

Redwood Coast Montessori Board of Directors

REMOTE MEETING

Zoom (<https://us02web.zoom.us/j/82314119746?pwd=UHBPaHF4ajdzUDFkcStOUFQ1WHllZz09>)

REGULAR MEETING

November 10, 2021 6:30 p.m.

AGENDA

A. CALL TO ORDER OF OPEN SESSION

B. OPEN SESSION: 6:30 P.M. LOCATION: REDWOOD COAST MONTESSORI, Remote Mtg.

C. 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.

D. 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 October 13, 2021 Regular Meeting

E. BUSINESS AND FINANCE

1. Expanded Learning Opportunities and TK Expansion

Information

F. SCHOOL FUNCTIONS

1. Declaration of Need for Fully Qualified Educators
2. RCM Employee COVID-19 Vaccination Policy
3. Equity and Diversity policy update
4. WASC Self-study Draft

Action

Action

Information

Information

G. Staff and Directors Reports

1. Staff Report
2. Director Reports

Information

Information

H. FUTURE AGENDA ITEMS

I. ADJOURNMENT OF OPEN SESSION

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.

Redwood Coast Montessori Board of Directors

(Remote Meeting)

Zoom (<https://us02web.zoom.us/j/82314119746?pwd=UHBPaHF4ajdzUDFkcStOUFQ1WHlIZz09>)

REGULAR MEETING

October 13, 2021 6:30 p.m.

MINUTES

- A. CALL TO ORDER OF OPEN SESSION: Bergel called the regular meeting to order at 6:31 p.m.
- B. ROLL CALL: Eric Bergel, Terry Weeks, Judith Langley, Troy Nicolini present. Staff present: Bryan Little, Michelle Leonard.
- C. PUBLIC COMMENT: There were no public comments.
- D. GENERAL FUNCTION-CONSENT ITEM:
 - a. Approval of all consent items. M/S by Weeks/Langley to approve all consent items. Board ayes 4, noes 0. Motion carried.
- E. BUSINESS AND FINANCE
 - 1. ESSER III Expenditure Plan: M/S by Nicolini/Weeks to approve the ESSER III Expenditure Plan as submitted. Board ayes 4, noes 0. Motion carried.
- F. SCHOOL FUNCTIONS
 - 1. Board Policy update (AB 361): M/S by Nicolini/Weeks to approve the RCM Board Policy update, including remote meeting language as written. Board ayes 4, noes 0. Motion carried.
 - 2. CA Dashboard Local Priorities: M/S by Nicolini/Langley to approve the CA Dashboard Local Priorities as written. Board ayes 4, noes 0. Motion carried.
 - 3. Consideration of vaccination mandate for RCM staff: M/S by Weeks/Langley approval for RCM staff to draft a vaccination mandate policy for all RCM staff. The policy will be brought to the Board at the next regularly scheduled meeting. Board ayes 4, noes 0. Motion carried.
 - 4. Equity and Diversity policy update: Michelle Leonard provided an update about the equity and diversity listening meeting scheduled for Wednesday, October 20th at 6 p.m.
 - 5. WASC Self-study and Visit update: Bryan Little provided an update on the drafting of the WASC self-study and the upcoming site visit on January 10th – 12th.
 - 6. AB 130 Charter Renewal extension: Bryan Little provided the Board with an overview of AB 130 that extends RCM's charter from June 30, 2023 to June 30 2025.
 - 7. RCM Board Positions expiring: Bryan provided the Board with an update on the expiration dates of Board members. Bergel's, Langley's, and Nicolini's terms will expire in December 2021. Nicolini can elect to serve for a second term. Both Bergel and Langley on finishing their second term and will need to step down from the board.
- G. Staff and Directors Reports
 - 1. Staff Report
 - 2. Director Reports: Several of the directors reflected on the high quality and usefulness of the recent Brown Act and Compliance workshop.
- H. ADJOURNMENT OF OPEN SESSION: M/S by Weeks/Nicolini to adjourn the meeting. Board: ayes 4, noes 0. Motion carried. Bergel adjourned the meeting at 7:25 p.m.

Expanding TK and Expanded Learning in Accordance with AB 130

BACKGROUND INFORMATION:

We have begun gathering data to assess what it will take to comply with new requirements related to both of these programs:

Universal TK - TK is required to expand (incrementally over the next few years) to serve all four-year-olds by the 2025/2026 school year.

Expanded Learning Program- In the 2022-23 school year, an LEA shall offer all students in classroom-based instruction in kindergarten through Grade 6, inclusive, access to expanded services. Expanded learning opportunity programs shall include all of the following:

- On school days, students will be provided with in-person before or after school services that are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

FISCAL IMPLICATIONS:

The details are still be determined, but we anticipate the following:

- Increased Expanded Learning Revenue - \$50,000
- Universal TK - \$100,000 for implementation and ongoing apportionment for appropriately aged students enrolled in the program.

UNIVERSAL TRANSITIONAL KINDERGARTEN (TK)



- Expands TK eligibility to all four-year-olds by 2025-26 school year,
- creating a “14th grade”:
 - In 2022-23 school year, extends eligibility to any child who will have their fifth birthday between September 2 and February 2
 - In 2023-24 school year, extends eligibility to any child who will have their fifth birthday between September 2 and April 2
 - In 2024-25 school year, extends eligibility to any child who will have their fifth birthday between September 2 and June 2
 - In the 2025–26 school year, and in each school year thereafter, extends eligibility to any child who will have their fourth birthday by September 1



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-832-4194

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
54,162

The following table provides the LEA's expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.		
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.	Teacher release time for related staff training, collaboration, and planning (2022/2023 and 2023/2024) [\$6,771 per year]	\$13,542
3. Practices and strategies that reengage pupils and lead to accelerated learning.	Teacher release time for related staff training, collaboration, and planning (2022/2023 and 2023/2024) [\$6,770 per year]	\$13,540
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.	Teacher release time for related staff training, collaboration, and planning (2022/2023 and 2023/2024) [\$6,770 per year]	\$13,540

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Teacher release time for related staff training, collaboration, and planning (2022/2023 and 2023/2024) [\$6,770 per year]	\$13,540
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
Subtotal		54,162.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.

(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name Signature Title

Fax Number Telephone Number Date

Mailing Address

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

REDWOOD COAST MONTESSORI COVID-19 EMPLOYEE VACCINATION POLICY

Purpose

Consistent with Redwood Coast Montessori's ("RCM" or the "School") legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the School shall enforce this COVID-19 Employee Vaccination Policy ("Policy"). The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for many students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC") and the California Department of Public Health ("CDPH") as well as local public health authorities and authorizing agencies.

