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COVER PHOTO: FROM LEFT, SKYLAR ALLEN, CMP TEACHER JILLIAN ZILAFF AND ISAAC CZERKIES DEMONSTRATE THE MONTESSORI TRINOMIAL CUBE, A PRE-ALGEBRAIC MATERIAL.
COVER PHOTO BY LOUISE MITCHELL



CMP Educates the Whole Child

California Montessori Project: A child-centered program

BY MEREDITH J. GRAHAM

California Montessori Project (CMP) is not your typical neighborhood school. What makes it so unique? CMP embraces the Montessori teaching model, which historically has been offered in a private school setting. To the delight of thousands of families in the Sacramento area, CMP has offered Montessori education at no charge since 2001. Over the past 13 years, California Montessori Project has grown from a small operation with just 450 students to seven campuses currently serving more than 2,100 students in Sacramento and El Dorado counties.

“What attracted me to California Montessori Project and continues to attract staff and families is the foundation of respect,” says CMP Executive Director Gary Bowman. “Respect for self, others and the environment is the cornerstone of the Montessori philosophy. It’s a value that teachers incorporate into the classroom as well — respect for each child.”

The Montessori philosophy takes individualized learning and “following the lead of the child” very seriously. Students are encouraged to learn at their own pace and to help each other.

Classrooms are prepared to facilitate individual and small group lessons, which are then applied so that students are learning both academic and life skills.

Montessori education is based on the philosophy of Dr. Maria Montessori, an Italian physician and educator in the early 1900s, who studied childhood behavior and developed her own child-centered method.

materials that are targeted to each child’s stage of development and mastery level.

Montessori materials maximize children’s abilities to grasp concepts, while keeping them excited and engaged. By incorporating two to three grade levels in each classroom, and offering individual work spaces, as well as group tables, students are able to develop time-management and social skills.

“What we want to produce is a microcosm of society,” explains Montessori Education Consultant Jonathan Wolff. “As adults they will be working with people of different ages, learning styles and cultures. Montessori education prepares children to go out into a diverse world and to be innovative and collaborative.”

Executive Director Gary Bowman states, “California Montessori Project takes great pride in giving students an education that will help them change the world.”

“CMP is based on values and driven by passion.” He adds, “That passion is seen in the teachers, the parents, the administrators, and especially, the students. The most rewarding part of my job is seeing the excitement in our kids.”

“Montessori education prepares children to go out into a diverse world and to be innovative and collaborative.”

JONATHAN WOLFF

MONTESSORI EDUCATION CONSULTANT

In addition to academics, the methodology incorporates the teaching of practical life skills. It also emphasizes hands-on instructional

“The mission of the California Montessori Project is to provide a quality, tuition-free Montessori Education that challenges our students to reach their full potential”

Dr. Maria Montessori (1870-1952)

4 WAYS MARIA MONTESSORI CHANGED THE WORLD

- One of the first female physicians in Italy
- Developed educational philosophy after observing and working with preschool and disabled children
- In 1907, opened the first Casa dei Bambini in Rome — a school for children of working-class parents
- Nominated for the Nobel Peace Prize three times

- 1. She developed an innovative child-centered methodology movement.** Maria Montessori observed that “children teach themselves” and that “following the lead of the child” was the key to success.
- 2. She promoted Peace Education and character development.** In educating the whole child, Peace Education and character development are just as important as scholarly pursuits.

- 3. She advocated for women’s rights and child labor laws.** Maria Montessori was a feminist voice in Italy, publicly advocating more opportunities for women. She also spoke out against the exploitation of children in the workforce.
- 4. She gave us Google.** Well, kind of. Google founders Larry Page and Sergey Brin point to their Montessori educations as the catalyst for creating the internet search engine we all use.



CREDIT: HOUSE OF CHILDHOOD INC. DERIVATIVE WORK: FRÉDÉRIC VIA WIKIMEDIA COMMONS



CMP DEAN OF STUDENTS CHERIE COONEY OBSERVES A STUDENT IN THE CLASSROOM. MONTESSORI TEACHERS TRUST THAT STUDENTS WILL DIRECT THEIR OWN LEARNING. PHOTO BY LOUISE MITCHELL

Freedom to Learn

Teacher describes what makes that possible: trust

BY EVAN TUCHINSKY

David Rezendes is a distinct individual. Like many eighth-graders, he loves soccer, biking and rollerblading, but he also loves reading, writing and art.

"I'm kind of different from the ordinary crowd," David says.

Cherie Cooney, Dean of Students at his school, California Montessori Project, says he "marches to the beat of his own drummer."

That's why CMP is such a good fit for him. David isn't stuck at a desk all day, following a cookie-cutter curriculum. Montessori gives him freedom. In the Montessori classroom, students are free to move around the classroom, work independently and resolve any challenges that may arise.

With freedom comes trust — "Teachers need to have a lot of trust in the kids to let them make their own schedule and do their own assignments when they need to," David says. "I've always felt they really believe in us."

