



2009-2010 School Accountability Report Card

## CALIFORNIA MONTESSORI PROJECT

**CMP-SAN JUAN CAMPUSES: American River and Carmichael**

*Serving Kindergarten through Eighth Grade*

American River: 6838 Kermit Lane  
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 Deanna Gardner—Principal

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 Kim Aldridge—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.



Gary Bowman, M.S. Ed  
 Executive Director  
 4718 Engle Road  
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**The mission of the California Montessori Project is to offer a quality, tuition-free Montessori education to every child in the state of California.**

"With regard to the child, education should correspond to them, so that instead of dividing the schools into nursery, primary, secondary and university, we should divide education in planes and each of these should correspond to the phase the developing individual goes through." ~Maria Montessori



## 2009-2010 School Accountability Report Card

### CMP-SAN JUAN CAMPUSES: American River and Carmichael

### Principal's Message:

The California Montessori Project-San Juan Charter Schools consists of three campuses: CMP-American River in Fair Oaks at the Little John School, CMP-Carmichael located in privately leased facilities and CMP-Orangevale located in the Thomas Coleman School which opened in the Fall of 2010. The school charter's are authorized through San Juan Unified School District. As a Montessori charter, the philosophical and curriculum approach is based on the Montessori method, developed over 100 years ago by Dr. Maria Montessori.

Emphasis is placed on student development as independent, life-long learners. Regular assessments allow students to be challenged academically at their own pace. Concepts are introduced utilizing hands-on materials and reinforced through individual and project-based work. Small-group collaborative learning strengthens academic and social skills within the classroom community. In addition to specialized Montessori and support materials, the classrooms are equipped with computers allowing students to work on self-paced technical and foreign language skills.

Teachers are Montessori certified and state credentialed. On-going staff development supports the goal of life-long learning and builds upon a strong academic program. CMP-San Juan campuses have been accredited through the Western Association of Schools and Colleges (WASC) and the Montessori School Accreditation Commission (MSAC).

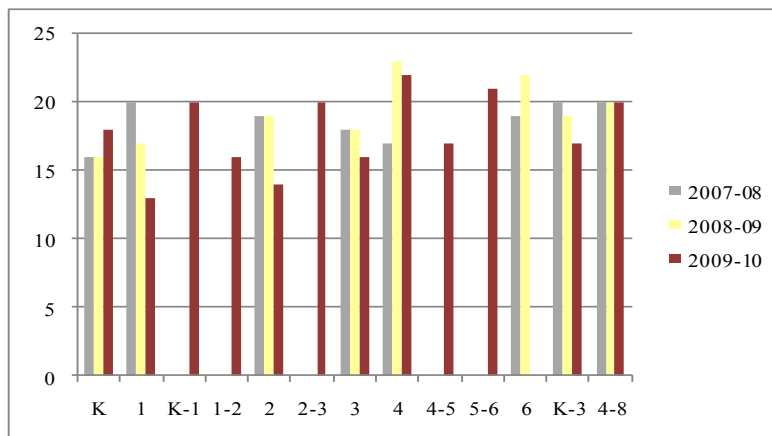
### Class Size Distribution:

	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>	16	4			16	3			18	4		
<b>1</b>	20	3			17	2			13	5		
<b>K-1</b>									20	3		
<b>1-2</b>									16	1		
<b>2</b>	19	2			19	1			14	1		
<b>2-3</b>									20	7		
<b>3</b>	18	1			18	2			16	1		
<b>4</b>	17	2			23		2		22		3	
<b>4-5</b>									17	1		
<b>5-6</b>									21	3	3	
<b>6</b>	19	2			22		1					
<b>K-3</b>	20	9			19	12			17	22		
<b>4-8</b>	20	4			20	4			20	7	8	

### Public Internet Access:

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

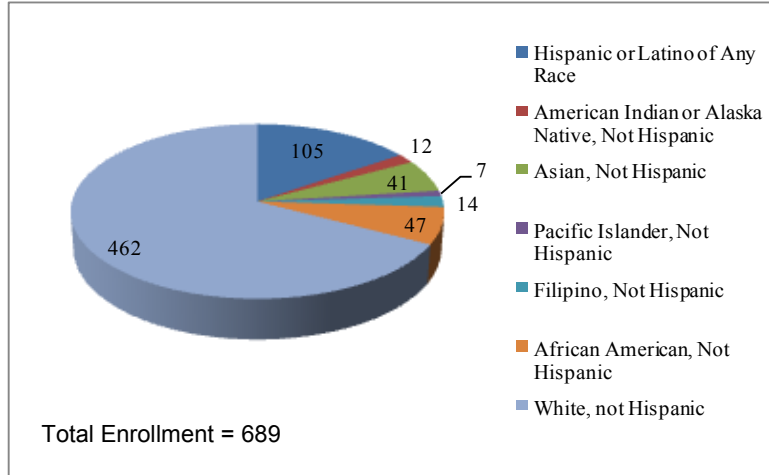
**Average Class Size:** Bar graph displays data over 3 years.



