant through Middle School. He brings involvement with teaching and administration along with a background and experience in accreditation and adult teacher education through curriculum and instruction, staff development, and parent education.

Marion MacGillivray, is the Director of Development and Human Resources. Ms. MacGillivray has been an administrator in charter schools for over seven years and an administrator in the non profit sector for ten years. She was a co-founder and former Executive Director of another California charter school and was an integral member of the CMP founding team. Her background includes 25 years of business experience. She is experienced in communication development, grant writing, and the development and implementation of schools.

Academic Data

Maria Montessori advocated close observation of each child as the best means of creating an appropriate educational path for the individual child. One of the “observation” tools CMP uses to help in understanding each child is standardized testing.

California Standards Tests

The 2003 standards tests were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2002-2003 school year, including 2002 summer school.

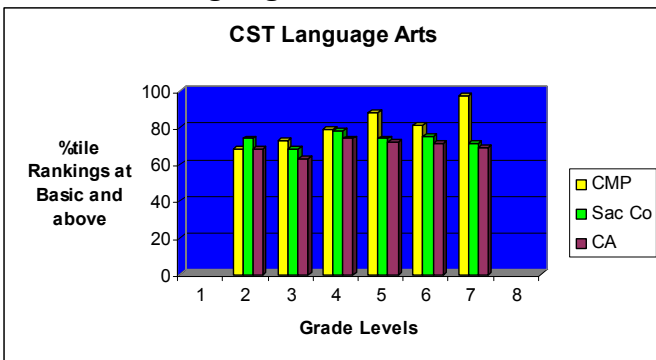
All Students in Grades 2 - 11	English Language Arts
All Students in Grades 2 - 9	Mathematics
Grade 8 - 11 students who completed	Algebra I, Geometry, Algebra II or 1st, 2nd, or 3rd year Integrated Math
Grade 8 and 9 students who had not completed one of the above math courses	General Mathematics

The California Standards Tests (CST)

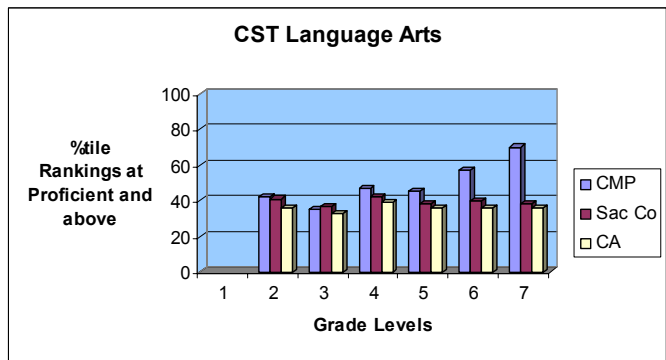
The following assessments are represented: the California Standards Tests, CST; Reading and Mathematics.

California Standards Test (CST) Legend		
100%		80-100%
		Advanced
80%		60-80%
		Proficient
60%		40-60%
		Basic
40%	20-40%	
		Below Basic
20%	0-20%	
		Far Below Basic
0%		

