

# California Montessori Project

## School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

### Message From the Executive Director

California Montessori Project (CMP) is a public charter school (K-8) operating under a charter, authorized by Wheatland Elementary School District. CMP has five sites throughout the Sacramento, California, region, including campuses at Shingle Springs, American River, Carmichael, Capitol, and Elk Grove. In the spring of 2006, CMP received approval from local authorizers for its continued operation beyond the 2005-06 school year, as mandated by AB 1994. On July 1, 2006, CMP will no longer be sponsored by Wheatland School District, but will be authorized by the following school districts: San Juan USD, Sacramento City USD, Elk Grove USD and Buckeye USD. CMP greatly appreciates the tremendous guidance and support it has received from the Board, Superintendent, and staff of Wheatland Elementary School District during its five year sponsorship of the school, and looks forward to forging positive relationships with its new sponsors.

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.

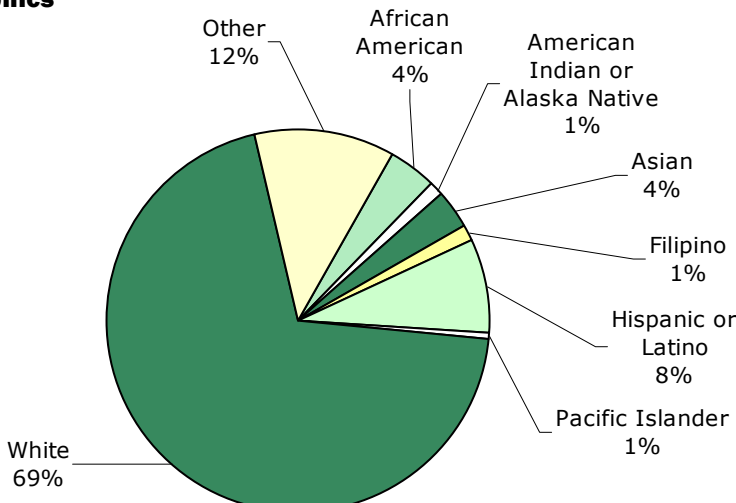
CMP holds that an educated person is well-rounded and balanced. The CMP student shall become an empathetic, collaborative member of a community, yet motivated to set and achieve high goals. CMP encourages students to demonstrate empathy towards others through respectful and productive communications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

### Enrollment and Demographics

The total enrollment was 1,235 students for the 2005-2006 school year.

#### Demographics



Gary S. Bowman, M.S. Ed.  
Executive Director



### California Montessori Project

Grades K-8  
4718 Engle Road  
Carmichael, CA 95608  
Phone: (916) 971-2432  
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[www.cacmp.org](http://www.cacmp.org)

### California Montessori Project's Mission

"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."

Open since August of 2001, CMP offers a program with the following highlights:

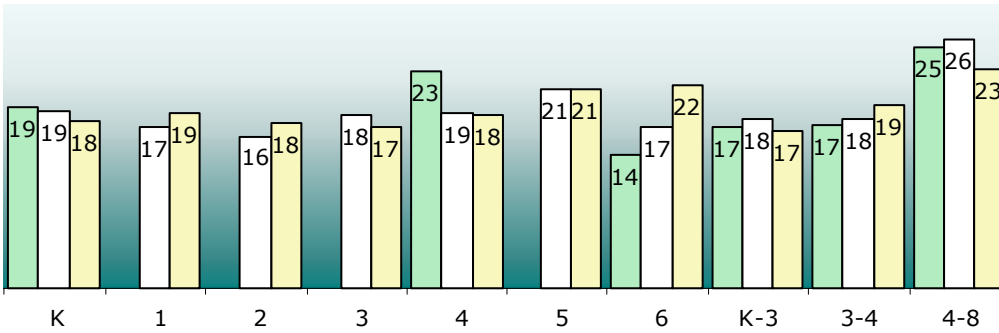
- California public school
- Tuition Free
- Montessori-based curriculum
- Curriculum aligned to CA state standards
- Credentialed and Montessori trained teachers
- Before/After School programs
- Intersession Programs
- Quality Montessori materials
- Low student/teacher ratios
- Multiple Site Locations

## Class Size

The three-year data for average class size is displayed below.

### Class Size By Grade

■ 03-04 □ 04-05 ■ 05-06



### Class Size Distribution — Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4	1	1	4			7		
1				2			4		
2				2			4		
3				4			1		
4		1		2			3	1	
5				1	4		1	6	
6	1			1			1	1	
K-3	25			26			29		
3-4	2	1		1			2	1	
4-8	4	2	3	3	8	1	4	7	1

### Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Grade Level	Class Size Reduction		
	2003-04	2004-05	2005-06
K	67%	100%	100%
1	◇	100%	100%
2	◇	100%	100%
3	◇	100%	100%

◇ n/a Not applicable.