They do. Mrs. Cooney, whose mother co-founded CMP and whose daughters are also Montessori students, says teachers observe and guide, rather than command and control.

"Montessori is about trusting the children, and trusting that learning comes naturally," she says. "The teacher's job is to prepare an environment to spark their imaginations, and to light the fire inside of them. They're drawn to the Montessori materials, and essentially teach themselves."

Students have specific tasks assigned and they learn to prioritize and manage their time to complete their work. Teachers trust student choices.

Mrs. Cooney explains that it's obvious which students are engaged in purposeful work and which students may need redirection, although students often redirect themselves. Off-task behavior is resolved through respectful dialogue with the teacher and other involved students. This process helps the students learn that their behavior choices impact others and themselves.

CMP encourages students to take care of their needs without permission from an adult. They may choose their work, pick up supplies, sharpen their pencils, get a drink of water, get a snack or take a movement break, as needed.

Mrs. Cooney adds, "It is amazing to see how students can all be doing different things and the classroom still functions smoothly, and a lot of learning occurs."

David, who has attended CMP since kindergarten, experiences a bit more structure now that he's in CMP's Middle School, although core principles haven't changed. He still works independently, at his own pace, with his teachers' trust.

"I think it's really changed my life," he says of CMP. "I think I'd be a really different person if I had gone to a traditional public school. I think I've learned a lot more than I would have. I don't think I would have been as wise and know as much."

Peace Education

Creating a more peaceful world starts with children. Montessori students are taught to make **peaceful choices** in the classroom and see the connection their choices have to the larger world, says California Montessori Project teacher Teresa Lyday-Selby.

She adds that students study peace words, such as integrity, silence and hope. They celebrate **heroes of social justice**, such as Martin Luther King Jr., Cesar Chavez and Mother Teresa. They are also taught to practice silence and quietly reflect on their actions.

In the Peace Area of the classroom, a student may select an object (such as a Peace Rose) and use it to assist the conflict resolution process. The child holding the object is the one who speaks, while the other listens and waits for his turn. Ms. Lyday-Selby says students are taught this process and encouraged to resolve their issues, just like they would have to do in the real world.

"When you start teaching children these skills and values at a young age, it becomes part of who they are," she says. "I tell my students, my goal for you is to **go out and be a peacemaker** — be the next Gandhi. That's your job!"

HIGH SCHOOL STUDENT AND CMP GRADUATE
MARISSA DEVILLE SAYS CMP MADE HER THE GREAT
STUDENT SHE IS TODAY.
PHOTO BY LOUISE MITCHELL

Growing Great People

Student reflects on how Montessori shaped who she is today

BY EVAN TUCHINSKY

Marissa DeVille is passionate about community service. She spent last summer feeding baby birds at the Sierra Wildlife Rescue. She's also involved with the Thirst Project, a nonprofit organization dedicated to providing clean drinking water in Africa. At Union Mine High School, where she's a freshman, she joined the Key Club and Safe School Ambassadors.

"CMP really brought that out of me," Marissa says. "At CMP we're taught respect, treating each other kindly, a belief in peace — and that helps build a better community."

California Montessori Project was the foundation for making her the student she is today. But when Marissa left traditional public school after second grade, she wasn't prepared for how different CMP would be.

"The classroom was completely different," she says. "There were no desks — there were tables, but most of our work was done on the floor. We got to wear slippers, which at that age was probably the most exciting for me."

She was amazed that instead of every student working on the exact same thing from the same textbook at the same time, Montessori students worked on their own individual jobs and worked at their own pace.

"I just thought that was really different and cool," she says.

Marissa entered third grade at CMP with many strengths and one weakness. Her Montessori teacher, Angela Boley, recalls Marissa being very intelligent and gifted in Language Arts, but lagging behind one grade level in Math.

Mrs. Boley states, "Through hard work and determination on Marissa's part, and an individual work plan and prepared environment supplied by CMP, Marissa surpassed her grade level in Math and continued to excel in all other academic areas by the end of her first year with us."

Mrs. Boley says Marissa was in the highest level math group for several years before she moved on to high school.

"I really liked the opportunity to go further in math, not just work at the regular level — to go to whatever possibilities I could take on," Marissa says.

Marissa also embraced her advanced coursework in English and Science, including "interactive projects that got us thinking in a different sense." In addition, she vividly recalls Immersion Trips to places such as San Francisco and

Ashland, Oregon, where she learned about urban life and Shakespearean theater, respectively.

Today, as a successful student at Union Mine High School, Marissa looks back fondly on her elementary and middle school experiences, stating, "CMP helped totally prepare me for high school, socially and academically."

"At CMP we're taught respect, treating each other kindly, a belief in peace."

MARISSA DEVILLE
CMP GRADUATE

Teaching Character

Dr. Maria Montessori believed Character Education was essential to creating a better society. Character education is woven into the curriculum at California Montessori Project.

During Circle Time, teachers prompt students to reflect on their individual behavior and attitudes, while learning about historical figures who embodied positive character traits.