Scope

This Policy applies to all School employees who enter campus for any period, or have contact with any employees, students, or other School stakeholders, however brief. This policy also applies to any prospective employees who have been provided with a conditional offer of employment at the School. This Policy applies to COVID-19 vaccines that are currently available to School employees under Food and Drug Administration ("FDA") Emergency Use Authorization, Non-Emergency Use Authorization as well as those that may later become available under FDA Emergency Use or Non-Emergency Use Authorization. Additionally, should any COVID-19 vaccine require two (2) doses for complete inoculation, compliance with this Policy requires both doses. Finally, should any COVID-19 vaccination require a booster dose(s) for complete and/or continued inoculation, this Policy shall require such dose(s), to the extent that the booster dose(s) is: 1) available under FDA Emergency Use or Non-Emergency Authorization, 2) is available for all employees and 3) that it is recommended by state and/or federal public health authorities.

Policy

Consistent with the California "State Public Health Officer Order of August 11, 2021," ("Order") as well as applicable public health and legal authority, it is the policy of the School to mandate that all current employees receive the COVID-19 vaccine by November 30, 2021. The School will provide current employees with information regarding the operational logistics of such vaccination opportunities (e.g., opportunities to schedule vaccinations during the workday, reimbursement for mileage, etc.).

It is also the policy of the School to mandate that all prospective employees, who have received a conditional offer of employment from the School, vaccinate for COVID-19 or present proof of vaccination for COVID-19, absent a legally recognized accommodation. Should any COVID-19 vaccine require two (2) doses and/or a booster dose(s) for complete inoculation, prospective employees' compliance with this Policy requires all such doses, and no prospective employee will be allowed to enter any School facilities until they have received all such doses, and present written proof of vaccination that they have received all such doses. If a COVID-19 vaccine only

requires one (1) dose for complete inoculation, no prospective employee will be allowed to enter any School facilities until they have received such dose and present written proof of vaccination. For any prospective employees who have not yet vaccinated for COVID-19, the School will provide employment verification letters and any other documentation necessary to secure a COVID-19 vaccine. The School will pay for the cost of a prospective employee's COVID-19 vaccination dose(s), if applicable. The School reserves the right to rescind any conditional job offer if a prospective employee refuses to comply with this Policy and is not otherwise entitled to a legally recognized accommodation.

Current employees who refuse to comply with this Policy and who are not otherwise eligible for an accommodation consistent with applicable legal requirements as further detailed below will be placed on unpaid/inactive status until they comply. Employees who refuse to vaccinate for COVID-19 and who are not otherwise entitled to an accommodation will be excluded from campus/the workplace pending compliance with this Policy. Continued absences from work as a result of noncompliance with this Policy may be deemed unexcused, and result in disciplinary action, up to and including termination from employment.

Consistent with applicable law, the School will pay all current nonexempt employees for time spent receiving the COVID-19 vaccine, assuming the vaccine cannot be obtained during working hours. All current employees may also use any available California COVID-19 Supplemental Paid Sick Leave for time spent attending a COVID-19 vaccination appointment, upon a written or oral request to the School, and to the extent that the School is legally required to provide employees with such leave. The School will also reimburse all current employees for the cost of the vaccine (if any), as well as reasonable and necessary mileage (if applicable). All reimbursements require appropriate supporting documentation.

Proof of Vaccination

Once School employees receive the COVID-19 vaccine, they must provide the School with proof of COVID-19 vaccination. Consistent with applicable law, acceptable proof of COVID-19 vaccination includes only:

- A COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
- A photo of a Vaccination Record Card as a separate document; OR
- A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
- Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

Failure to provide the School with written proof of COVID-19 vaccination by November 30, 2021, constitutes noncompliance with this Policy. The School further reserves the right to request proof of both the first and second vaccination doses for COVID-19, as applicable.

When providing proof of vaccination, current and prospective employees must not provide any medical or genetic information to the School. It is an employee's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all employee COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law. The School will store all medical information about any employee separately from the employee's personnel file in order to limit access to this confidential information. The School will have a separate confidential medical file for each employee where the School stores employee medical information. Medical information includes COVID-19 vaccination data.

Continued Health and Safety Protocol

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all employees must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings.

Requests for Accommodations

Current and prospective employees who are unable to comply with this Policy due to a qualifying disability or sincerely held religious belief, practice, or observance as defined by applicable law may be entitled to an accommodation from the School's COVID-19 vaccination requirement. Once the School is on notice that an employee may be unable to comply with the Policy due to a qualifying disability or sincerely held religious belief, practice, or observance, the School will engage in an interactive process with the employee, and work to identify any possible accommodations. As part of the interactive process, the School reserves the right to request supporting documentation or a medical certification which documents the basis for the requested accommodation. The School may not be required to provide employees with an accommodation should the accommodation result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons. Employees who believe they may be entitled to a legally valid accommodation consistent with this Policy should contact the School as outlined below to address this matter further.

All unvaccinated employees must test for COVID-19 at least once per week. While employees may also request legally recognized accommodations from such testing, the testing is mandatory, and the School may not be required to provide employees with accommodations from such testing, should they result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

Non-Discrimination

The School will not discriminate, harass, or retaliate against any current or prospective employee for receiving the COVID-19 vaccine, refusing to receive to the COVID-19 vaccine, or for requesting a lawfully-recognized accommodation from the COVID-19 vaccination Policy. However, the School reserves the right to enforce non-compliance with this Policy, consistent with applicable law.

Disclaimer

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all employees.

Should you have any questions regarding this Policy, you may contact Principal/Director Rea Erickson at rea.unionstreet@gmail.com.

Confirmation of Receipt

By signing below, I acknowledge that I have received, read, and understand the School's COVID-19 Employee Vaccination Policy.

I also understand that if I have any questions regarding this Policy, I shall contact the School as outlined above.

Print Name

Date

Signature



**WASC
Self-Study Report
2021**

Redwood Coast Montessori

Manila Campus
1611 Peninsula Drive, Arcata

Arcata Campus
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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., any modifications from the model self-study process. By addressing these expectations of the self-study, the school will have accomplished:

Redwood Coast Montessori embraces the value of on-going review and improvement. Since the beginning of RCM, administration and staff have prioritized the importance of regular weekly review of programs and student progress. From our first Western Association of Schools and Colleges (WASC) visit during the fall of 2017, RCM staff and other stakeholders have collaborated to support program development and student achievement.

