

# California Montessori Project

## School Accountability Report Card Grades K-8 Published during 2004-2005 based on Data from 2003-2004

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### Message from the Executive Director

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) sponsored by the Wheatland Elementary School District. CMP has five sites throughout the Sacramento, California region, including campuses at Shingle Springs, Carmichael, Capitol, and Elk Grove. 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.

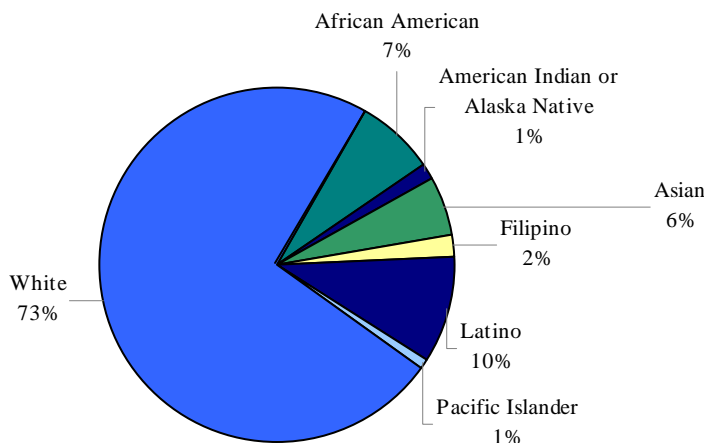
CMP holds that an educated person is well-rounded and balanced. The CMP student shall become an empathetic, collaborative member of a community, yet motivated to set and achieve high goals. CMP teaches students to demonstrate empathy towards others through respectful and productive communications with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

### Enrollment and Demographics

The total enrollment of California Montessori Project was 907 students for the 2003-2004 school year.

#### Demographics



Gary S. Bowman, M.Ed.  
Executive Director



Photo by Judy Bender

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## Parental Involvement

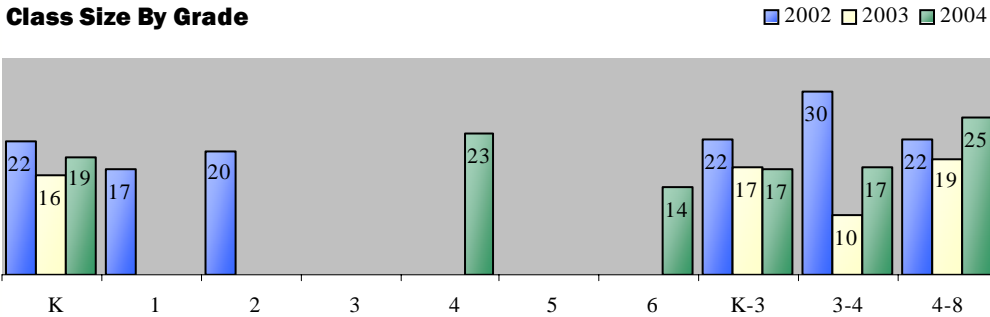
Parents play an active role in the California Montessori Project. Many parents exceed the required 40 hours of participation time, as they assist in the classrooms, chaperone students on field trips, volunteer in the office and organize special school events and fundraisers. Parents are also involved in many leadership roles, including service on the Technology Committee, Parent Advisory Council, and Governing Board.

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

## Class Size

The three-year data for the average class size is displayed. For grades K-6, class size is displayed by grade. The categories of K-3, 3-4, and 4-8 indicate combined classes.

### Class Size By Grade



## Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-8.

California Montessori Project had 10 minimum days (early release) this year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	42,690	36,000
1-3	58,380	50,400
4-8	58,680	54,000

## Facilities

Facilities are leased at each of the 5 CMP campuses. Current campuses include a former public school campus leased through a Community Services District, a former private school campus, a former medical office building, and two churches. Custodial and maintenance services are provided through contractual services, as well as paid staff and parent volunteer.

## 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.

## Suspensions and Expulsions

	California Montessori Project		
	2001-2002	2002-2003	2003-2004
Suspensions	N/A	7	14
Expulsions	0	0	0

The total enrollment for California Montessori Project for the 2003-2004 school year was 907.

N/A Information not available.

## 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.



Photo by Judy Bender

"Education is not the filling of a pail, but the lighting of a fire."  
- William Butler Yeats

### 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.

## 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.

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**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

### 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/star2004>.

Percentage of Students at Proficient or Advanced Levels									
Year Tested	California Montessori Project			Wheatland ESD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	39%	46%	48%	42%	48%	49%	32%	35%	36%
Mathematics	21%	37%	41%	34%	42%	43%	31%	35%	34%
Science	a	a	22%	a	a	33%	30%	27%	25%
History/Social Science	b	N/A	52%	b	32%	35%	28%	28%	29%

"a" The science portion of the CST was administered for the first time to 5th graders in 2004.