» Respect
» Responsibility
» Self-discipline
» Honesty

» Tolerance
» Forgiveness
» Courage

» Friendship
» Assertiveness
» Peacefulness



“There is a real sense of belonging on the campus. CMP is our family.”

JILL KAKILALA
CMP TEACHER

JILL KAKILALA, ABOVE, AND MELANIE DRISKILL, BELOW, SAY TEACHING AT CALIFORNIA MONTESSORI PROJECT HAS BEEN A POSITIVE EXPERIENCE.
PHOTOS BY LOUISE MITCHELL



Mentorship, Materials and Memories

Being a teacher at California Montessori Project

BY **ALYSSA NOELLE RASMUSSEN**

Teacher Melanie Driskill grabs a Post-it and jots down the words one of her students just said, and sticks it to her desk: “Oh my gosh, Algebra is so easy!”

The message is brief and simple, but the significance is great. Mrs. Driskill is committed to teaching in the Montessori environment because these types of comments, which she hears often, confirm the effectiveness of the Montessori method.

Mrs. Driskill began her career with Montessori while completing her B.A. at Sacramento State University. When she started assisting in Montessori classrooms, she saw it as an “in the meantime” endeavor. Now, a California credential, two Montessori credentials and a master’s degree in Montessori Education later, she is a fully committed teacher of ages 9-12 at California Montessori Project.

“Kids like working with hands-on materials,” Mrs. Driskill says. The materials in the classroom help keep students interested and engaged. “Parents are amazed at the students’ level of self-direction.”

Montessori materials are designed so students can notice, correct and learn independently, without direct teacher support. Mrs. Driskill introduces concepts to the class, and the students use the materials to independently explore those concepts. Mrs. Driskill guides the students as they work with their materials, individually, in pairs or in small groups. The students learn to take initiative for their own learning.

Throughout her life, Mrs. Driskill has heard many adults say, “I can’t do that.” With more than 15 years of teaching behind her, she has yet to hear the same from her students.

Another Montessori teacher, Jill Kakilala, is going into her seventh year at CMP. A former high school and college

instructor, she served the CMP community as an afterschool teacher and teaching assistant before, ultimately, joining the Middle School team as a lead co-teacher. Mrs. Kakilala holds a California state teaching credential, as well as multiple Montessori teaching credentials.

Mrs. Kakilala shares that the hands-on, collaborative and self-directed approach allows her to closely monitor her students, as she guides them toward becoming independent, critical thinkers, responsible leaders and caring members of their community.

She loves how students apply their concepts and skills in class projects, such as the school’s Capitol Café. The Wednesday morning café, which is created, managed and run by students, provides valuable experience for students as they learn practical life skills: time management, organization, planning, decision-making, advertising, accounting, communication and teamwork. It also ensures that students will feel confident in their ability to contribute, viewing themselves as important members of their community.

Mrs. Kakilala shares that “There is a real sense of belonging on the campus. CMP is our family.” She and her co-teacher, Richard Stanley, routinely share ideas, exchange observation notes, plan Immersion Trips, prepare study guides, work closely with parents, and mentor their students together to expand this sense of community. She acknowledges the level of support and encouragement she has received throughout her teaching career at CMP.

“There is a strong support system here for the teachers and the students,” Mrs. Kakilala says. “I am truly inspired by the creativity and resourcefulness of both, and I am honored to be part of this community.”

What Does it Take to be a Montessori Teacher?

In addition to holding a California State Teaching Credential, CMP teachers are required to complete **1-2 years of Montessori teacher training**. While CMP teachers generally attend the Montessori Training Center to receive certification in Early Childhood and Lower and Upper Elementary Certification, middle school teachers travel to Houston or Cincinnati for their specialized Secondary training. Teaching assistants are highly qualified, and many have their teaching credentials, college degrees, and/or Montessori Overview training.

During the course of their program, student-teachers learn how to construct concepts in a sequence and how to identify each child’s sensory needs and abilities. Student-teachers learn through lecture, discussion, hands-on practice, creating materials and giving presentations. **The Montessori certification** provides candidates with the skills and knowledge they need to successfully guide Montessori students at all grade levels.

