A. CALL TO ORDER OF OPEN SESSION

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS
   The Governing Board welcomes public comment related to any closed session items. Comments are limited to three (3) minutes.

C. CLOSED SESSION: 7:00 PM LOCATION – REDWOOD COAST MONTESSORI, ROOM F.
   Pursuant to Education Code 48918c, the Board will meet in Closed Session concerning confidential matters.
   1. Public Employee Hiring Contracts (Aftercare assistant)

D. OPEN SESSION: 7:15 P.M. LOCATION - REDWOOD COAST MONTESSORI, ROOM C

E. ANNOUNCEMENT OF ANY REPORTABLE ACTION TAKEN IN CLOSED SESSION

F. PUBLIC COMMENT
   The public is invited to make announcements or comment on information to the Board that is relevant to the scope of authority of Redwood Coast Montessori. The Board may uniformly impose a time limit of 3 minutes to individual presentations to assure every subject is heard. By public law, the Board cannot take action on items not on the agenda.

G. GENERAL FUNCTION-CONSENT ITEMS - Approval w/ Single Motion: Action
   Items listed under the Consent Agenda are considered to be routine and are acted on by the Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items.
   1. Approval of Draft Minutes of Sept. 11, 2019 Regular Meeting
   2. Approval of new hires (classified)
      i. Coreen Rose (aftercare assistant)

H. BUSINESS AND FINANCE
   1. Fiscal update (Gina) Information

I. SCHOOL FUNCTIONS
   1. LCAP update: Approve Local Indicators Action
   2. Teacher Credentialing Authorization: Local Assignment Option Action
   3. PBL Leadership Academy Information
   4. FoRCM update Information
J. FUTURE AGENDA ITEMS
   Discussion of future agenda items

K. ADJOURNMENT
   Action

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, OR 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Redwood Coast Montessori School 1611 Peninsula Drive, Arcata, CA 95521. In compliance with Government Code section 54954.2(a) Redwood Coast Montessori will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Redwood Coast Montessori at 707-832-4194.
Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

**Standard:** Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

0

**Criteria:**

*Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.*

Text limit is 1500 characters

**Date taken to local governing board:**

10/08/2019
Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

**Standard:** Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required
Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   English Language Arts – Common Core State Standards for English Language Arts
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   English Language Development (Aligned to English Language Arts Standards)
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   Mathematics – Common Core State Standards for Mathematics
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   Next Generation Science Standards
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   History-Social Science
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   English Language Arts – Common Core State Standards for English Language Arts
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   English Language Development (Aligned to English Language Arts Standards)
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   Mathematics – Common Core State Standards for Mathematics
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   Next Generation Science Standards
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

   History-Social Science
   ○ 1 ○ 2 ○ 3 ○ 4 ○ 5
3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
- 1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)
- 1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics
- 1 2 3 4 5

Next Generation Science Standards
- 1 2 3 4 5

History-Social Science
- 1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education
- 1 2 3 4 5

Health Education Content Standards
- 1 2 3 4 5

Physical Education Model Content Standards
- 1 2 3 4 5

Visual and Performing Arts
- 1 2 3 4 5

World Language
- 1 2 3 4 5
Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Identifying the professional learning needs of groups of teachers or staff as a whole

〇 1 〇 2 〇 3 〇 4 〇 5

Identifying the professional learning needs of individual teachers

〇 1 〇 2 〇 3 〇 4 〇 5

Providing support for teachers on the standards they have not yet mastered

〇 1 〇 2 〇 3 〇 4 〇 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Date taken to local governing board:

10/09/2019
Self-Reflection Tool (Priority 3) – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

**Introduction:** This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.
For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA’s current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required
Building Relationships

1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.  
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   5 – Full Implementation and Sustainability

2. Rate the LEA’s progress in creating welcoming environments for all families in the community.  
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   5 – Full Implementation and Sustainability

3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.  
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   4 – Full Implementation

4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.  
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   4 – Full Implementation

Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.  

RCM encourages parent/guardian participation in a variety of ways including: volunteering in the classroom, field trip chaperone and driving, parent/teacher conferences twice per year, participation in school-wide educational events, use of weekly newsletter for communication with stakeholders. Through the school resource center, RCM also offers parenting classes.

To accomplish this goal, RCM relies on several actions/services are related to increased opportunities for parents/guardians and other stakeholders to participate in school activities. The area RCM is planning on increasing engagement is through including more Montessori specific parent education classes.

Text is limited to 3000 characters
Seeking Input for Decision Making

9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

RCM seeks input from parents/guardians in many ways. RCM has a school board of directors, a Parent Staff Organization, a leadership committee, and an “open door” approach to providing parents/guardians the opportunity to provide regular feedback. RCM has involved parent/guardian involvement in the site surveys, visioning meetings, and LCAP development.

Text is limited to 3000 characters

Date taken to local governing board: *

10/09/2019
Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

RCM administers a modified CA Healthy Kids Survey to seek feedback from grades 3–4, 5–6, and 7–12. The key areas of the survey are school climate, safety, and student support. Based on the results of the survey, RCM students generally feel safe and respected while at school. Students reported a high degree of respect from staff. Student felt like they were listened to by staff and treated fairly. RCM students did report being teased by peers. In response to this issue, RCM has expanded our health education classes to include grades K–3 with particular emphasis on consent and the power of NO!