“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

#### Student Enrollment by Group:



#### Instructional Materials and Textbooks:

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

Subject	Textbooks and Instructional Materials
English Language Arts K-3	Montessori Word Building Program, Montessori Albanesi Language Arts Curriculum, Primary Phonics, Modern Curriculum Press, Houghton Mifflin
English Language Arts 4 <sup>th</sup> -6 <sup>th</sup>	Montessori Albanesi Language Arts Curriculum, Houston Montessori Reproducible Materials, Historic Literature Novels, Literature Circles Novels
English Language Arts 7 <sup>th</sup> -8 <sup>th</sup>	Houston Montessori Reproducible Materials, Historic Literature Novels, Literature Circles Novels
Mathematics 4 <sup>th</sup> -6 <sup>th</sup>	Montessori Albanesi Math Curriculum, Harcourt Brace, Key To Workbook Series
Mathematics 7 <sup>th</sup> -8 <sup>th</sup>	CGP: Mathematics Course Two and Algebra, McDougal Littell: Geometry
Science K-3	Montessori Zoology, Geography and Botany Materials including Maps, Puzzles, Biomes, Solar System and Flags of the World
Science 6 <sup>th</sup> -8 <sup>th</sup>	Pearson Prentice Hall: Science Explorer: Physical Science Pearson Prentice Hall: Science Explorer: Life Science
History-Social Science	3 <sup>rd</sup> : Houghton-Mifflin: From Sea to Shining Sea 4 <sup>th</sup> : Houghton-Mifflin: Oh California 5 <sup>th</sup> -8 <sup>th</sup> : Teacher's Curriculum Institute: History Alive!

“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

#### Suspension and Expulsion Data

Data shown reflects suspension incidents divided by total enrollment over three years.

Suspension Rate		
CMP-American River and Carmichael Campuses		
07-08	08-09	09-10
6.6%	8.9%	4%
San Juan Unified School District		
07-08	08-09	09-10
25.7%	23.3%	19%
Expulsion Rate		
CMP- American River and Carmichael Campuses		
07-08	08-09	09-10
0%	0%	0%
San Juan Unified School District		
07-08	08-09	09-10
0.3%	0.3%	<1%

#### Parent Involvement:

Building community is an important component of CMP schools. Parent involvement assists in creating the family feel created at each of the campuses. Parents are asked to volunteer 40 hours with one enrolled child, or 70 hours for two or more children. Many of the parents and other family members exceed this amount. Parents may be involved by helping in the classrooms, by driving on field trips, joining the Campus Advisory Council or CMP Governing Board, working on fundraising, or on campus community events. For more information on how to become involved, please contact, American River Acting Principal, Julie Miller at (916) 864-0081, Carmichael Principal, Kim Aldridge at (916) 971-2430.



**School Facilities:**

The American River Campus is housed at the Littlejohn Campus, and is leased through the San Juan Unified School District (SJUSD) through June, 2011. This facility features a library, multi-purpose room with stage, and cafeteria facilities. There are also two playgrounds, large asphalt play areas including basketball courts and tetherball, and extensive play/sports fields. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The American River Campus was constructed in 1957.

The Carmichael Campus is located in a business/residential area in a leased facility which was previously a medical building. Constructed in 1984, the school has modified and enhanced the space to accommodate 286 students with 12 classrooms, a library, resource rooms, administrative offices and staff/work rooms. The facility is a closed campus with locked gates providing a safe environment for the children. The playground consists of asphalt, grass and play structure areas, with a small student garden and “peace garden” area. The campus is cleaned by a nightly janitorial service, and, otherwise, maintained by a maintenance staff. Landscaping is maintained by a weekly gardening service. Bathrooms are available in the classrooms, as well as in a central courtyard area. The classrooms are unique and provide a engaging, calm atmosphere.

**School Safety Plan:**

California Montessori Project has a School Safety Plan and Emergency Preparedness Handbook that are reviewed, updated and discussed annually with staff and teachers at CMP San Juan (American River and Carmichael Campuses).

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. Student safety is addressed utilizing the BEST positive reinforcement program which emphasizes safety, respect and responsibility.

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

**Types of Services Funded**


California Montessori Project-San Juan 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.