Through the self-study, Redwood Coast Montessori addressed the following areas as part of the review process:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

Redwood Coast Montessori values the important role all members of our community have with the ongoing success of our students and the program as a whole. The importance of stakeholder input was never more apparent than during the past year when the global community was in the grips of the pandemic. During this time and prior to the pandemic, RCM has relied on parent/guardian volunteers to actively participate in our governance, through serving on our board, community development, through participation on special events and fundraisers, and engagement in the day-to-day activities of the school. In addition, RCM is supported by an associated non-profit corporation that is entirely made up of members of our own community. All administrators and teachers maintain an open-door approach to parents, students, and community members. This approach helps to build confidence and trust among all stakeholders and allows for sharing of ideas and discussion of concerns. Within the classroom, regular (daily or weekly) community meetings allow for active participation by students and allows for discussion of important topics directly related to their education and community.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

In order to track student progress towards SLOs and academic standards, RCM utilizes several tools from K through 12th grade. For elementary students, RCM administers the Developmental Reading Assessment (DRA) to assess and track student progress with reading and The Lucy Caulkins Writing Pathways to assess and track progress with writing. Beginning in grades 3 through high school, Smarter Balanced interim assessments and supporting tools are used to assess math and ELA progress towards mastery. These tools provide important data that allows for teaching staff to identify areas of concern necessary to help guide instruction.

3. The analysis of data about students and student achievement

The importance of data analysis cannot be overstated. The data collected through DRA, Lucy Caulkins, and interim assessments are used by teachers as formative assessment tools. In addition regular weekly staff meetings allow for the sharing of information and the clarifying of best practices for classes as a whole and for support of individual students. Tiered intervention support including parent participation is enhanced through the active use of Student Study Teams (SST). While RCM actively gathers data related to student success, it is also an area that will continue to require focused energy to help build towards greater value and improvement.

4. The assessment of the entire school program and its impact on student learning in relation to the

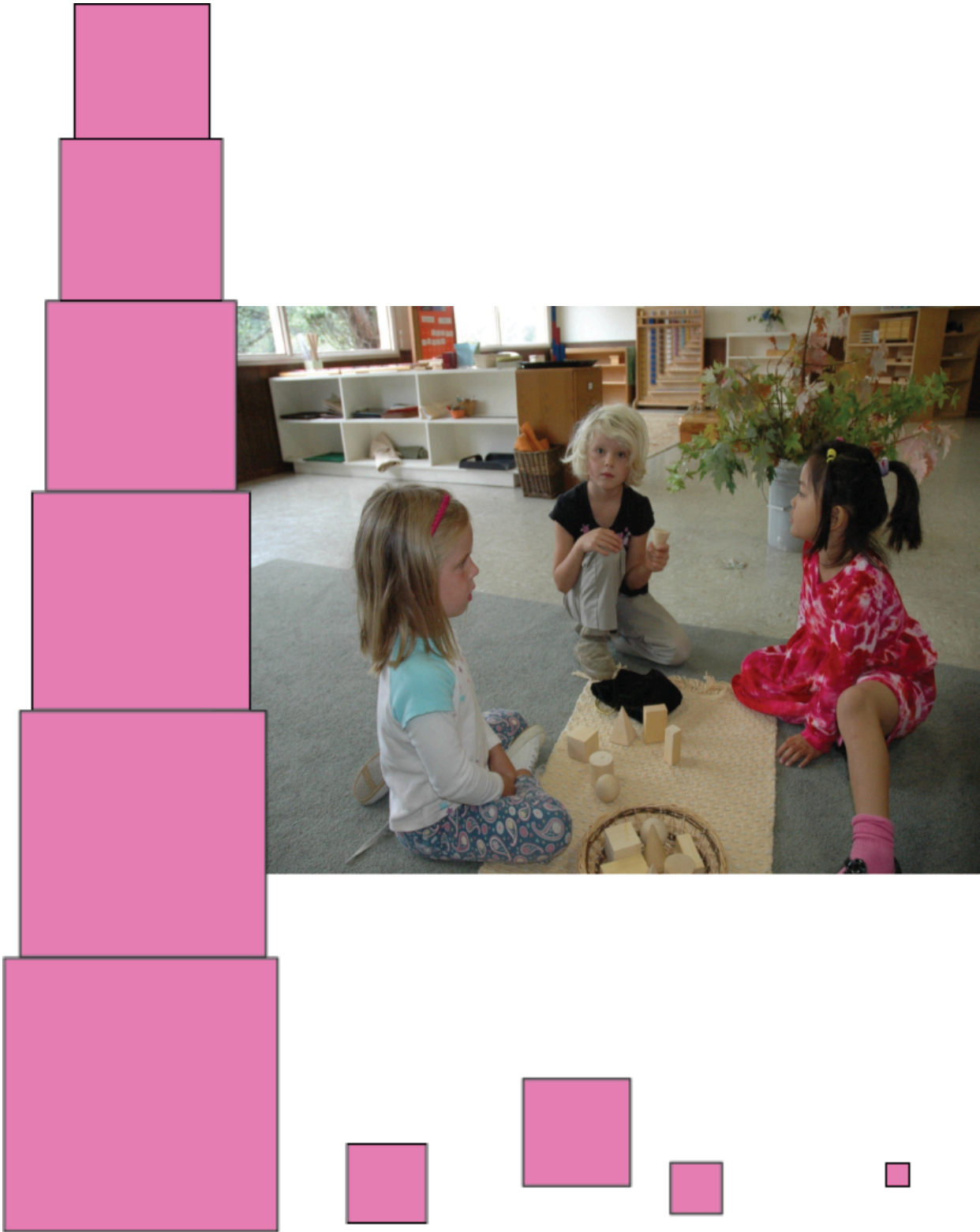
schoolwide learner outcomes, academic standards, and ACS WASC criteria

Redwood Coast Montessori has grown from a small single-site school with a tight-knit group of staff that were involved in decision-making at multiple levels of the organization to what is now a larger two-site school with greater complexity, a larger staff, and greater differentiation in decision-making authority across the staff and board. While this growth has highlighted the need for program assessment, RCM is currently in our fourth year of our current charter school authorization. The process for renewal every five years allows for regular and ongoing evaluation of student progress, academic standards, and community development. In addition, RCM involves stakeholders in the annual LCAP review and assessment process. Both the charter renewal process and the, to date, annual WASC visits have provided extensive opportunities to review and address the entire school program.

5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

RCM administrative staff works closely with our charter authorizer and with the County Office of Education to continually monitor our fiscal capacity to implement our long-range goals for growth and expansion. This regular review process is reported to our governing board and is overseen by our business manager, bookkeeper, and reviewed annually by our tax accountant. This fiscal oversight along with our annual needs analysis through the LCAP stakeholder input helps to assure that our long range goals are on track and that RCM maintains the capacity to achieve these goals.