Anatomy of a Montessori

A. TECHNOLOGY

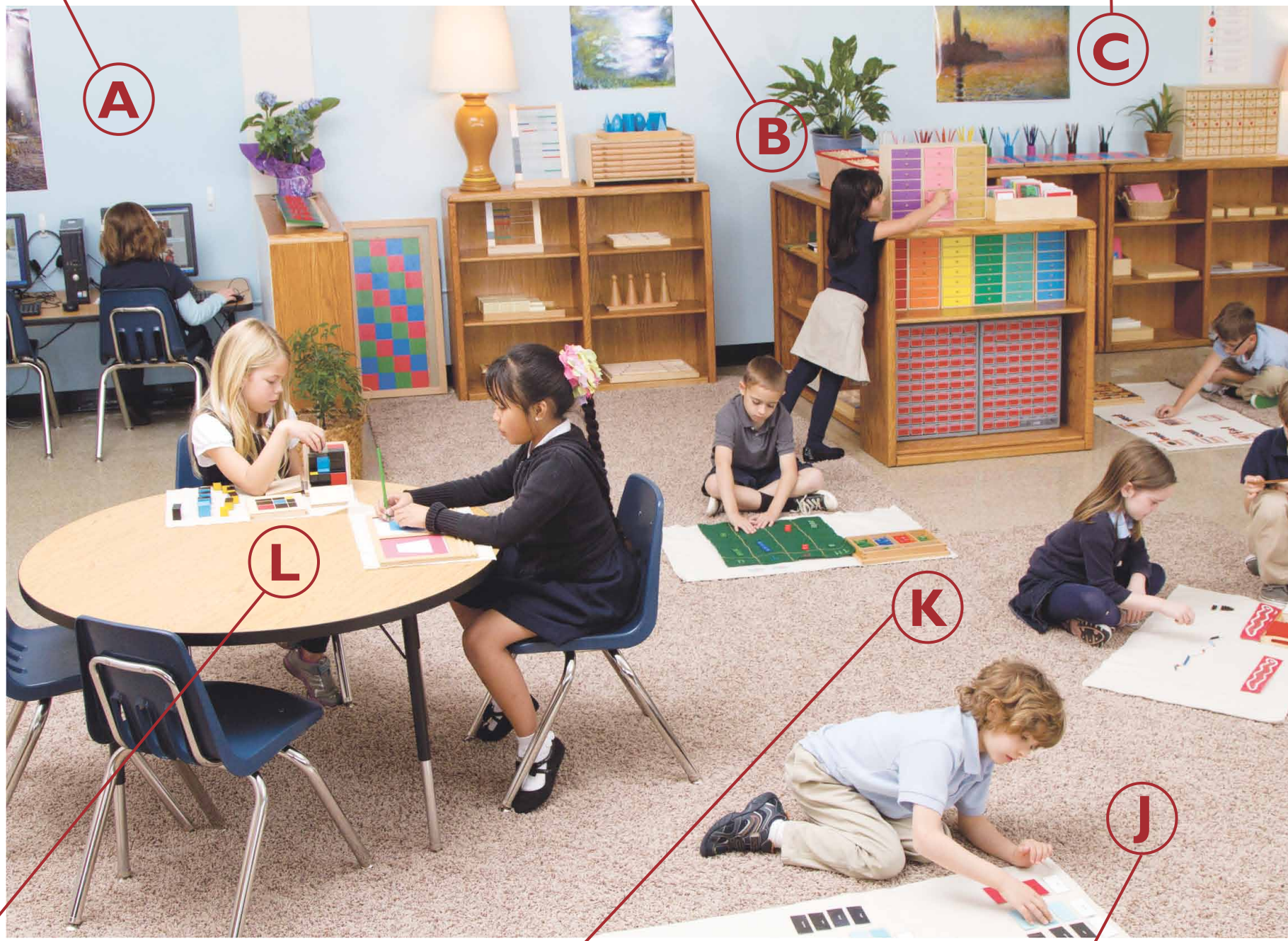
Technology promotes personalized, student-directed learning and research, which are tenets of Montessori education.

B. MONTESSORI MATERIALS

Montessori methodology incorporates purposeful, distinctive, hands-on learning materials that help students investigate concepts. The colorful and durable materials are organized from simple to complex, so students master one skill before moving on to the next. Materials include the Stamp Game and the Checkerboard, which help students understand multiplication, as well as the Geometric Solids that develop spatial learning.

C. DECOR

Classrooms are decorated with fine art, plants, soft colors and plenty of natural light. The ambience creates a calming and engaging environment for learning.



L. GROUP SEATING

Instead of individual desks, Montessori students may sit at group tables and complete tasks together. This promotes collaborative work and respect for the student next to you.

K. SELF-DIRECTED LEARNING

Students direct most of their own learning, so it's important to have materials available on low shelves. This fosters independence and empowers students to learn at their own pace. Plus, the materials are so beautiful, they're begging to be touched!

J. FLOOR WORK

Students may complete many tasks on the floor. Large open areas in the classroom allow for this floor work, especially when the lesson is huge, like a 50-million-year timeline of the Jurassic Period!

Classroom

A thoughtfully prepared learning environment is essential to Maria Montessori's teaching method. Here are a few of the highlights of a Montessori classroom and how they enhance learning.

BY MICHELLE CARL

D. SNACK TABLE

Students may sit at the table with a peer and enjoy a healthy snack.

E. PREPARED ENVIRONMENT

Montessori classrooms are organized, and students know they need to help keep it that way by putting materials back where they belong. Classroom chores include watering the plants and caring for the pets. Keeping an orderly classroom teaches students respect for their environment.

F. PEACE AREA

Classrooms have a place where individual students can be quiet and reflect. The Peace Area usually contains pillows, flowers or some other item that encourages quiet thought. The Peace Area also plays a role in conflict resolution.

