



School Accountability Report Card Grades K-8 Data From The 2004-2005 School Year Published During 2005-2006

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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.

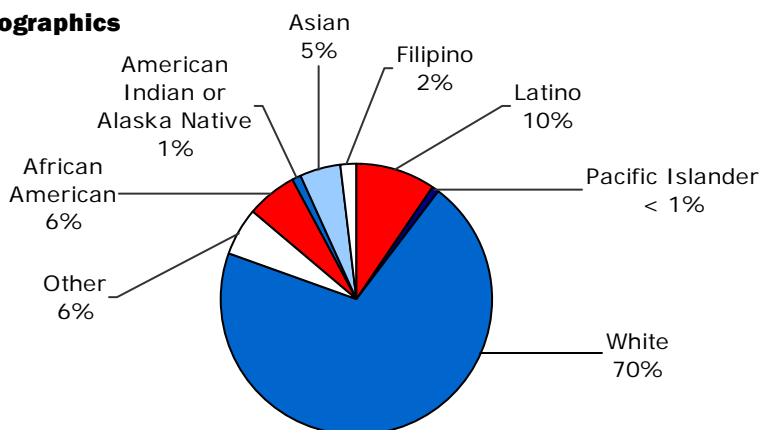
CMP holds that an educated person is well-rounded and balanced. The CMP student shall become an empathetic, collaborative member of a community, yet motivated to set and achieve high goals. CMP teaches students to demonstrate empathy towards others through respectful and productive communications with 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 1,121 students for the 2004-2005 school year.

Demographics



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



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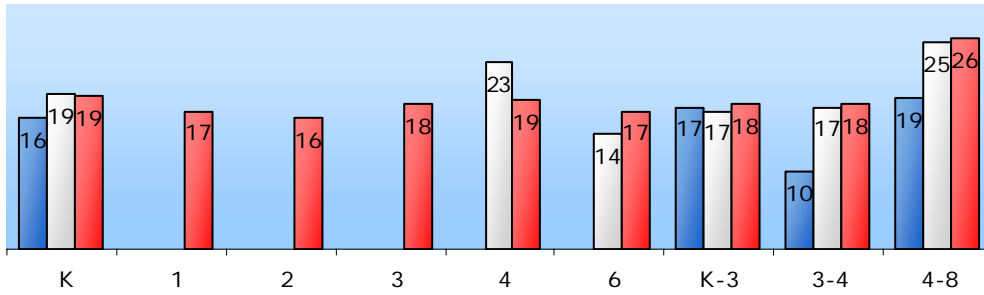
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Class Size

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

Class Size By Grade

■ 02-03 ■ 03-04 ■ 04-05



Class Size Distribution — Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	7			4	1	1	4		
1							2		
2							2		
3							4		
4					1		2		
6				1			1		
K-3	21	2		25			26		
3-4	2			2	1		1		
4-8	5	5		4	2	3	3	8	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 at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	02-03	03-04	04-05
K	100%	66%	100%
1	N/A	N/A	100%
2	N/A	N/A	100%
3	N/A	N/A	100%

N/A Information not available.

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.

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 School Safety Plan was discussed with school faculty at staff meetings during the 2004-05 school year. Key elements of the plan include monthly drills and crisis intervention plans.

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.



School Facilities

School Facility Conditions — Results of Inspection and Evaluation			
Interim Evaluation Instrument Area	Facility in Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms		✓	Restroom at Elk Grove campus required extensive renovation
Sewer	✓		
Playground/School Grounds	✓		
Other	✓		

* This data was collected and verified by the district in June 2006.

Quality and Availability of Textbooks

Subject Area	Textbook Title	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 is in the process of initiating a formal adoption process.
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	Glencoe: <i>Reader's Choice</i>	

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%
Foreign Language	20%
Health	20%

* This data was collected and verified by the district in June 2006.

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 41 regular classrooms, a Science Lab, five libraries, two multi-purpose rooms, and three shared resource rooms. There were seven portables used during the 2004-2005 school year to meet the needs of our student enrollment. California Montessori Project has 41 regular classrooms, a Science Lab, five libraries, two multi-purpose rooms, and three shared resource rooms.



Textbooks and 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.

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.

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.

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/star2005>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	California Montessori Project			Wheatland ESD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	46%	48%	55%	48%	49%	55%	35%	36%	40%
Mathematics	37%	41%	48%	42%	43%	51%	35%	34%	38%
Science	*	22%	41%	8%	33%	36%	27%	25%	27%
History-Social Science	N/A	52%	62%	32%	35%	38%	28%	29%	32%

* The science portion of the CST was administered for the first time to 5th graders in 2004.
N/A Information not available.