Chapter I: Progress Report



Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up not in the current plan.

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Redwood Coast Montessori is currently in its ninth year of operation as an independent charter school now serving students in grades TK – 12th. RCM's existing model has enjoyed great success to date with steady growth in enrollment, throughout all grade levels. Growth in services and enrollment has been one of the significant and on-going successes of RCM since our last full visit.

True to our mission, Redwood Coast Montessori targets a diverse population of students in grades TK-12 who have an interest in pursuing a Montessori and PBL approach to education. Based on the current population of students at Redwood Coast Montessori, we routinely attract students with the following unmet needs:

- Students who have not been successful at their traditional public school in grade levels K-12 at all academic levels due to their unique or individualized learning style
- Students who are seeking a more student centered approach to education where progress is aligned with mastery rather than prescribed grade level progress
- Students who are seeking a Montessori and PBL approach to education

Since our first full WASC visit in the fall of 2017, Redwood Coast Montessori has continued to grow in enrollment at a steady rate and has plans for continued growth over the next few years (Table 1).

Table 1 Historic Growth and Three-Year Projected Growth Plan for RCM

Grade/ Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TK	6	6	4	5	3	6	6	6
K	7	7	9	10	11	8	8	8
1	13	11	10	14	13	13	13	13
2	15	13	15	12	15	13	13	13
3	10	16	14	14	12	14	14	14
4	15	11	16	14	14	13	13	13
5	15	15	11	15	14	14	14	14
6	10	14	13	11	26	14	13	14
7	14	21	18	24	12	24	24	24
8	7	18	21	24	27	23	23	23
9	6	3	7	10	10	15	15	20
10	0	8	5	6	10	10	15	20
11	0	0	8	5	7	11	10	15

12	0	0	0	6	7	7	11	15
Totals	118	143	151	170	181	193	203	212

Progress Towards Established Goals

SPSA Goal #1: Recruit and retain highly qualified teachers

LCAP Goal #1: Conditions of Learning will include highly qualified teachers

The importance of the continued growth of RCM is much more than the numbers. At each step with increased enrollment, RCM has been able to provide more enriching opportunities for our students. The continued growth of our program allows us to more fully address our plan for student achievement.

One of the major developments that has allowed our students to build upon their experiences with Montessori education is the development of a new high school program and campus. Following a strategy of beginning with only 9th grade and adding one grade per year has presented both challenges and advantages. In the small rural communities that we serve, the likelihood of attracting a large number of high school students quickly was predicted to be challenging. This has very much been the case, however, by adding only one grade at a time, we were able to scale to size slowly while bringing in new teachers as our enrollment increased to fulfill the need for teachers with specific single subject credentials. Last year, we were able to add a world languages teacher able to teach multiple languages and history. This year, we are very excited to have hired a new math teacher, a music teacher, and a credentialed art teacher. Although we are still looking forward to hiring additional staff, particularly in the area of science, we have built our high school staff from our first year in which we only had two teachers to a more robust staff of nine teachers including a second resource specialist and a full time administrator.

There are a few reasons why we have been able to attract more students to our high school program and why we anticipate a significant increase over the next few years. In 2018, we were able to expand our adolescent program by expanding our grade span at our Arcata campus to include grades 7th and 8th. This expansion has provided a second “feeder” program to the high school. The second major development that has taken place over the last couple of years, is the acquisition of a new Arcata campus and the remodeling of the site to provide for an much more enriched PBL program with a wide range of learning opportunities for the students. We anticipate that this new campus will attract new high school students in much larger numbers that we have been experiencing during the first 4 years of the program. All this adds up to increased opportunities for the students, the ability to attract additional highly qualified teaching staff, and ultimately an increase in the achievement of our students.

While the on-going growth of RCM is worth noting, it has been critical to stay focused on the quality of our program from kindergarten through high school. A key aspect of maintaining a high quality program is hiring and retaining highly qualified staff. Although we have a highly skilled and qualified teaching staff, RCM is committed to pursuing on-going professional development to maintain this high standard and to keep our community focused on our mission. Among all the elementary teachers that have been with RCM for at least one year, all are Montessori trained, in part because of the commitment RCM has put into financially supporting their training. One of our first year teachers, has not yet begun her Montessori training, however, in keeping with our charter, RCM will support her through the process, so that all elementary teachers have the benefit of Montessori training in addition to their California

teaching credential.

At the middle school and high school level, all of our teaching staff have either completed or are currently undergoing project based learning training through the High Tech High PBL Leadership Academy. This is a one-year program that is considered by many to be the gold standard for PBL training in the U.S.

In addition to RCM's commitment to providing foundational training in either Montessori or PBL education, many of our staff take advantage of our commitment to support on-going training opportunities offered through the County Office of Education and Montessori and PBL programs that offer refresher or topic specific training.

While training is important, it cannot be overstated enough the importance of collaboration within our staff and providing peer training and support. RCM teachers, assistants, and administrators conduct, at a minimum, weekly staff meetings organized by class, age group, project group, or campus-wide. The purpose of many of these meetings is to plan and discuss curriculum, best practices, and how to support individual students.

SPSA Goal #2: To annually increase the achievement of all students in language arts and mathematics.

LCAP Goal #4: Improve student engagement.

Although the importance of providing a holistic educational experience for all students is a primary focus of our Program, Redwood Coast Montessori recognizes the value of monitoring academic achievement through the use of standardized assessments. The primary tools used by RCM in grades 3 through 8 and 11th grade are the Smarter Balanced interim and summative tests for ELA and math.

Prior to the pandemic, RCM students had shown steady progress in both ELA and math. The early scores from 2017 were concerning in math with our all student average at 35.9 points below the standard. Although this score did represent a 7.1 point increase from the prior year. Since 2017, scores have continued to improve in math, with the last scores recorded in 2019, prior to the pandemic, math scores had improved by over 20 points. While this progress is encouraging, we do not believe that the scores are representative of the true abilities of our students.

In the ELA assessments, RCM students have scored overall much better with the 2017 assessment scores 10.7 above standard for the all student average. The ELA scores continued to improve prior to the pandemic when assessments were canceled.