"b" The history/social science portion of the CST was administered for the first time to 8th graders in 2003.

N/A Information not available.

### CST Subgroup Results:

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

Subgroups, Spring 2004 — Percentage of Students at Proficient or Advanced Levels				
California Montessori Project	English Language Arts	Mathematics	Science	History/Social Science
Year Tested	2004	2004	2004	2004
Male	45%	46%	26%	c
Female	51%	37%	19%	43%
English Learners	c	c	c	c
Socioeconomically Disadvantaged	47%	48%	c	c
Non-socioeconomically Disadvantaged	48%	40%	22%	55%
Students with Disabilities	24%	21%	c	c
Students without Disabilities	50%	43%	24%	53%
Migrant Education Services	c	c	c	c
African American	41%	28%	c	c
American Indian or Alaska Native	c	c	c	c
Asian	88%	88%	c	c
Filipino	36%	25%	c	c
Latino	25%	25%	c	c
Pacific Islander	c	c	c	c
White	49%	42%	27%	54%

"c" This subgroup was not considered statistically significant.

## Making Sense of Testing

**Q:** What are the California Standards Tests?

**A:** 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, 9, 10, and 11 take a science test.



Photo by Judy Bender

“If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man’s future. For what is the use of transmitting knowledge if the individual’s total development lags behind?”  
- Maria Montessori

## 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 each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

## NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2004 school year.

Percentage Scoring at or Above the 50th Percentile						
Year Tested	Reading			Mathematics		
	2002	2003	2004	2002	2003	2004
California Montessori Project	d	57%	57%	d	52%	52%
Wheatland ESD	d	58%	59%	d	61%	59%
California	d	43%	43%	d	50%	51%

"d" Because of differences between the Stanford-9 and CAT/6 Tests, test results cannot be compared. Therefore, we are not listing the test scores for 2002 as they could give misleading information.

## NRT Subgroup Results: Reading and Math

Disaggregated Results, Spring 2004 — Percentage at or Above the 50th Percentile		
Subject	Reading	Mathematics
Male	54%	57%
Female	61%	48%
English Learners	c	c
Socioeconomically Disadvantaged	58%	57%
Non-Socioeconomically Disadvantaged	57%	51%
Students with Disabilities	37%	34%
Students without Disabilities	59%	54%
Migrant Education Services	c	c
African American	49%	41%
American Indian or Alaska Native	c	c
Asian	79%	79%
Filipino	18%	36%
Latino	42%	37%
Pacific Islander	c	c
White	59%	54%

"c" This subgroup was not considered statistically significant.

## Making Sense of Testing

**Q:** What is the norm referenced test?

**A:** The norm referenced test is a component of the STAR program, and tests reading and math for students in grades 2-11. In spring 2003, the State Board of Education adopted the California Achievement Test, Sixth Edition, or CAT/6, as the national norm referenced test for California students. This replaced the Stanford-9 Test, which had been the NRT since 1998.

## Textbooks

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.

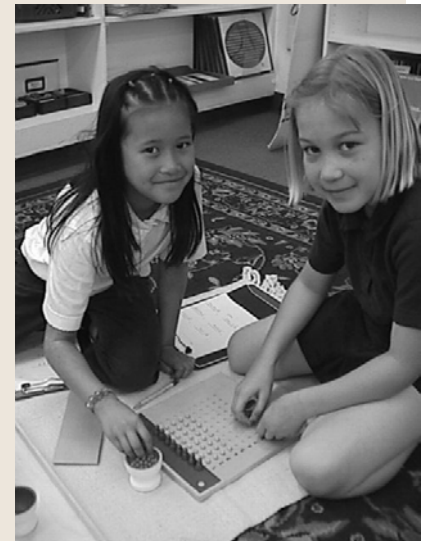


Photo by Judy Bender

"The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work."

## Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2001	2002	2003
Statewide Rank	N/A	5	6
Similar Schools Rank	N/A	1	2

Schoolwide Data			
API Base and Growth Data			
Year	2001	2002	2003
% Tested	N/A	N/A	99%
Base Score	N/A	687	743
Growth Target	N/A	6	3
From	01-02	02-03	03-04
% Tested	N/A	99%	99%
API Growth Score	N/A	742	763
Actual Growth	N/A	55	20

Academic Performance Index Subgroups			
	2001-2002	2002-2003	2003-2004
White Base Score	N/A	722	749
White Growth Target	N/A	5	2
White Growth Score	N/A	748	770
White Actual Growth	N/A	26	21
Socioeconomically Disadvantaged Base Score	N/A	N/A	696
Socioeconomically Disadvantaged Growth Target	N/A	N/A	2
Socioeconomically Disadvantaged Growth Score	N/A	692	759
Socioeconomically Disadvantaged Actual Growth	N/A	N/A	63

N/A Information not available.

## Award and Intervention Programs

California award and intervention programs data are based on Academic Performance Index scores from the previous year. The Immediate Intervention/Underperforming Schools Program was not funded for 2002. 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 at this time.

Federal Intervention Program	
	School
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	District
Number of Schools Identified for Program Improvement	0
Percent of Schools Identified for Program Improvement	0.0%

N/A Not applicable.

“The CMP student develops personal habits leading to a healthy lifestyle which include balancing leisure, work, family, and community.”

## Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.
- Schools that do not meet their targets and have a statewide rank of 1 to 5 are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP).

**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.

## Program Improvement

Schools receiving Title I funding are eligible to enter the federal Program Improvement (PI) if they do not reach Adequate Yearly Progress (AYP) over a period of two consecutive years.

After entering PI, schools advance to the next level of intervention with each additional year that they do not reach AYP.

Additional information about PI is available by visiting the California Department of Education's website, at [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay), or by speaking to the school principal.

## Adequate Yearly Progress

As a component of the No Child Left Behind Act of 2001, Adequate Yearly Progress reports require schools and districts in California to perform at or above proficiency levels in English language arts and mathematics by 2014. The chart below shows if students met the AYP criteria in 2003 and 2004. For a more detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Met 2003 and 2004 Adequate Yearly Progress Criteria				
Year Tested	California Montessori Project		Wheatland ESD	
	2003	2004	2003	2004
Met Overall AYP Status	Yes	Yes	No	Yes
All Students	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	No	N/A
English Language Learners	N/A	N/A	N/A	N/A
African American	N/A	N/A	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Latino	N/A	N/A	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A
White	Yes	Yes	Yes	Yes

N/A Information not available.

## 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.



Photo by Bob Thomas

**Q:** How is Adequate Yearly Progress determined?

**A:** Adequate Yearly Progress reflects the minimum level of improvement that states, school districts, and school sites are required to meet each year. It is determined by a collection of performance measures needed to be achieved if the State receives Title I, Part A federal funding.

In California, these performance measures include:

- Specific percentages of students scoring at proficient or advanced levels on the California Standards Tests in English language arts and math
- Participation from 95% or more of students per each school site within district
- Specified API scores or improvement in scores
- For high schools, a specified graduation rate

“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.”

## Highly Qualified Teachers

The No Child Left Behind (NCLB) Act of 2001 requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. The NCLB requires the following criteria be met by each teacher:

- Must possess a Bachelor’s degree
- Must have a State credential or an intern certificate/credential for no more than three years
- Must have demonstrated competence for each core subject that 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).

## Teacher Qualifications

Teacher Credential Information			
	2002	2003	2004
<b>Total number of teachers</b>	22	40	47
<b>Full credential</b> —fully credentialed and teaching in subject area	14	16	27
<b>Teaching outside subject area</b> —fully credentialed outside subject area	N/A	N/A	N/A
<b>Teachers in alternative routes to certification</b> —district, university internship	0	5	4
<b>Pre-internship</b> —emergency credentialed, incomplete subject matter requirements	0	1	4
<b>Teachers w/ emergency permits</b> —not qualified but meeting minimum requirements	7	18	14
<b>Teachers with waivers</b> —no credential and not qualified for an emergency permit	1	1	0
<b>Teacher Misassignments of English Learners</b> <sup>1</sup>	*	*	0
<b>Total Teacher Misassignments</b> <sup>2</sup>	*	*	0
<b>Vacant Teacher Positions</b> <sup>3</sup>	*	*	0

Teacher Education Level			Core Academic Courses Not Taught By Highly Qualified Teachers	
	School	District		%
<b>Doctorate</b>	0%	0%		
<b>Master’s degree + 30 hrs course work</b>	2%	6%	<b>This school</b>	0%
<b>Master’s degree</b>	6%	8%	<b>All schools in district</b>	4%
<b>Bachelor’s degree + 30 hrs course work</b>	21%	43%	<b>High-Poverty Schools</b>	0%
<b>Bachelor’s degree</b>	70%	42%	<b>Low-Poverty Schools</b>	0%
<b>Less than Bachelor’s degree</b>	0%	1%		

\* This is a new section required by the Williams Settlement. For 2004-05, data is required for one prior year only.