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005	2005	2005	2005
Male	53%	54%	44%	72%
Female	56%	43%	39%	48%
English Learners	53%	73%	❖	❖
Economically Disadvantaged	52%	36%	35%	❖
Students with Disabilities	32%	29%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	44%	40%	❖	❖
American Indian or Alaska Native	67%	67%	❖	❖
Asian	73%	84%	❖	❖
Filipino	40%	47%	❖	❖
Latino	38%	33%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	56%	48%	43%	63%

❖ Data are reported only for numerically significant subgroups.

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.

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically 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.

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 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	2003	2004	2005	2003	2004	2005
California Montessori Project	57%	57%	60%	52%	52%	54%
Wheatland ESD	58%	59%	61%	61%	59%	63%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	53%	54%
Female	68%	54%
English Learners	❖	❖
Economically Disadvantaged	63%	61%
Students with Disabilities	50%	36%
Migrant Education Services	❖	❖
African American	42%	50%
American Indian or Alaska Native	❖	❖
Asian	69%	85%
Filipino	❖	❖
Latino	33%	40%
Pacific Islander	❖	❖
White	63%	52%

❖ Data are reported only for numerically significant subgroups.

Suspensions and Expulsions

	California Montessori Project			Wheatland ESD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	7	14	26	76	95	124
Suspensions (rate)	0.009	0.015	0.023	0.112	0.137	0.189
Expulsions (no. of incidents)	0	0	0	1	2	7
Expulsions (rate)	0.000	0.000	0.000	0.001	0.003	0.011

Academic Counselors

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

Norm Referenced Test

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.

The NRT is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.

For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Counselors and Support Staff

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

- Counselor 0.0
- Librarian 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist 2.0
- Other 0.0

California Physical Fitness Test

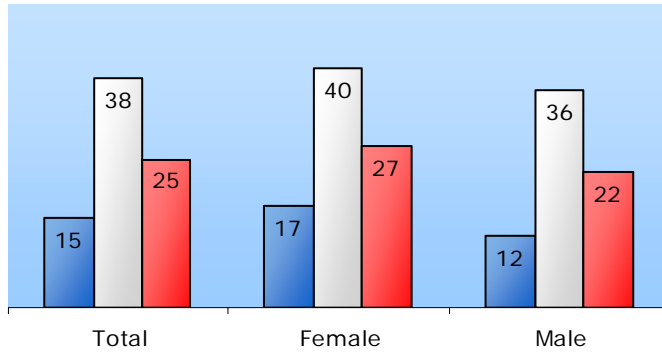
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

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. The results below show the percentage of students in the fifth and seventh grades who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

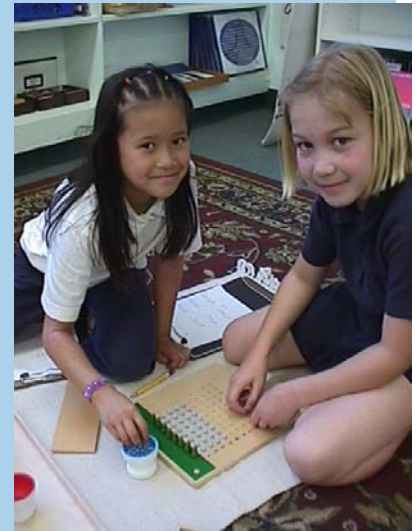
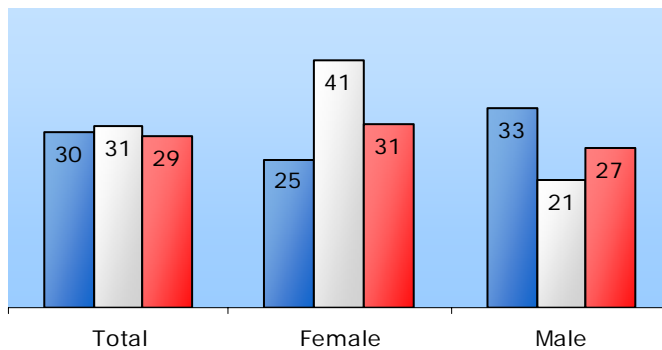
5th Grade

- CA Montessori Project
- Wheatland ESD
- California



7th Grade

- CA Montessori Project
- Wheatland ESD
- California



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

Adequate Yearly Progress

Met Adequate Yearly Progress Criteria						
Year Tested	California Montessori Project			Wheatland ESD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	No	Yes	No
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	❖	❖	❖	No	❖	Yes
African American	❖	❖	❖	Yes	Yes	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Latino	❖	❖	❖	Yes	Yes	Yes
Pacific Islander	❖	❖	❖	❖	❖	❖
White	Yes	Yes	Yes	Yes	Yes	Yes

❖ Data are reported only for numerically significant subgroups.