**Criteria:**

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Date taken to local governing board:

10/09/2019
Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**Evidence:** The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

**Approach for Self-Reflection Tool to Use as Evidence**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**
   
   On-going oversight and review by WASC. Interim assessments provided by CAASPP.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**
   
   Based on the results of the CAASPP summative assessments and the on-going DRA assessments, all student groups are making satisfactory progress in all academic areas assessed. These results combined with the Montessori approach of meeting the child where they are and providing in-depth, holistic course of study for each child indicate that students have access to, and are enrolled in, a broad course of study.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**
   
   Based on the assessment results, there appears to be a barrier for some students particularly in the area of math literacy. This is particularly apparent with some of the lower elementary students.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**
   
   In response to the results of some of the assessment data, RCM has been using the CAASPP interim assessments to identify areas that need to be addressed for each individual student with a particular focus on developing math skills.
Agenda Item: I 2
Teacher Assignment Authorization

Department/Program:
Schoolwide

Background Information:
The ongoing teacher shortage makes it difficult to fill certain teaching positions. Redwood Coast Montessori is fortunate to have a high school teacher with the skills and passion for teaching both ELA and history. Under CA Ed. Code 44258.3 the site administrator may identify a teacher who has knowledge of the subject matter and who wishes to take the teaching assignment.

Recommendation:
Authorize Jay Scrivner to teach high school history and ELA in a departmentalized setting.

Fiscal Implications:
None

Contact Person:
Bryan Little
Teacher Consent Form

Pursuant to the Education Code, written documentation is required from the district obtaining the teacher’s consent prior to making assignment(s) outside of the teacher’s current credential authorization.

District Name: Redwood Coast Montessori, School Site: Arcata

Name of School Site Administrator: Bryan Little

Teacher Name: Jay Scrivner, SS#: 

Teaching Credential Held: ELA Single Subject

Assignment: H.S. ELA & History, Grade Level: 9-11

Date of Assignment: Beginning Date: 8/26/19 Ending Date:

Limited Assignment Permit

☒ General Education Multiple or Single subject (GELAP) H.S. History (9-11) (Subject Area) 

☐ Special Education (SELAP) (Area of Specialization) 

General Education Local Assignment Options

☐ EC 44256(b) Grade K-8 ☐ EC 44258.2 Grade 5-8

☒ EC 44258.3 Grade K-12 ☐ EC 44258.7 (c) (d) Grade K-12

☐ EC 44263 Grade K-12 ☐ EC 44865 Grade K-12

Other Local Teacher Assignment Options

☐ EC or Title 5: 

I, ______________________________________ mutually consent to this assignment.

Teacher’s Signature __________________________ Date Signed __________________________
Local Teaching Assignment Options
California has many provisions within the Education Code that provide avenues for the assignment of certificated employees outside their basic credential authorization. These Education Code options allow local school districts the flexibility to assign teachers to provide instruction in subjects other than those already authorized by the credential(s) they hold. In most cases, teaching assignments made under these options require the agreement of the school site administrator to determine if this is the best option available, the affected teacher and the governing board. Most options require board resolutions and teacher consent to the assignment but may be renewed annually. Through assignment monitoring, the Commission collects information on the most frequently used options.

The provisions of these options are summarized below:

§ §44256(b) allows the elementary credentialed teacher to teach subjects in departmentalized classes in grades 8 and below if the teacher has completed twelve semester units, or six upper division or graduate semester units, in the subject area to be taught.

§ §44258.2 allows the secondary credentialed teacher to teach classes in grades 5 through 8, provided that the teacher has a minimum of twelve semester units, or six upper division or graduate semester units, in the subject to be taught.

§ §44258.3 allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12 as long as the teacher's subject-matter competence is verified according to policy and procedures approved by the governing board.

§ §44258.7(c) and (d) allows a full-time teacher with special skills and preparation outside his or her credential authorization to be assigned to teach in an “elective” area (defined as other than English, math, science, or social science) of his or her special skills, provided the assignment is approved by the local Committee on Assignments prior to the beginning of the assignment.

§ §44263 allows the credential holder to teach in a departmentalized class at any grade level if the teacher has completed eighteen semester units, or nine upper division or graduate semester units, in the subject to be taught.

§ §44865 A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

(a) Home teacher.
(b) Classes organized primarily for adults.
(c) Hospital classes.
(d) Necessary small high schools.
(e) Continuation schools.
(f) Alternative schools.

(g) Opportunity schools.

(h) Juvenile court schools.

(i) County community schools.

(j) District community day schools.

(k) Independent study.

Most assignments made under these Education Code (EC) sections are in the middle or high schools. Occasionally, EC §44256(b) is used to allow teachers with Multiple Subject or Standard Elementary Teaching Credentials to teach specialized subjects in a departmental setting in elementary schools. This generally occurs in school districts that provide elementary teachers with release time for planning. The school may have a “release time” teacher for specialized subjects such as art, music, physical education, world languages or science.