<sup>1</sup> Teachers assigned to English language learners (ELL) who do not have proper certification to teach ELL courses.

<sup>2</sup> Teacher assigned to a course that falls outside their credential/certification.

<sup>3</sup> A certificated position that was vacant at the beginning of the year for a full year or an entire semester.

N/A Information not applicable.

## 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.

## 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; 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, 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.

**Financial Information**

**Expenditures Per Student — Based on 2002-2003 State Data**

Total District Dollars	District Dollars Per Student	Similar Sized District Dollars Per Student	State Average All Districts Dollars Per Student
\$12,803,445	\$5,409	\$6,542	\$6,822

**2002-2003 Salary Information — Does not include benefits**

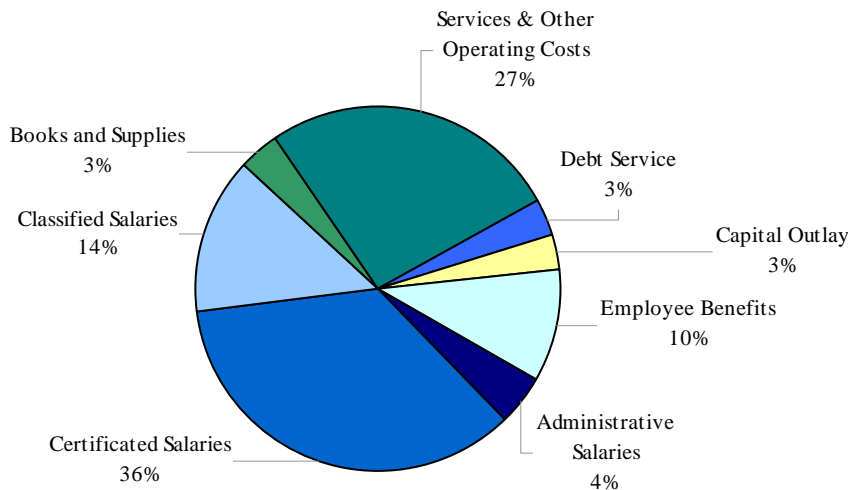
Range	California Montessori Project	Wheatland ESD	State Average for Similar Sized Districts
Beginning Teacher Salary	\$23,400	\$32,411	\$35,949
Mid-Range Teacher Salary	\$32,500	\$58,730	\$55,680
Highest Teacher Salary	\$46,800	\$69,267	\$69,175
Average Principal Salary	\$60,707	\$80,597	\$87,097
Superintendent Salary	\$83,752	\$114,498	\$118,606

**School Expenditures**

The graph below depicts how California Montessori Project spends its funds.

Category	Includes Costs Associated With
Administrative Salaries	Salaries for the Superintendent, principals, and other directors or supervisors
Certificated Salaries	Salaries for certificated staff
Classified Salaries	Salaries for classified staff, such as instructional aides and administrative clerks
Books and Supplies	Learning materials, such as textbooks, supplies, and computers
Services & Operating Costs	Food services, attendance record keeping, and physical and mental health
Debt Service	Debt interest and principal
Capital Outlay	Site and building improvement, equipment, and new books and media
Employee Benefits	Benefits for all district employees

**Budget Expenditures**



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

Data gathering, compilation, layout, and design are provided by *School Innovations & Advocacy* ([www.sia-us.com](http://www.sia-us.com)).

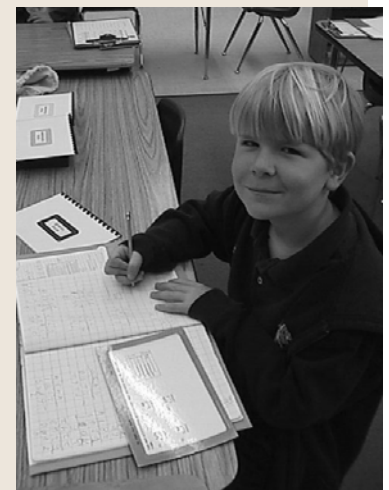
All data accurate as of February 2, 2005.



*Photo by Judy Bender*

**Q:** What is a School Accountability Report Card (SARC)?

**A:** Since November 1988, State law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.



*Photo by Judy Bender*