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/.

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			
	2002	2003	2004
Statewide Rank	5	6	7
Similar Schools Rank	1	2	1

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	N/A	99%	99%
Base Score	687	743	759
Growth Target	6	3	2
From	02-03	03-04	04-05
% Tested	99%	99%	99%
API Growth Score	742	763	779
Actual Growth	55	20	20

Academic Performance Index Subgroups			
	02-03	03-04	04-05
White Base Score	722	749	768
White Growth Target	5	2	2
White Growth Score	748	770	787
White Actual Growth	26	21	19
Socioeconomically Disadvantaged Base Score	N/A	696	752
Socioeconomically Disadvantaged Growth Target	N/A	2	2
Socioeconomically Disadvantaged Growth Score	692	759	747
Socioeconomically Disadvantaged Actual Growth	N/A	63	-5

N/A Information not available.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay.

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

n/a Not applicable.

Minimum Days and Instructional Minutes

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

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

Grade Level	Instructional Minutes 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

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.

"Education is not the filling of a pail, but the lighting of a fire."

- William Butler Yeats

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.



NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. 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.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	40	47	61
Full credential —fully credentialed and teaching in subject area	16	27	34
Teaching outside subject area —fully credentialed outside subject area	N/A	N/A	3
Teachers in alternative routes to certification —district, university internship	5	4	5
Pre-internship —emergency credentialed, incomplete subject matter requirements	1	4	4
Teachers with emergency permits —not qualified but meeting minimum requirements	18	14	20
Teachers with waivers —no credential and not qualified for an emergency permit	1	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	0	0	0
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.
N/A Information not available.

Teacher Education Level		
	School	District
Doctorate	0.0%	0.0%
Master’s degree + 30 hrs course work	1.6%	4.1%
Master’s degree	14.8%	12.9%
Bachelor’s degree + 30 hrs course work	14.8%	43.5%
Bachelor’s degree	68.9%	38.8%
Less than Bachelor’s degree	0.0%	0.7%
Total	100%	100%

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.

For 2002-03, 2003-04, and 2004-05 we had three days each year dedicated to staff and professional development.

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.

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

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
This school	53.4%
All schools in district	53.4%
High-poverty Schools	0.0%
Low-poverty Schools	0.0%

Financial Information

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
Beginning Teacher Salary	N/A	\$36,605
Mid-Range Teacher Salary	N/A	\$56,479
Highest Teacher Salary	N/A	\$69,452
Average Principal Salary	N/A	\$89,269
Superintendent Salary	N/A	\$122,177
% of Budget for Teacher Salaries	35.1%	42.3%
% of Budget for Administrative Salaries	5.7%	5.9%

Note: The most recent fiscal information provided by the State is always at least two years behind.
N/A Information not available.

2003-2004 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$33,108	*	*	*	*

2003-2004 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
◇	◇	◇

2003-2004 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
◇	*	◇	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

◇ Information not available.

Types of Services Funded

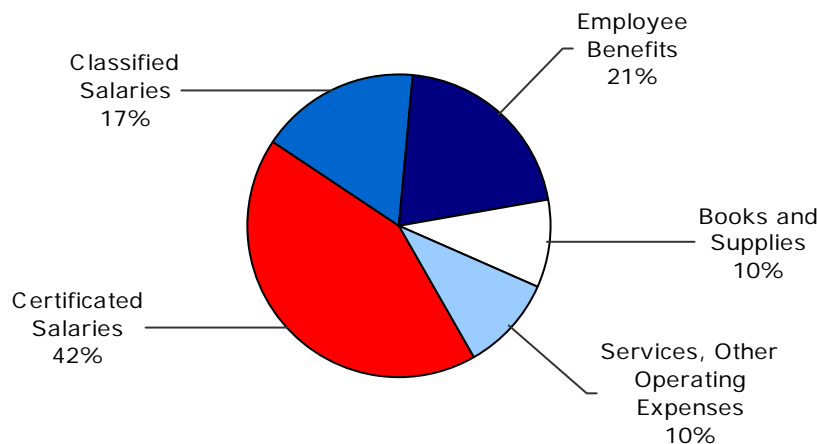
California Montessori Project doesn't receive any Federal or categorical funds. The programs and supplemental services provided are Class Size Reduction (CSR) and Special Education.

“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



District Expenditures





The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, 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 Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006.

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