Table2. CAASPP scores (all students)

	2016-17	2017-18	2018-19	2020-21
ELA (all students)	10.7 above standard (increase 15.6 pts.)	18.7 above standard (increase 8.1 pts.)	18.1 above standard (decrease 0.6 pts.)	Not yet available
Math (all students)	35.9 below standard (increase 7.1 pts.)	25.6 below standard (increase 10.4 pts.)	15.2 below standard (increase 10.4 pts.)	Not yet available

Due to our small class sizes, and limited diversity, it is hard to pull out many subgroups for a

deeper understanding of student performance; however, the one group that is significantly behind RCM's averages is students with disabilities. This subgroup scored on average well below standard. In an attempt to address this issue, RCM has hired a second resource specialist teacher to help provide additional services for this group of students. In addition, RCM continues to support classroom assistants in every K-8 classroom to help support students with special needs.

RCM has also developed a strong reading intervention program during the last 5 years. Our reading specialist provides support for all elementary students in need of extra help with either reading or writing. Using the DRA assessment tool and Lucy Calkins Writing Pathways, our reading specialist provides valuable assessment data for classroom teachers to help guide their instruction. In addition the reading specialist works with individual and small groups of students as a Tier III level intervention for those students in need of additional support.

- All core classes a-g approved, graduated first class of seniors
- Two full time administrators (one for each site)
- Development of playground at Manila campus
- Successful transfer to distance learning during pandemic?
- Standards informed, Montessori aligned progress report cards.
- Expanded PCSGP grant funding

LCAP Goal #2: Conditions of learning will include upgrade of school sites.

With the development of the 2019-20 LCAP, there was acknowledgement that both sites were in need of improvements. The goal that was drafted to address this issue had a set of three actions items that were outlined to help develop each campus. For the Arcata campus, the major goal was to improve a significantly rutted driveway that lead to the main campus building. For the Manila campus, the two goals were focused on completion of exterior painting and development of the garden program through hiring of a garden manager.

The goal for the Arcata campus was never achieved as we were able to act on a much larger and presumed distant goal of securing a permanent campus for our 7-12 Arcata Program. In the summer of 2020, we were able to move our Arcata campus to a new and much larger facility located in a thriving part of Arcata. This move and the subsequent renovation of the site has provided our Arcata program with a high quality, facility that will meet our needs in such a way that we are better able to serve our students and grow our program in the coming years. The development of this site, has already greatly improved the conditions of learning for our 7-12 Arcata Program.

For the two goals outlined for the Manila campus, through collaboration with the County and the significant contributions of several volunteers, we were able to patch, repair, and paint the exterior of the Manila Campus. This provided a major facelift to the school and helped to protect the structure from the harsh coastal climate. The second action of hiring a garden manager was fulfilled for a short period of time. Unfortunately the individual did not stay with our program. This combined with the need to close the campus due to the pandemic has left this goal incomplete.

LCAP Goal #3: Maintain and improve communication and connections with staff, parents, students, and community.

Our third LCAP goal was significantly impacted by the global pandemic. While the shutting of all in-person instruction in the spring of 2020 challenged our ability to communicate effectively, it also highlighted the collaborative, tight-knit nature of our community. How we communicated was drastically changed with the move to distance only instruction and the inability to hold in-person meetings. However, even with these challenges, there was a strong emphasis on gathering input from our families as we worked to navigate these uncharted waters. With this use of many family/staff surveys and many public meetings via digital platform, we were able to maintain good communication and to address concerns as they were brought to our attention. We also made use of digital platforms and provided a robust set of resources via our webpage and set families up with access to all classes, at all age group levels, through the use of existing and new technology.

In order to support this digital form of communication all students that needed a computer or other digital device were provided one by the school. In addition all families that were challenged with access to the internet, were provided with a mobile hot spot for digital access.

Even though the methods of communication did change with the onset of the pandemic, RCM was able to move forward with the actions outlined in this goal. In addition to our weekly newsletter, every Friday, the school leadership sent out a weekly update with important news and information about support services, health and safety updates, and adjustments the school was making in order to serve all students during pandemic.

RCM was able to establish a school site council to review our School Plan for Student Achievement (SPSA) and to update our goals and actions related to the SPSA. Additionally, RCM was successful in keeping our Community Resource Center open and active throughout the most critical times of the pandemic. While we did have to change how we interacted with clients and we did change how we conducted our community events, our dedicated staff were able to provide food and many other critical services for school families and for members of the local community.

SPSA Goal #3: Ensure student access to instructional materials that are aligned to CCSS

Our third SPSA goal, which was developed to assure that all students have access to instructional materials, was significantly challenged by the shift to distance-only instruction. The primary need for many in our community was the need for devices to access the Internet and the need for strong and reliable Internet service. To address this need, RCM was able to use funds to purchase additional devices and to quickly distribute them to students in need. In addition to the technology, our staff was able to change their entire approach to instruction and the types of instructional materials typically used to provide for student success. Our teaching staff was able to provide weekly packets with non-digital work including hands-on activities, reading material, project supplies, and musical instruments. While the actions associated with this goal took on a necessary shift, there was good progress towards the basic goal of ensuring student access to instructional materials despite the challenges of distance-only instruction.

Critical areas for follow-up from last WASC visit:

1. Increase communication between HS program and K-8.

As noted during the previous site visit, RCM had made an adjustment at the administrative level that resulted in the site supervisor for the Manila campus to move back into a teaching role while the school director resumed the role of administrator for both campuses. This decision was made primarily in response to the dire forecast of severely restricted budgets going into the 2020-21 school year. While the projected budget crises that was projected at all levels of public education, did not materialize, the extended use of distance-only instruction allowed for the successful administration of the school program as a whole.

With the return of in-person instruction at the beginning of the 2021-22 school year, we were able to shift back to an organizational structure in which both sites have a permanent administrator. This delegation of duties between the two campuses is necessary and has proven to work well to serve the needs of our students and to provide for good communication between the two campuses.

2. Training of Board Members on governing a charter school.

While it is hard to mandate trainings for the volunteers that serve on our school board, additional steps have been added to provide great levels of education and information for our Board. Recently, a Brown Act and Conflict of Interest training was provided by our school's legal counsel. This type of training is provided for the Board at least every other year to help keep everyone up to date and to train new members to the Board. In addition, the board has been actively involved in ongoing equity and inclusion work RCM staff has been doing to help provide a more racially aware and inclusive environment. In addition, RCM staff have included discussion of the WASC process, principles, and expectations a regular item at our monthly Board meetings.

3. Develop rigorous, a-g approved, PBL curriculum

Redwood Coast Montessori offers a highly individualized PBL curriculum for all of our students. The vast majority of our students take our a-g approved coursework, something we strongly encourage. RCM does also offer the option of taking alternative courses through RCM to meet the requirements of a high school diploma. The overarching goal is to meet the needs of each individual student based on their academic and personal needs. All students stay actively involved in rigorous PBL curriculum that allows students freedom of choice, opportunities for creative, critical thought, and communication and collaboration with their peers.