**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 (B TSA) 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.



“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

**Standardized Testing and Reporting (STAR):**

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. Fourth and Seventh grade students also participate in an essay writing test. The CSTs are used to determine the students' achievement on 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 more information about STAR Testing, please 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 by Student Group**

Results show for English-Language Arts, Mathematics, Science, and History-Social Science broken down by socio-economic groups. ■ 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	60%	55%	68%	62%
Female	67%	51%	68%	64%
Economically Disadvantaged	51%	44%	50%	79%
English Learners	36%	36%	■	■
Students with Disabilities	16%	21%	■	■
Receiving Migrant Education Services	■	■	■	■
African American	65%	42%	■	■
American Indian/Alaska Native	■	■	■	■
Asian	88%	88%	■	■
Filipino	■	■	■	■
Hispanic or Latino	57%	45%	44%	■
Pacific Islander	■	■	■	■
White (not Hispanic)	63%	53%	63%	62%

**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**

	CMP-San Juan Campuses			San Juan 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	56%	64%	<b>64%</b>	51%	54%	55%	46%	50%	52%
Mathematics	52%	53%	<b>53%</b>	47%	49%	50%	43%	46%	48%
Science	53%	70%	<b>63%</b>	52%	55%	58%	46%	50%	54%
History-Social Science	26%	72%	<b>63%</b>	39%	44%	47%	36%	41%	44%

**Academic Performance Index (API)**

**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 Ranks – A Three Year Comparison			
	2007	2008	2009
Statewide API Ranks	6	6	7
Similar Schools API Rank	1	1	1

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 Growth By Student Group Over Three Years**

API Ranks Growth by Student Group – Three Years				API Growth Score
CMP-San Juan Campuses	2007	2008	2009	2010
Actual API Change	10	23	0	815
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White (non-Hispanic)	5	20	-6	824
Socio-Economically Disadvantaged	35	-22	-2	751
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-San Juan Campuses: American River and Carmichael			San Juan Unified School District	
AYP Criteria	English- Language Arts	Mathematics	English- Language Arts	Mathematics
Met Overall AYP	Yes	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	■		Pending	



### 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	18.9%
Five of Six Standards	21.6%
Six of Six Standards	50%
Grade 7	
Four of Six Standards	19.6%
Five of Six Standards	32.6%
Six of Six Standards	37%

### Teacher Qualifications

This table shows information about Teacher credentials and qualifications. For further information visit: <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
Teachers	San Juan U.S.D.	CMP-San Juan Campuses American River/ Carmichael		
	09-10	07-08	08-09	09-10
With Clear or Preliminary Credential	2346	35	38	36
Teaching Outside Subject Area of Competence	0	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://www.cde.ca.gov/nclb/>

No Child Left Behind Compliant Teachers		
Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
American River & Carmichael	86%	14%
All Schools in District	88%	12%
High-Poverty Schools - Dist	0%	0%
Low Poverty Schools - Dist	100%	0%

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.

School Support Staff	AR	CAR
Teaching Assistants	12	8
Library Media Services Staff (Paraprofessional)	0	0
Librarian	0	0
Nurse	0	0
Occupational Therapist	.4	.6
Psychologist (Outsourced)	OS	OS
Special Education (Non-Instructional)	1	1
Special Education (Paraprofessional)	1	1.5
Language, Speech and Hearing Specialist (Outsourced)	OS	OS
Social Worker	0	0
Other	0	0

**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

	American River and Carmichael	San Juan Unified 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		12
Percent of Schools Identified for Program Improvement		15.8

**Financial Data Comparison**

The tables below show per pupil expenditures from unrestricted funds and the school's average teacher salary. This data is then 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>

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP-San Juan Campuses: American River and Carmichael	\$6,278	\$39,689
California Montessori Project	\$6,482	\$39,951
California	\$5,681	\$68,179
School and District Percent Difference	-3%	-1%
School and California Percent Difference	+10%	-41%

**School Financial Data:**

The table below shows the school's average teacher salary with a breakdown of per pupil expenditures from both restricted and unrestricted sources.

School Financial Data	
CMP-San Juan Campuses: American River and Carmichael	
Total Expenditures Per Pupil	\$7,253
Expenditures Per Pupil Restricted Sources	\$975
Expenditures Per Pupil Unrestricted Sources	\$6,278
Average Teacher Salary	\$39,689



“Whoever touches the life of the child, touches the most sensitive point of a whole which has roots in the most distant past and climbs towards the infinite future.”

-Maria Montessori

**District Financial Data:**

The table below compares teacher and administrative salary information to the state averages for districts of the same size. The salary data does not include benefits.

District Salary Data		
Category	San Juan Unified School District	Similar Sized District
Beginning Teacher Salary	\$41,336	\$42,377
Mid-Range Teacher Salary	\$70,764	\$67,667
Highest Teacher Salary	\$83,464	\$87,102
Average Principal Salary (Elementary)	\$104,503	\$108,894
Average Principal Salary (High School)	\$109,689	\$124,531
Superintendent Salary	\$125,643	\$223,323
Teacher Salaries - Percent of Budget	41.30%	40.20%
Administrative Salaries - Percent of Budget	6.10%	5.50%