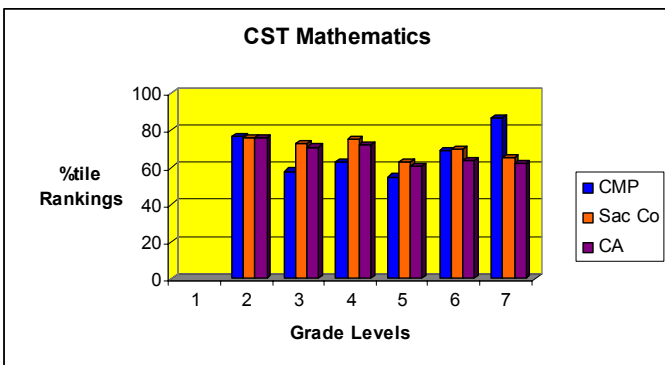
CST Language- Basic and above



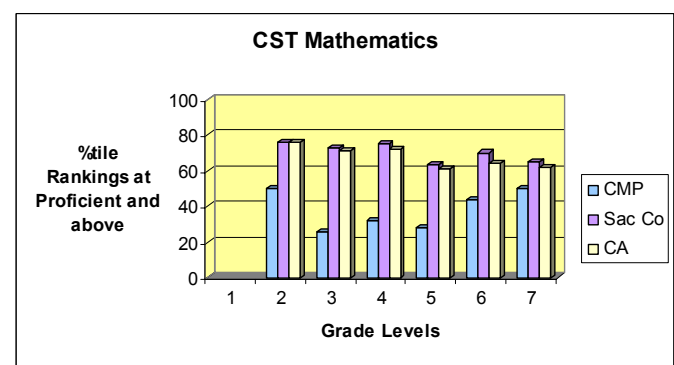
Proficient and above



CST Mathematic- - Basic and above



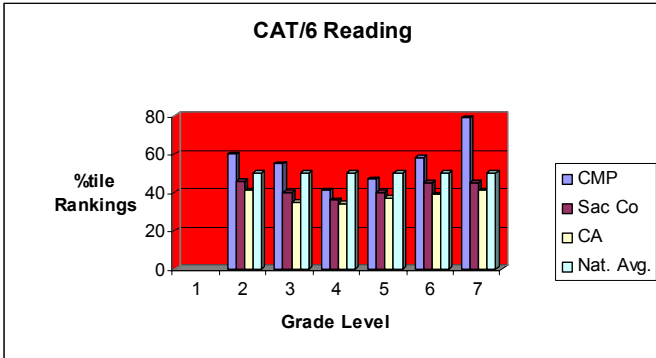
Proficient and above



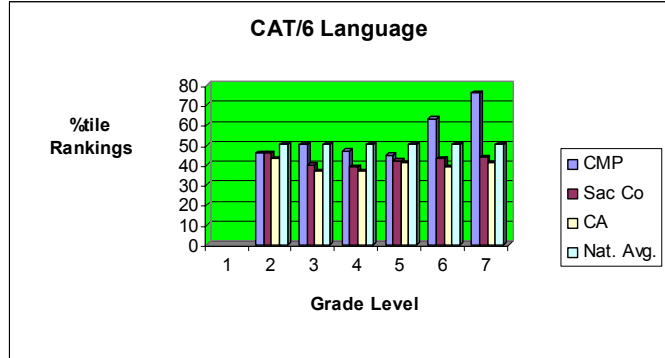
CAT/6 (replaces the SAT/9)

The California Achievement Test, Sixth Edition Survey (CAT/6), is a nationally norm-referenced test used to compare how California students are doing in relation to students of the same grade level nationwide. Thus, scores reported for the CAT/6 are national percentile ranks.