### Suspensions and Expulsions

The table below 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					
	California Montessori Project			Wheatland ESD		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspension Rate</b>	0.015	0.023	0.036	0.137	0.189	0.026
<b>Expulsion Rate</b>	0.000	0.000	0.001	0.003	0.011	0.000

## Instruction and Leadership

CMP integrates Montessori teaching and philosophy with California 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.

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

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.

Gary Bowman has been Executive Director of California Montessori Project since June, 2004, and has 20 years of experience promoting innovation in public education.



## 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 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.

## Facilities

Facilities are leased at each of the 5 CMP campuses. Current campuses include a former medical office building, a church, a former private school campus, a former public school campus leased through a Community Services District, and a school campus leased through a Proposition 39 agreement with the School District.

Custodial and maintenance services are provided through contractual services, as well as paid staff and parent volunteer.

California Montessori Project has 66 regular classrooms, five libraries, two multi-purpose rooms, and three shared resource rooms. There were eight portables used during the 2005-06 school year to meet the needs of our student enrollment.

## Textbooks and Instructional Materials

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.

Textbooks		
Subject Area	Textbook Title	Year Adopted
Social Science	Houghton Mifflin: <i>From Sea to Shining Sea, This is my Country, Oh California, America Will Be, Explore</i>	California Montessori Project will implement a formal adoption process during the 2006-2007 school year.
Social Science	Prentice Hall: <i>American Nation</i>	
Mathematics	Harcourt Math	
Mathematics	McDougal Littell: <i>Algebra I, Algebra I Concepts and Skills, Geometry, CA Middle School Math</i>	
Science	Prentice Hall: <i>Earth Science, Science Explorer, Biology</i>	
Science	Holt: <i>Earth Science</i>	
Science	Glencoe: <i>Earth Science, Life and Physical Science, Economics Principles and Practices</i>	
Science	McDougal Littell: <i>World of Chemistry, World of Geography</i>	
Language Arts	Open Court, Modern Press Curriculum, Houghton Mifflin: <i>English, Primary Phonics</i>	

## Positive Learning Environment

### 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.

Middle School 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 multimedia is integrated throughout this type of learning. This guides each student to develop their own abilities to become highly effective young adults.

## 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, volunteer in the office and organize special school events and fundraisers. Parents are also involved in many leadership roles, including service on the Technology Committee, Parent Advisory Council, Facilities Committee and Governing Board.

For more information on how to become involved, contact Gary Bowman, Executive Director, at (916) 971-2432.



"It is not so much what is poured into the student, but what is planted that really counts."

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. 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 2005-06, 24.6% of students in the fifth grade scored in the HFZ. For the seventh grade, 25.0% of students scored in the HFZ. PFT data is not yet available from the state. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## California Standards Tests

The California Standards Tests (CST) 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.

### CST Results

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

Percentage of Students At Proficient or Advanced Levels									
Year Tested	California Montessori Project			Wheatland ESD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	48%	55%	56%	49%	55%	55%	36%	40%	42%
Mathematics	41%	48%	43%	43%	51%	52%	34%	38%	40%
Science	22%	41%	40%	33%	36%	41%	25%	27%	35%
History-Social Science	52%	62%	30%	35%	38%	42%	29%	32%	33%

### CST Subgroup Results:

#### English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
Year Tested	English-Language Arts	Mathematics	Science	History-Social Science
2005-06	2005-06	2005-06	2005-06	2005-06
Male	53%	44%	46%	35%
Female	59%	42%	36%	25%
English Learners	36%	36%	❖	❖
Economically Disadvantaged	59%	38%	37%	❖
Students with Disabilities	33%	16%	29%	❖
Migrant Education Services	❖	❖	❖	❖
African American	50%	33%	17%	❖
American Indian or Alaska Native	75%	58%	❖	❖
Asian	64%	68%	❖	❖
Filipino	44%	44%	❖	❖
Hispanic or Latino	32%	21%	24%	❖
Pacific Islander	❖	❖	❖	❖
White	59%	45%	42%	31%

❖ Data are reported only for numerically significant subgroups.

## California Standards Test

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take 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.



"A child's inner life is nourished by an environment warm with love."  
— Maria Montessori

**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (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.

## Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

### NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
California Montessori Project	57%	60%	60%	52%	54%	57%
Wheatland ESD	59%	61%	60%	59%	63%	63%
California	43%	41%	42%	51%	52%	53%

### NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	54%	60%
Female	64%	54%
English Learners	❖	❖
Economically Disadvantaged	60%	51%
Students with Disabilities	69%	54%
Migrant Education Services	❖	❖
African American	31%	38%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	44%	38%
Pacific Islander	❖	❖
White	63%	62%

❖ Data are reported only for numerically significant subgroups.