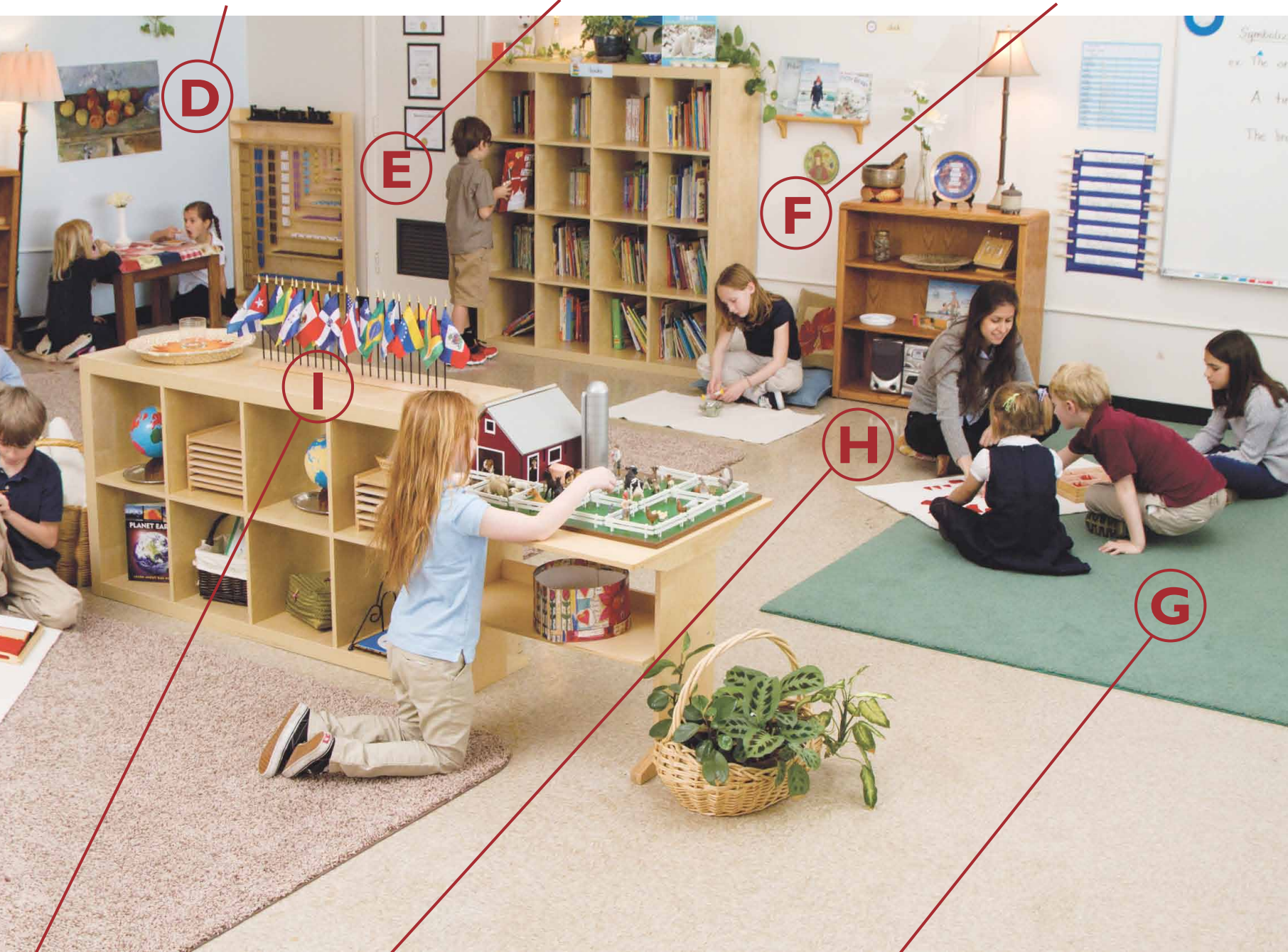


PHOTO BY LOUISE MITCHELL

I. MULTICULTURAL

Students explore a world that includes many different people and places. Multicultural studies promote understanding and acceptance of different cultures.

H. TEACHER

Where's the teacher? In the Montessori classroom, the teacher often works with students one-on-one or in small groups so she can give individualized or small group lessons as she guides their exploration of various subjects.

G. MULTI-AGE CLASSROOM

Montessori classrooms contain students of multiple grades and ages. This allows older students to develop leadership skills and mentor the younger ones, while younger students benefit from pre-established classroom norms and advanced lessons. The multi-age classroom also encourages acceptance and respect for students with different abilities and challenges.

Montessori Multi-age Groupings

Over 100 years ago, Dr. Maria Montessori examined the development of children and young adults and identified that it typically occurs in three-year cycles. This led to the configurations of multi-age classrooms, which allow children to develop at their own pace academically and socially.