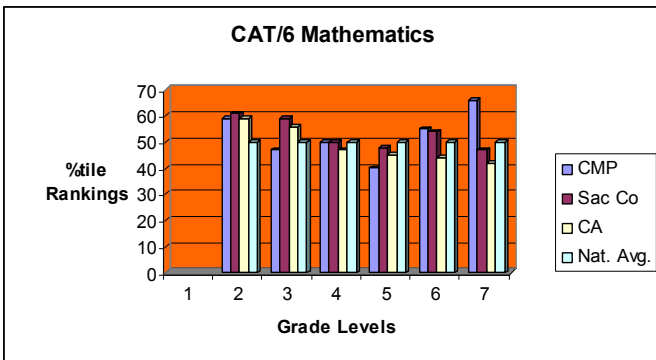
CMP CAT/6- Reading



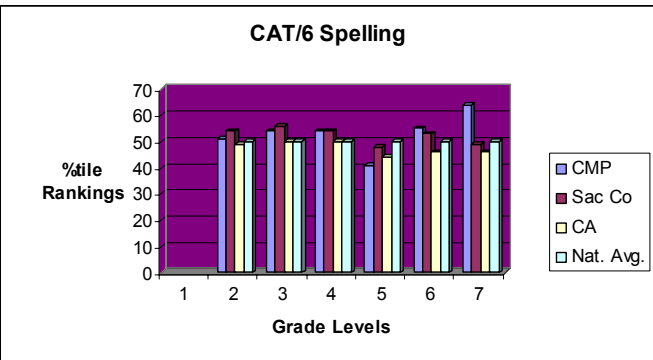
CMP CAT/6- Language



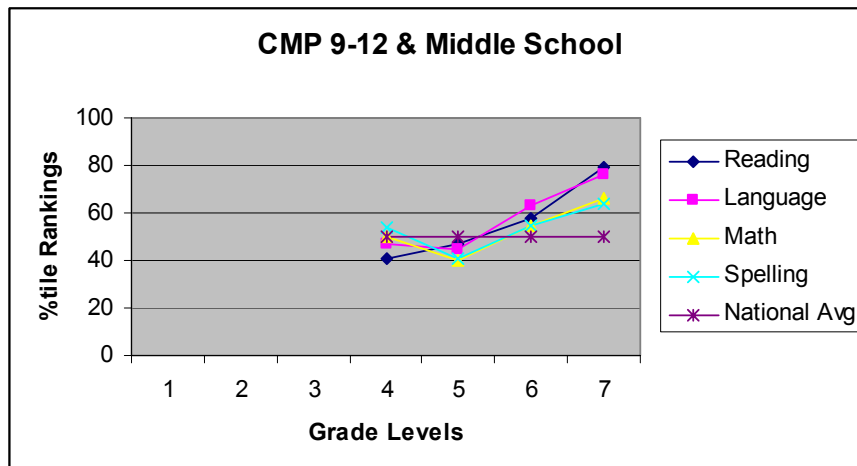
CMP CAT/6- Mathematics



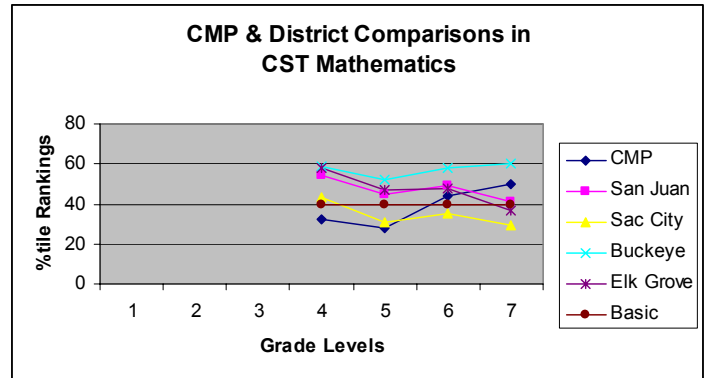
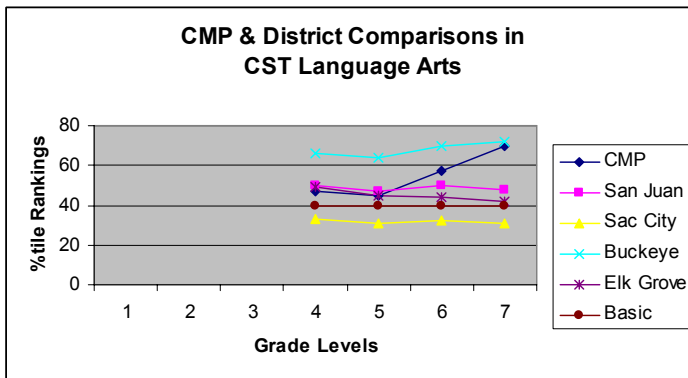
CMP CAT/6- Spelling



The following graph illustrates the effects of instruction using Montessori's curriculum based on teaching process instruction at the transitional grades and the advancement of product oriented work at the upper grades.



This graph demonstrates CMP in comparison with the surrounding public school districts. It depicts advancing comprehension through the grade levels based on California's expectations of proficient at or above the 60th percentile.