4. Professional Development to help teachers become highly qualified and credentialed.

Redwood Coast Montessori considers ongoing professional development an important contribution the school can offer individual educators and critical to the success of our students. All TK-6th grade teachers are that have been a part of RCM for more than two years are Montessori trained. Those teachers that are new hires are in the process of pursuing their Montessori training. All 7-2th grade teachers are either PBL trained, or for our newly hired staff, they are currently enrolled in the PBL Leadership Academy training.

In addition, RCM teachers are supported both financially and with the support of substitute

teachers, when needed, to allow them to enroll in local trainings in a wide variety of topics including, writing workshops, use of technology in the classroom, and science instruction.

5. Recruitment Plan to grow enrollment

As a small rural school that is now engaged in our 9th year of operation and after successfully opening two campuses as a part of Redwood Coast Montessori, we have a good understanding of how to grow our enrollment. Our school started with just 16 students in a single classroom facility. Through steady enrichment and growth in services and through the consistent effort of staff and families to communicate the high quality of education offered at RCM, we have grown to over 180 students. Nearly every year since our first, we have been adding a grade starting with just 1st through 3rd, we are now a full TK-12th grade program.

During our growth, we have tried a number of different ways to grow our enrollment. We have placed ads in local print media, we have purchased radio ads to promote our program. While it is hard to know if these efforts amounted to any increase in enrollment, if they did draw in any students it is likely very few. From experience, RCM has enjoyed much greater success by maintaining a constant presence in social media, providing opportunities for the community to engage in school sponsored events, and through inviting the media to document the work of our students.

While the growth of RCM has not been rapid, the rate of our increase in student numbers has been fairly ideal given the need of the program to grow in services, staff, and facilities. RCM will continue to enjoy modest growth over the next few years at a pace that matches our long-term plans for program development.

6. Clarify funding procedures.

Redwood Coast Montessori has never experienced a financial crisis. RCM maintains a healthy reserve, above the recommended minimum. Oversight of RCM is monitored closely by our Board, our authorizing agent, and the County Office of Education. One time during the second year of our charter, we took out a very modest loan to bridge a short-term cash flow gap. RCM was easily able to repay the loan within a few months and has enjoyed a healthy cash flow ever since.

Like all public schools, RCM is subject to legislative decisions that affect State budgets and funding along with the structure of school funding in California. With the onset of the global pandemic, all schools were cautioned to prepare for the worst during the 2020-21 school year. In response to these dire predications, RCM was quickly able to make adjustments at both the administrative and staff levels. These adjustments did not compromise the quality of instruction and allowed for a healthy response to the on-going pandemic.

While finding qualified staff can be an issue in a small rural community where RCM is located, in general we do not have a particularly hard time attracting highly qualified staff to work at RCM. Many employees have sought out working at RCM due to their shared belief in providing truly student-centered instruction in a peaceful environment where each student is honored for their abilities and contributions to the community.

7. Collect, analyze and utilize formative and summative assessment data.

RCM collects, analyzes, and reports through a variety of in-house and State mandated assessment tools. The California Assessment of Student Performance and Progress (CAASPP) given in grades 3-8 and 11, English Language Proficiency Assessments for California (ELPAC), the California Physical Fitness Test (PFT) given in grades 5 and 7, and 9, and the California Standards Test (CST) for science in grades 5, 8, and in high school are all used in accordance with State mandates.

RCM Teachers also use a variety of other formative and summative assessments throughout the year to monitor student progress including, but not limited to: DRA-2, Fountas & Pinnell, instructional Level Spelling Assessment, and CPM math assessment tools. Findings from assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers accommodate students' work plans and performance expectations for the classroom. Teachers regularly use these results to communicate with parents during parent-teacher conferences conducted twice a year. Progress reports are given at this time to document student progress. Formalized reporting of student progress via report cards with letter grades is provided to parents of students in grades 9-12 two times per year.

Assessment data is used to adjust classroom approaches to daily instruction. Assessment data also affects decisions regarding support programs that the school implements, such as before-and-after school tutoring and classroom interventions.

8. Align Montessori pedagogy with CAASPP assessments.

Montessori and PBL pedagogy is well aligned with Common Core Standards and in many respects is well aligned with CAASPP assessments. RCM teachers have spent considerable time developing and refining how we teach Montessori and PBL curriculum. Through this process, a clear connection to Common Core Standards has been highlighted. RCM staff has also examined the results of summative CAASPP assessments in an effort to shine a different light on our educational practices. While some of the CAASPP results indicate a good alignment, scores in math have given staff reason to consider how to provide additional support for students in the area of math instruction. Montessori math materials are outstanding and the instruction provided by RCM teachers is done at a very high level of mastery, yet CAASPP scores in math do not always reflect the quality of the education provided at RCM.

Prior to the onset of the global pandemic, RCM students, as a single group, were making good and consistent gains with the math assessment, which implies that the assessment scores are less a measure of the quality of instruction and more a factor of allowing students the time needed to develop their mastery of learning in a Montessori environment. Even with the overall positive trend in math scores over the years, RCM staff is continuing to explore ways to promote student success in the area of math. Some of the planned steps for improvement include:

- Adopting a growth mindset in mathematics. Most students begin their math learning with excitement and joy at their successes.
- Consider modifying current curriculum when needed -- Have links to Khan Academy lessons to help reinforce difficult concepts---Research computer-based

math programs that provides practice problems for previously learned lessons and modifies the pace to accommodate the student.

- Consider increasing the number of math lessons taught in a week to 3-4 meetings with teacher/aide per week.
- Have a common document/assessment for each child (like a DRA folder in reading) that identifies the skills that the student shows mastery in math concepts. To address areas where they could use more support the next year.

9. Revise SLOs to make them measurable.

RCM staff spent a significant amount of time reviewing our SLOs and how they relate to our mission and vision. One of the core principles for Redwood Coast Montessori and a foundational component of Montessori education is peace. Maria Montessori felt first hand the horrors of world wars and fully understood the importance of conflict resolution and students being fully invested in the process of peacefully resolving their own conflicts independent of adults. With this core principle in mind, we revised our SLOs to reflect this key principle that we want to define our community and for our students to embrace as part of their identity.

By using the word PEACE as an acrostic to organize our SLOs, we have attached measurable descriptors to each letter in the word. These descriptors define what we want each of our students to achieve in the context of Montessori and Project Based Learning.