» *These are the Montessori Age Groups and their grades at CMP:*

- 3- to 6-year-olds (TK to Kindergarten)
- 6- to 9-year-olds (1st to 3rd grades)
- 9- to 12-year-olds (4th to 6th grades)
- 12- to 15-year-olds (7th and 8th grades)

» *Among the benefits that a Montessori education offers are:*

- Older students are models and peer tutors for their younger classmates
- Younger students get a preview of lessons to come
- Students and teachers build a classroom community over two to three years

"The focus and dedication to each individual student results in a responsive, creative and thoughtful collaboration between student and teacher ... It is a beautiful sight to see!"

MICKEY SLAMKOWSKI
CMP DIRECTOR OF
PROGRAM



MULTI-AGE CLASSROOMS PROMOTE A SENSE OF COMMUNITY, WHERE STUDENTS ARE ENCOURAGED TO MENTOR ONE ANOTHER.
PHOTO BY LOUISE MITCHELL

Ages and Stages

The benefits of multi-age classrooms

BY ALYSSA NOELLE RASMUSSEN

When you first hear about multi-age students learning together in the same classroom, you may wonder if it really works. Don't fourth graders learn different lessons than sixth graders? Can a first-grade student comprehend the same things as a third-grade student?

"Absolutely," responds Mickey Slamkowski, CMP's Director of Program and a Commissioner on the American Montessori Society's School Accreditation team. "There are specific benefits that Montessori multi-age groupings offer students, teachers and families."

One benefit, according to Mickey, is that all students are at different stages in their social development, as well as their learning development, with unique strengths and challenges. Students who are strong in a particular area of the curriculum can mentor other students who may need additional support. This validates their own learning while furthering the learning of their peers.

Younger students in the classroom benefit by seeing their peers at work. For example, they are introduced to a wider array of vocabulary and receive a preview of lessons and projects they will be working on in the future. These opportunities also

generate enthusiasm and expectation for what lies ahead, as well as striking the students' imaginations. In turn, older students assume leadership roles and begin practicing mentorship, which underscores the Montessori philosophy.

"The key values in Montessori are respect for oneself, respect for each other and respect for their environment," Mickey says.

Montessori teachers respect each student as an individual and appreciate the bond they and the students share in the classroom community. The multi-age classroom allows teachers to form deep and effective relationships with their students over the course of two or three years.

Montessori teachers respect each student's individuality and appreciate the relationship they share as a classroom community. Teachers, with the support of returning students, help the new students acclimate to the classroom routine, so they are able to start working together more quickly and effectively.

"The focus and dedication to each individual student results in a responsive, creative and thoughtful collaboration between students and teacher," Mickey says. "It is a beautiful sight to see!"



RICHARD OLUKOYA, A FORMER CMP STUDENT, IS CURRENTLY STUDYING ENGINEERING AT THE UNIVERSITY OF KANSAS.
PHOTO COURTESY OF LIESE OLUKOYA

Setting the Right Path

Montessori student leaves school prepared for life

BY MIKE BLOUNT

When Richard Olukoya went on a trip to Nigeria to visit his father's homeland, he couldn't shake the image of students his age who were walking to school carrying their books in their hands. Richard decided to take action. The high school student began collecting tote bags and sending them back to Africa. In two years, he collected 1,600 tote bags. Richard's program was recognized by Jack O'Connell, the State Superintendent of Public Instruction, in 2012.

Richard says going to a Montessori school helped foster his growth as a person. Even as a teenager, he felt he could make a difference in other people's lives.

"The Montessori program helped shape the character I have today," Richard says. "The implementing of life lessons while teaching certain subjects helped me develop a structure that I could build off of for my future."

When Richard entered high school, he also spent a lot of time working with special needs students. By the time he graduated, Richard had more than 500 hours of community service under his belt.

"Part of the reason that Richard became so deeply involved in community service projects as he got older was because of the lessons he learned during his time at CMP, such as respecting others and recognizing the international community," says his mother, Liese Olukoya.

When Liese and her husband first began looking into

schools for their son Richard, they wanted to find something that kept their son engaged while setting him on a path toward a successful life. Liese investigated and researched many schools in the Sacramento area, but kept coming back to one — California Montessori Project.

"I did not want our son just filling a seat in a row," Liese says. "I wanted him to be in a program that would guide him in a learning process that would keep him engaged and stimulated. The Montessori approach is geared towards the whole child, and that's what sealed the deal for us."

At CMP, students are grouped not by grade, but by ability. In any class, there are students who are at different levels. Liese says she liked that California Montessori Project teachers would tailor lessons to Richard's abilities and interests. In addition, they were always focused on his social development.

Today, Richard is an engineering student at the University of Kansas and Liese credits CMP with helping him

take an interest in his own education — from nurturing his interest in science and math to encouraging him to think globally. Richard plans to work in the petroleum industry after he graduates, specifically in the development of more environmentally protective extraction methods. And he knows he'll be better prepared for any of life's opportunities because of his experience at CMP.

"The Montessori program helped shape the character I have today."