2002-2003 Academic Performance Index (API) Growth Report

CMP's API exceeded the state recommended growth target by almost 900%, jumping from a base API score of 687 to an amazing 742 in one year!

STAR 2003 Percent <u>Tested</u> 99	Number of Students Included in the 2003 API (<u>Growth</u>) 333	2003 API (<u>Growth</u>) 742	2002 API (<u>Base</u>) 687	2002- 2003 Growth <u>Target</u> 6	2002- 2003 <u>Growth</u> 55	<u>Met Growth Target</u>			
						School- wide <u>Yes</u>	Comparable Improve- ment (CI) <u>Yes</u>	Both Schoolwide and CI <u>Yes</u>	Awards <u>Eligible</u> <u>Yes</u>
						Yes	Yes	Yes	Yes

Average Class Size and Class Size Distribution

All CMP classes average 20 students or less.
Student to teacher Ratios averaged 15 to 1 in K-3rd grade and 17.5 to 1 in 4th-8th grades.

Curriculum and Instruction

School Instruction

Programs

Elementary School Programs:

Multi-age classrooms - K-6th grades

Age Groupings: 5yrs or 5-6yrs, 6 – 9yrs, and 9 -12yrs

CMP integrates Montessori teaching and philosophy with CA standards to provide an enriched dynamic curriculum for elementary age students. Students work in a variety of kinesthetic methods, internalizing information as they build academic skill, self confidence and self discipline. They work at their own level, challenged and inspired by their own success.

CMP offers all day Kindergarten which is paced to meet individual developmental needs.

Each CMP classroom is staffed with two teachers. At least one teacher in each classroom must hold a valid Commission of Teacher Credentialing (CTC) certificate.

Middle School Program:

Multi-age classrooms – 7- 8 grades

Age Groups: Between 12-16yrs.

According to Joan Lipsitz, a leading adolescent psychologist, “Young adolescents undergo more changes during the middle school years than at any other age except for the time between birth and age 3. If the social and emotional needs of children this age are ignored, little happens cognitively.” Part of the Montessori philosophy is to consider the unique developmental stages of adolescent students in order to support their changing needs.

In addition to acquiring core academic information, Montessori middle school students extend their grasp and stock of abstract interpretive concepts. CMP students use a form of Socratic discussion to learn to interpret core data in terms of the social and environmental issues of the world.

Classes are taught in cycles of six week durations. Each cycle emphasizes a specific part of the curriculum. During the last week of each cycle, the students participate in “immersion week” in which they spend time away from the school doing applicable hands-on learning in the real world.

Class structure is based on collaborative learning and research based projects. Technology based multi-media is integrated throughout this type of learning. This guides each student to develop their own abilities to become highly effective young adults.

General Features:

Campus Size:

CMP seeks an optimum campus size of 250 students. Small campus size maintains a community atmosphere enhancing the learning process.

Independent Learning:

Student independence is encouraged in a Montessori environment. Students are asked to make choices and to take on much of the responsibility for their own learning. An independent learner does not wait for the rest of the group to catch up or expect everyone else to be doing the same thing. Independent learners move at their own pace and if they are struggling, other students will offer help. They become “teachers” in this regard. Independence is seen as a life skill necessary for survival.

Multi-Age Classrooms:

One of the benefits of a multi-age classroom is that a sense of democracy is developed. Accelerated learners have the chance to be teachers, and the challenged learner has the opportunity to succeed by way of peer tutoring. Friendships grow from these experiences, and self-esteem is heightened. Classrooms develop a supportive family atmosphere.

Professional Development

As an educational organization committed to lifelong learning, CMP has allocated a significant portion of its budget to support staff in continuing their professional development. Additionally, six professional development days are paid for during the school year and pertinent training is provided on these days.

Full time teachers are paid to work 195 days. School is in session for 180 days, 6 days are for professional development and 4 days are for class preparation/cleanup and 5 days are discretionary school service days when school is not in session. CMP offers 5 Personal/wellness days each year. If a teacher misses any training, prep or service days they may use their Personal/Wellness days. If they have used up all available days off they may, with prior approval of the principal, be able to make up the training or prep days or have it deducted from their payroll.