With the design of our Montessori and PBL curriculum, we are able to track and measure student progress towards our SLOs. This is done through in-class and public presentations of projects and year-end presentations of learning, self-generated assessments tools including writings, math calculations, and scientific explorations.

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas from the last full self-study and all intervening visits.

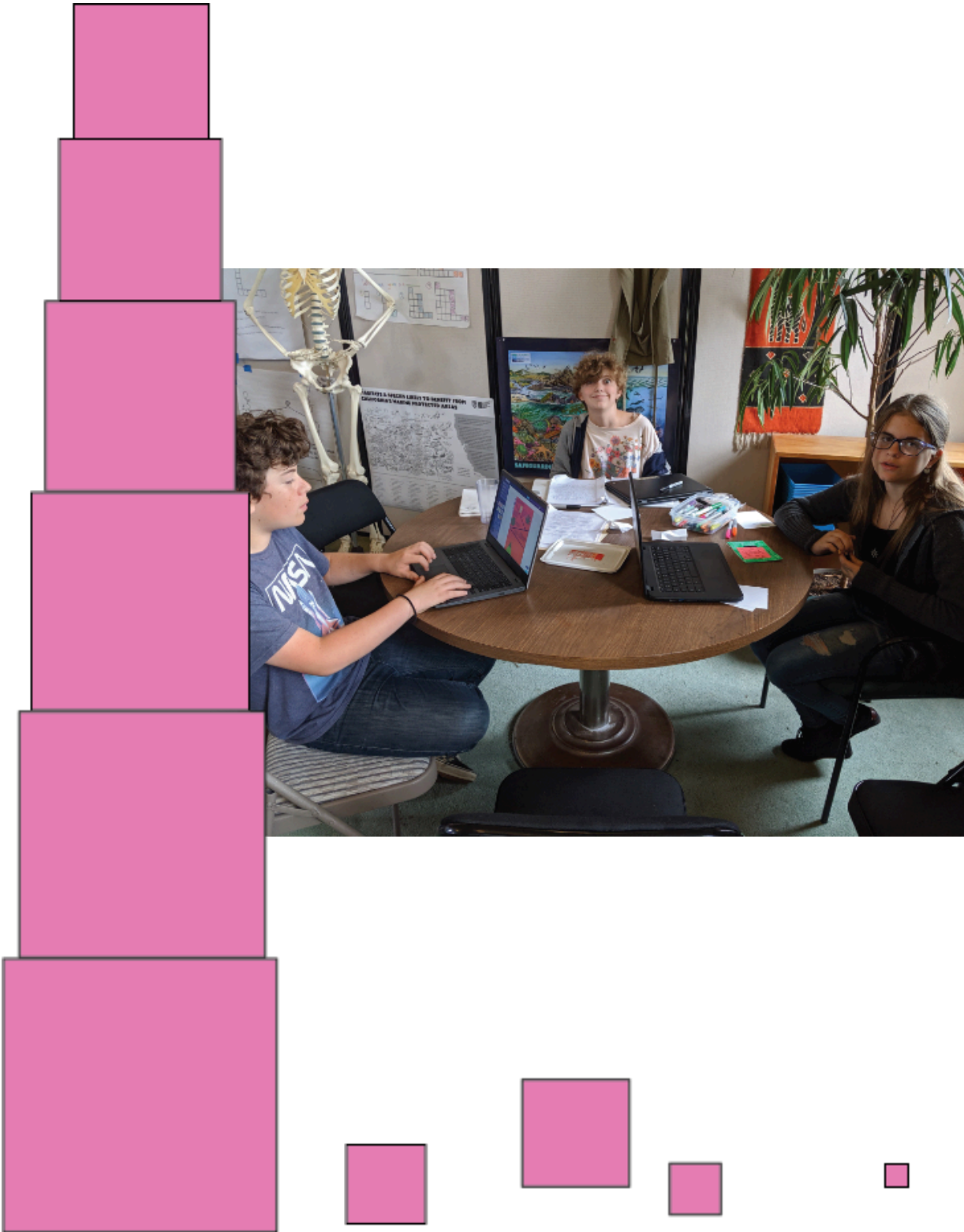
Goal #1: Recruit and retain highly qualified teachers								
Area of improvement	Rationale for area	Student learner need(s) and SLO	Assessment	How to monitor improvement	Responsible party	Steps towards completion	Timeline	Resources
Hire H.S. Math teacher	Provide robust math curriculum to meet needs of a-g instruction	Educated: Increase skills in area of math	RCM successfully hired a credentialed math teacher that will greatly improve student skills and understanding of math concepts.	Overall success (pass/fail) rate of students in math classes.	Director	On-going tracking of grades and pass/fail rates.	2021-22 SY	Tracking of transcripts with SIS
Hire additional sped teacher	Large case load of sped students & need for increased SEL support.	Communicative: Increase opportunities for academic progress, communication, and SEL growth	Success of SWD on interim and summative assessments	Compare summative assessment scores with prior years	Administration and teaching staff	On-going tracking of SWD scores on interim and summative assessments	2021-22 SY	Interim and summative assessment tools
Hire new world languages teacher	Need for highly skilled world language teacher able to support students from grades 4-12	Active: Support students desire to engage in study of world languages and to broaden their sense of self in the global community	RCM successfully hired highly skilled teacher able to support student learning in multiple languages and with a strong sense of global issues.	Greater level of engagement and participation at all age levels of language instruction.	Administration	On-going tracking of grades and pass/fail rate for high school students.	2020-21 SY	Tracking of transcripts with SIS
Hire highly qualified h.s.	To fulfill the goal of having	Educated: Increase skills	While RCM has employed natural	Active engagement with possible	Director	Continue to advertise and	2022-23 SY	Ed-join. HCOE personnel

	science instructors		person to also teach math has diluted their ability to focus on sciences.					
Help existing staff to complete requirements for history credential	Currently two teachers are teaching outside their credential to fulfill the needs of history instruction at the high school level.	Educated: Increased skills and knowledge of U.S. and world history	While students are receiving outstanding instruction from both teachers, the program as a whole and the education of students will be better supported with robust training of the history teacher	Regular meeting with existing teaching staff to monitor progress towards acquiring history credential	Director and history teacher	Continue to study for history exams and sign up for methods class.	2022-23 SY	Financial support of PD training.
Continue to train all new TK-6 staff with Montessori instruction	RCM hired one new upper elementary teacher that does not have Montessori training	All SLOs: Montessori training integrates at all levels of student learner outcomes	Identification of high quality training program and sign up for training	Regular meeting with existing teaching staff to monitor progress towards acquiring history credential	Manila Site Supervisor and new upper elementary teacher	Complete first year of induction program and begin Montessori training	2022-23 SY begin Montessori training. Anticipated completion by 2023-24 SY	Financial support of PD training.
Continue to train all new 7-12 staff with PBL instruction	RCM maintains the goal of training all 7-12 teachers through the High Tech High PBL Leadership Academy	All SLOs: High quality PBL training integrates at all levels of student learner outcomes	Successful enrollment and completion of year-long PBL training. Four teachers will attend the training.	Attend fall leadership academy, Regular monthly meetings with HTH mentor, attend spring leadership academy.	Director and new teaching staff	Successful completion of year-long PBL Leadership Academy	2021-22 SY On-going with future staff	Financial support of PD training.