RICHARD OLUKOYA
FORMER CMP STUDENT

Prepared for the Future

Students who graduate from California Montessori Project's K-8 programs are well-prepared to transition to traditional high schools, public charter schools, independent study programs and private schools.

Here are a few ways that Montessori education makes a difference:

- » Encourages students to recognize and use their strengths, including kinesthetic, visual and auditory learning styles
- » Shows students how to be invested in their own education by encouraging individual learning paths
- » Teaches students to be self-sufficient, while promoting collaborative work in group settings
- » Encourages students to contribute to their community through public service
- » Encourages students to learn important life skills including time management and task prioritization
- » Educates students from a global perspective, by introducing students to diverse cultures

**"The teachers,
leadership, community
and culture of the school
are tremendously vital to
my son's academic and
social development."**

IFETAYO FREEMAN
CMP PARENT

Making the Right Decision

Parent says Montessori has been a great choice for her children

BY **TINKA DAVI**

Ifetayo Freeman was looking forward to walking her daughter, Callie, to kindergarten each morning. She and her husband, James, had just moved into a new home in Natomas and a new elementary school was just a block away.

However, James Freeman was adamant about enrolling Callie in California Montessori Project. He'd heard about the school from his employer, whose two sons attended the school.

"We went round and round and round about it," Ifetayo says. "It didn't make sense for me to get in the car and drive downtown every day."

After attending an orientation and learning

more about Montessori, she finally gave in.

"It was the best fight I ever lost," she admits.

Montessori turned out to be a great fit for both her children: Daughter Callie Lawson-Freeman, now 16, attended CMP from kindergarten through eighth grade, and son James Freeman IV, age 9, started as a kindergartner and is now in fourth grade.

Citing the impact of Callie's early Montessori foundation, Ifetayo shares, "At the end of first grade, Callie was off the charts in reading, by the grace of God, and had a wonderful beginning at CMP"

Callie, who still keeps in touch with her first teacher, is continuing to excel in high school thanks

to a foundation of skills she learned at CMP, including good study habits and time management.

"She has an internal motivation to learn and an internal drive to excel," Ifetayo says. "I love how resourceful she is. She loves learning."

Son James is thriving in the Montessori environment, as well. The Montessori program allows for different styles of learning and James is very much engaged. Ifetayo says she likes the quality of teachers Montessori attracts and especially likes the way one of his teachers described him.

"I just love James and all of his James-ness," the teacher told Ifetayo.

While James is not as internally motivated as his sister, Ifetayo says that "he is gaining those skills at CMP."

"He's becoming accountable," she says. "The tools learned in the early grades help him."

James practices his multiplication tables in what the Freemans call "The Command Center" — her husband's office. He and his parents work on projects at home and Ifetayo likes that opportunity.

"He's working on what his teacher says he needs to do," she says. "The teachers, leadership, community and culture of the school are tremendously vital to my son's academic and social development."

Applying to California Montessori Project

Because the list of interested families typically exceeds the number of student openings, CMP employs a public, **random lottery draw** to select new students. After touring a CMP campus, parents can pick up a lottery application from the school. Each application is then **assigned a number**. Numbers are randomly drawn at lottery events until all available seats at the school are filled. Student openings will vary from campus to campus, and from grade level to grade level. Chris Silver, the father of a student recently picked to attend CMP, says the lottery process is a great

way to ensure **everyone is treated fairly**.

"As a parent, you feel like it's the most important thing in the world for your child to get into a good school," Chris says. "It's a transparent and open process, and it's a pretty fair way to allocate the space that's available." For more information on the lottery visit the Student Services page at cacmp.org.



CMP STUDENTS
PATRICK OLIVER AND
DAVID REZENTES
TOOK SECOND
PLACE IN THE SIMPLE
MACHINES EVENT AT
THE CSUS SCIENCE
OLYMPIAD.
PHOTO COURTESY OF
JENNA REZENTES



A Standard of Excellence

California Montessori Project offers a quality, well-rounded education that meets state and Montessori standards.

- » Full WASC Accreditation (Western Association of Schools & Colleges)
- » Full AMS Accreditation (American Montessori Society)
- » All CMP schools have surpassed the state's API target of 800
- » State-Credentialed Lead Teachers
- » Montessori-Certified Lead Teachers
- » Highly qualified Teaching Assistants
- » Low student-to-teacher ratios
- » Alignment of Common Core standards with Montessori methodology
- » Peace Education, Global Awareness & Environmental Stewardship
- » Middle School Immersion Trips and Business Internships
- » Curriculum-based field trips, at all grade levels
- » Rosetta Stone foreign language at all grade levels
- » Numerous extra-curricular activities
- » Parental involvement and parent education classes

A Chance to Achieve

Possibilities are limitless for high-achieving students

BY MICHELLE CARL

Patrick Oliver recently competed in the CSUS Science Olympiad in the simple machines event.

"You construct a lever that would measure the weight of an unknown mass using the weight of another object," Patrick, 14, explains, detailing how he can use the distance from the fulcrum and a known mass to compute the mystery weight of an object.