The training days for 2002-2003 were:

August 14, 15 and 16, 2002

September 27

February 14, 2003

April 11, 2003

Scheduled prep days were:

August 12 and 13, 2002

January 3rd, 2003

June 30, 2003

School Service days are pre-arranged with each principal.

CMP has also developed a progression of professional development assessments to support accomplishment of an employee's professional goals.

CMP requires that all teachers have a CTC and Montessori credential. CMP will hire teachers without a Montessori credential provided that they are enrolled in a program to obtain their credential. CMP has developed a partnership with Montessori Teachers College of Sacramento to provide teacher training for this purpose. If a teacher already has both a Montessori and CTC teaching credential, the teacher is encouraged to pursue other additional professional training. Attending the National Conference of Montessori Educators annual conference is also encouraged.

Teacher Professional Development Budgets for 2002-03

CMP budgeted \$800 for the professional development of each Full Time (FTE) Staff for the 2002-03 school year. (This is pro-rated for part-time employees or staff beginning later in the year.) An additional \$200 per FTE is set aside to cover additional professional development needs, i.e., Middle School Teacher Training, Special Ed, etc. as determined by the Principal.

The \$800 is available subject to the following general guidelines. At the beginning of the school year, or at hire for new employees, each staff member will meet with their Principal and jointly develop a "Professional Development Plan" (PDP). That PDP will detail a step-by-step plan to becoming appropriately certificated and for acquiring any needed professional skills. Any staff person who has not already attended the annual Montessori conference will be expected to use their training funds to attend that event. For those staff members who have already attended the conference, training funds may be spent on any of the following: re-attending the conference, Montessori training (3-6, 6-9, or 9-12) or college classes leading toward a BA or California Teaching Credential (CTC). If a staff member already has all appropriate certifications, training funds may be spent on a variety of trainings that would directly benefit both the staff member and CMP (communication, Special Education, Reading, etc). These will need to be pre-approved by the Principal.

All expenditures of professional development funds must be pre-approved by the Principal. Proof of successful completion of a course must be submitted to CMP at the completion of each course/semester. If the staff member does not complete (or fails) a course, they must retake the course at their own expense before any further training funds are allocated.

Quality and Currency of Textbooks and Other Instructional Materials

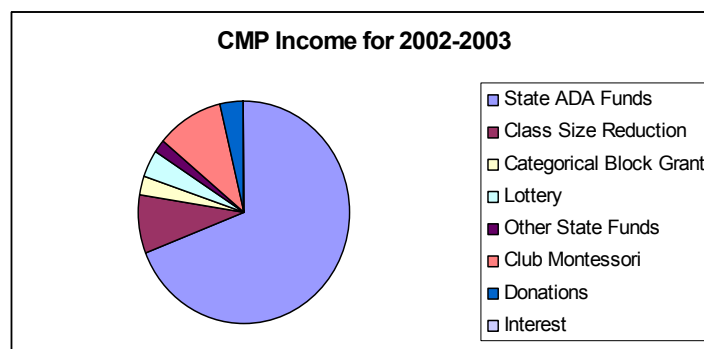
All materials and curriculum used at the California Montessori Project are aligned with the California state standards and/or are official Montessori instructional materials. CMP also uses state-adopted texts and materials.

Total Number of Instructional Days

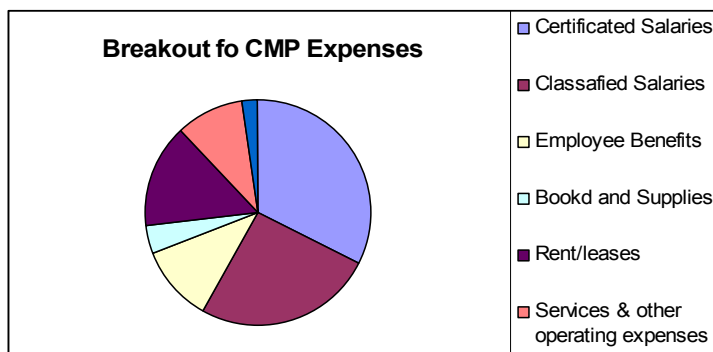
The California Montessori Project offers 180 instructional days to students. California charter schools must offer a minimum of 175 days.