### Minimum Days and Instructional Minutes

For 2005-06, California Montessori Project had seven minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
K	Ranges from 42,675 to 54,960	36,000
1-3	Ranges from 54,960 to 58,560	50,400
4-6	Ranges from 54,960 to 61,155	54,000
7-8	Ranges from 55,860 to 63,540	54,000

## 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, up to five 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 185 days. School is in session for 180 days; 5 days are for professional development and/or class preparation/cleanup. CMP offers 5 personal/wellness days each year. If a teacher misses any training, preparation, 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 preparation days, or have it deducted from their payroll. 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 a 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.

For the previous three school years, we had five days each year dedicated to staff and professional development.

## Teacher Qualifications

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

Teacher Credential Information				
	Wheatland ESD	California Montessori Project		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	127	27	34	47
Without Full Credential	27	20	27	23
Teaching Outside Subject Area of Competence		◆	3	3

◆ N/A Information not available.

## 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. 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 No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	65.2%	34.8%
All Schools in District	96.0%	4.0%
High-Poverty Schools	0%	0%
Low-Poverty Schools	0%	0%

## Teacher Evaluations

Teacher evaluations are conducted on an annual basis, and incorporate a Professional Development Plan, as well as a self-assessment of the classroom environment and teaching effectiveness. In addition, teachers are asked to identify areas for and progress of personal growth.

## Substitute Teachers

In order to assure the consistency of academic instruction throughout the school year, CMP actively recruits qualified staff year round to serve as substitutes when the lead teacher must be absent from the classroom. Substitute teachers must possess a minimum of a bachelor's degree from an accredited college or university, demonstrate subject matter competency through CBEST exam, and hold the appropriate California teaching credential or substitute permit. When possible, CMP seeks to find substitute teachers with previous Montessori training and experience. Additionally, CMP works to assure that new substitute teachers are provided with observation and training time in the classroom to orient them to the Montessori classroom prior to their first assignment; as well as teaming substitute teachers with veteran staff to assure a successful experience for both the substitute and the students.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

## Montessori Accreditation

California Montessori Project was awarded a full, five-year accreditation from the Montessori School Accreditation Commission (MSAC) in April, 2006, following a comprehensive self-study and on-site visitation. This accreditation was awarded in accordance with the standardized criteria set forth for high quality Montessori programs.



## State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE): (Many of these needs are met through the use of highly-qualified, contracted service-providers.)

• Library Media Teacher (Librarian)	0.0
• Library Media Services Staff (paraprofessional)	0.0
• Psychologist	0.0
• Social Worker	0.0
• Nurse	0.0
• Speech/Language/Hearing Specialist	0.0
• Resource Specialist (non-teaching)	2.6
• Other	0.0

## 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 table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	6	7	7
Similar Schools API Rank	2	1	1

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	20	20	-6	773
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	21	19	-1	786
Socioeconomically Disadvantaged	63	-5	8	755
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	California Montessori Project		Wheatland ESD	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✦		Yes	

✦ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.



"The most favorable time for a child to learn is when she wants to do it herself."  
— Maria Montessori

## Adequate Yearly Progress

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

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress 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. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	California Montessori Project	Wheatland ESD
<b>Program Improvement Status</b>	Not in PI	Not in PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>		0
<b>Percent of Schools Identified for Program Improvement</b>		0.0%

◇ n/a Not applicable. This school is not a Program Improvement school.

## Financial Information

The data displayed is from the 2004-05 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	Wheatland ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$32,735	\$37,797
<b>Mid-Range Teacher Salary</b>	\$59,317	\$57,601
<b>Highest Teacher Salary</b>	\$69,960	\$71,233
<b>Average Principal Salary</b>	\$98,915	\$91,944
<b>Superintendent Salary</b>	\$114,498	\$127,179
<b>% of Budget for Teacher Salaries</b>	35.9%	42.1%
<b>% of Budget for Administrative Salaries</b>	6.5%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>CA Montessori Project</b>	\$5,999	\$324	\$5,675	\$39,103
<b>Wheatland ESD</b>			\$6,767	\$60,359
<b>California</b>			4,743	\$56,471
<b>Percent Difference Between School Site and District</b>			-19%	-54%
<b>Percent Difference Between School Site and State</b>			16%	-44%

## 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.



"It must be remembered that the purpose of education is not to fill the minds of students with facts... it is to teach them to think, if that is possible, and always to think for themselves."  
— Robert Hutchins

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 27, 2006.

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