It's a little bit complicated, but Patrick understands it very well. He and his CMP teammate David Rezendes took home second place for correctly determining the weight of an unknown mass the fastest.

CSUS Science Olympiad invites regional middle schools to compete in Science-based events. Some schools have teams with as many as 15 or more students competing.

"It is an impressive group of young people who are very science-minded. They put in a lot of extra hours beyond school to participate," says Patrick's mother, Noelle Oliver. "CMP is the smallest school participating, so to medal in anything is astonishing."

Noelle chose Montessori education for her son because of these kinds of opportunities to stimulate his academic curiosity. She enrolled Patrick in CMP in fourth grade, when he started getting

bored in traditional school. An educator herself, Noelle thought hard about choosing a Montessori education.

"It's definitely a different atmosphere," she says. "The fact that the students are motivated on their own to do their work is what drives the success of the school."

Patrick cautions that because of the need to be self-motivated, Montessori is not the right fit for every student.

"You definitely have to make a choice," he says. "If you like and actively participate in it, Montessori will give you a head start in your studies."

Patrick says students in the same classroom work on many different levels of math. Once they complete one lesson, they advance to the next,

with nothing to hold them back. Patrick, now in eighth grade, is studying Geometry. The go-at-your-own-pace environment has also helped spark his in-depth study of Science.

As Patrick transitions to high school next year, Noelle is pleased with how California Montessori Project has given her son the chance to study Advanced Math, Biology and Language Arts.

"He is thriving," she says. "He is prepared for rigorous classes at the high school level, so I have no reservations about his academic preparation at CMP."

"If you like and actively participate in it, Montessori will give you a head start in your studies."

PATRICK OLIVER
CMP STUDENT



Come Change the World With Us



California Montessori Project offers an education that creates responsible, caring citizens of the world. As a public charter school, CMP offers this for free — an education that can change the world.

"The child is both a hope and a promise for mankind." - Maria Montessori

Take the next step

If you're interested in learning more about California Montessori Project, contact the campus of your choice to schedule a tour. Then fill out a Lottery Application for the campus(es) you're considering. Space is limited, and enrollment is determined by a public, random lottery.

Note: Parents must complete a tour prior to submitting their Lottery Application.



Central Administrative Office

5330A Gibbons Drive, Suite 700

Carmichael, CA 95608-2117

Gary Bowman, M.S.Ed.

CMP Executive Director/Superintendent

916-971-2432



GARY BOWMAN, CMP EXECUTIVE DIRECTOR

Campuses

American River Campus

6838 Kermit Lane

Fair Oaks, CA 95628

Principal: Julie Miller

Dean of Students: Deb Williams

Lead AA: Lori Henderson

916-864-0081

ar.cacmp.org

Carmichael Campus

5325 Engle Road, Suite 200

Carmichael, CA 95608

Principal: Kim Aldridge

Dean of Students: RaDene

Girola/Kalyca Green

Lead AA: Elizabeth Parks

916-971-2430

cm.cacmp.org

Orangevale Campus

6545 Beech Ave.

Orangevale, CA 95662

Principal: Dorothy Hilts

Dean of Students: Angela Boley

Lead AA: Deb Lewis

916-673-9389

or.cacmp.org

Capitol Campus

2635 Chestnut Hill Drive

Sacramento, CA 95826

Principal: Bernie Evangelista

Dean of Students: Maria

Ostendorf

Lead AA: Elizabeth McCarthy

916-325-0910

cap.cacmp.org

Shingle Springs Campus

4645 Buckeye Road

Shingle Springs, CA 95682

Principal: Kim Zawilski

Dean of Students: Cherie

Cooney

Lead AA: Nora Pease

530-672-3095

ss.cacmp.org

Elk Grove Campus at Bradshaw Road

9649 Bradshaw Road

Elk Grove, CA 95624

Principal: Kathleen Merz

Dean of Students: Lisa Coker

Lead AA: Danette Dakis

916-714-9699

eg.cacmp.org

Elk Grove Campus at Elk Grove Blvd.

8828 Elk Grove Blvd. #4

Elk Grove, CA 95624

Principal: Kathleen Merz

Dean of Students: Lisa Coker

Lead AA: Maria Pavich

Lead Teacher: Nicole Vasilj

916-714-9702

eg.cacmp.org

CMP Accreditations and Affiliations:



AMERICAN MONTESSORI SOCIETY

education that transforms lives

Accredited Member School



CHARTER SCHOOLS
DEVELOPMENT CENTER



California Charter
Schools Association



What the Kids Are Saying



**"I like school because
we sit at rugs
instead of desks."**

DAISY ALMEIDA

**"I like to read and
answer questions."**

SKYLAR ALLEN



**"I like my teacher.
She's so nice."**

ETHAN ANDERSON-CORNS

**"I like to work on math
facts. My teacher and
my friends help me."**

ISAAC CZERKIES



**"I like that it's the
Polar Bear classroom.
There's a bunch of
polar bear stuff."**

SAVANNAH JURGENS