Fiscal and Expenditure Data

2002-2003 Income	
State ADA Funds	\$3,007,000
Class Size Reduction	\$ 373,272
Categorical Block Grant	\$ 118,101
Lottery	\$ 173,333
Other State Funds	\$ 84,492
Club Montessori	\$ 447,544
Donations	\$ 156,038
Interest	\$ 1,727
	\$4,361,507



2002-2003 Expenses	
Certificated Salaries	\$1,329,374
Classified Salaries	\$1,049,285
Employee Benefits	\$ 441,758
Books and Supplies	\$ 171,266
Rent/leases	\$ 607,347
Services & other operating expenses	\$ 401,275
capital expenses	\$ 90,898
	\$4,091,203



Average Salaries (Fiscal Year 2000-2001)

The following comparative salary information is taken from documents available to the general public. These salary comparisons are based on districts similar in size and organization; therefore, figures may vary from district to district. There is no statewide average calculated for Common Administration Districts.

	Charter School	State
Beginning Teacher Salary	\$ 31,500	\$ 32,843
Mid-Range Teacher Salary	\$ 36,000	\$ 48,682
Highest Teacher Salary	\$39,000	\$ 55,974
Average Principal Salary	\$ 54,000	\$ 71,251
Superintendent Salary	\$ 80,450	\$ 90,588
Percentage of Budget for Teachers' Salaries	33%	40.2%
Percentage of Budget for Administrative Payrolls	8.4%	6.06%

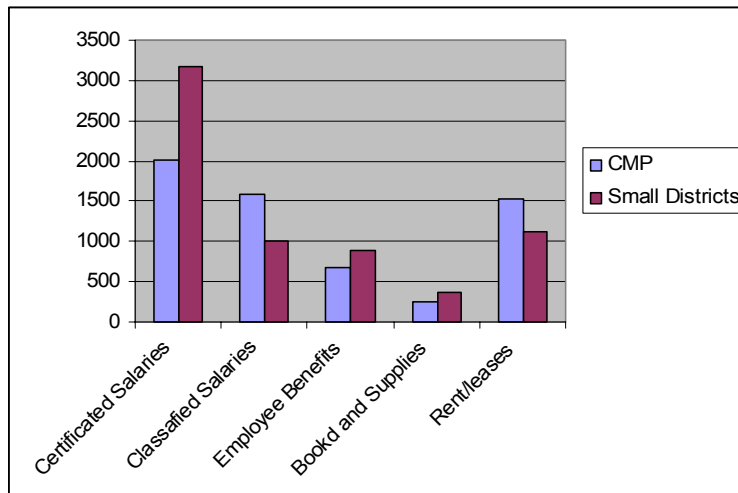
Income (Fiscal Year 2000-2001)

Charter School		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$4,361,507	\$ 6,588	\$ 6,852	\$ 6,444

Expenditures (Fiscal Year 2000-2001)

Charter School		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$4,091,203	\$ 6,180	\$ 6,547	\$ 6,444

Comparison of Expenses Per ADA between CMP and Small School Districts (2001-2002)



Types of Services Funded

K-8 classes, Special Education, Club Montessori, Instructional Materials, Staff Development, Parent Education, Facilities

2002-2003 Board of Directors

Sarah Aikenhead	Business Representative
Erin Auernig	Montessori Representative
Jayna Gaskell	Charter School Representative
Dorothy Hilts	Teacher Representative
Tami Johnson	Sponsoring School District Representative
Val Toppenberg	Community Representative
Angela Wiggins	CMP Parent Representative

2002-2003 Executive Director

H. Keith Alpaugh