Goal #2: To annually increase the achievement of all students in language arts and mathematics.								
Area of improvement	Rationale for area	Student learner need(s) and SLO	Assessment	How to monitor improvement	Responsible party	Steps towards completion	Timeline	Resources
Develop SLOs that are more fully aligned with RCM mission and vision	Desire to make SLOs more accessible to all stakeholders including students K-12	Engaged: Using the acrostic phrase: PEACE emphasizes one of the foundational goals of RCM	In-house activities designed to promote understanding of SLOs	Engagement with students through in-house tools to emphasize and assess understanding of SLOs	All RCM Staff	Promote understanding through communication with families, students, and staff	2021-22 SY and beyond	On-going support of community
Develop more fully integrated interim assessment tools in grades 3-11	Need to increase summative assessment scores particularly in the area of math	Educated: Increased assessment scores indicate a greater level of understanding of the material	Interim and summative assessments	Active use of interim assessment and supporting tools	Administration and teaching staff	Teaching staff met during the 2020-21 SY to outline strategies for successful use of interim assessments. Ongoing use of interim assessments and tools.	2020-21 SY and beyond	Support for weekly collaborative PD opportunities for staff
Purchase necessary Montessori	All elementary classrooms should be supplied with authentic, high-quality Montessori materials	Active: Montessori materials promote active learning and engagement	Survey teachers for needed materials	Regular monitoring of quality and use of classroom materials	Teaching staff	This is an on-going process that is well underway.	Ongoing	Fiscal resources and support of administration for purchase of needed materials.
Purchase necessary PBL materials	All 7-12 classrooms should be supplied with high-quality PBL materials	Active: PBL materials and equipment promote learning and engagement	Survey teachers for needed materials	Regular monitoring of quality and use of classroom materials	Teaching staff	This is an on-going process that is well underway.	Ongoing	Fiscal resources and support of administration for purchase of needed materials.

Goal #3: Ensure student access to instructional materials that are aligned to CCSS.								
Area of improvement	Rationale for area	Student learner need(s) and SLO	Assessment	How to monitor improvement	Responsible party	Steps towards completion	Timeline	Resources
Access to technology and high quality Montessori and PBL Curriculum	All high RCM instruction should be guided by best practices and use of Montessori and PBL curriculum	All SLOs: Authentic Montessori and PBL curriculum integrates at all levels of student learner outcomes	Survey teachers for curriculum or PD training needs.	Regular collaborative meetings between teaching staff to discuss best practices and develop strategies to help all students access curriculum.	Administration and teaching staff	This is an on-going process that is well underway.	Ongoing	Fiscal resources and support of administration for purchase of needed curriculum and PD.
Improve evidence-based services for the identified low performing pupils to accelerate increases in academic achievement	Certain student groups have not been performing on par with their peers	Educated: Increased assessment scores indicate a greater level of understanding of the material	Interim and summative assessments.	Active use of interim assessment and supporting tools	Administration and teaching staff	This is an on-going process that is well underway.	Ongoing	Fiscal resources and support of administration for PD.

Chapter II: Student/Community Profile and Supporting Data and Findings



Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- Demographics and achievement data
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a **brief summary** that includes:
 - o Implications of the data
 - o Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - o Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

History and Background of School

Redwood Coast Montessori began as a K-8 independent charter school during the fall of 2013 with sixty students in grades K-7th. Throughout the evolution of Redwood Coast Montessori, one consistent characteristic, which has triggered growth in capacity and services, is the support of parents, students, and staff for the traditional Montessori method used at RCM. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully “prepared environment” that is filled with beautiful, long lasting materials that are engaging, age appropriate, and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each student. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated, loving teachers who value the individual needs of the child and emphasize the responsibility each student has to self, community, and environment. With these goals in mind, a core group of Redwood Coast Montessori families, educators, and supporters have committed countless hours to building the RCM community and developing an implementation plan for the growth of Redwood Coast Montessori into a K-12 Independent Charter School.

Description of School Programs

Students enrolled in Redwood Coast Montessori follow an educational sequence based on the model established by Maria Montessori. In this model, students pursue an enriched education in two to three year, multi-age classrooms from Kindergarten to 8th grade. They begin with a TK/Kg class. Following the successful completion of the Kindergarten program, students advance to the lower elementary level (1st – 3rd grades). Following the lower elementary program, RCM students progress to the upper elementary program (grades 4th – 6th), followed by the Adolescent program (grades 7th & 8th). In the high school program (9-12), students are often grouped in grade cohorts 9-10 and 11-12. They can be grouped in single grades for specific classes such as Health (9) or On Course (11) and can be combined 9th-12th if they are working on a project together.

At its core, the model of mixed grades that Maria Montessori created is based on her educational philosophy. The philosophy and model accounts for the needs of all learners regardless of their educational level or socioeconomic status. Montessori education emphasizes meeting learners where they are at and leads them to mastery of specific skills with high quality self-correcting materials. With this approach to instruction, RCM accommodates students of all levels, including remedial and accelerated learners. One important aspect of this approach to education is the multi-age classroom that provides the opportunity for children to learn from and teach each other. With this format, students become teachers once they have mastered specific skills. Having students in the class who work at different levels provides enhanced opportunities for those students who work at an accelerated pace to assist those students who have not yet fully mastered a concept or skill. The “teaching” student reinforces his/her knowledge of the topic while presenting it to the “learning” student. In this practice, the teacher becomes a student as well, facilitating work from different perspectives. As a result, students become self-directed. The materials and environment allow them to focus on intrinsic motivation.

Another aspect of Montessori is that there is also no upper limit to the level of the curriculum. Once students have mastered a skill or a concept, they are welcome to move on with their work at a pace that is comfortable and engaging. Similarly, for those students who struggle with a particular concept or area of the curriculum, they have opportunity for repeated practice as the student learns from other students as well as the teacher. As students transition into the Adolescent Program and the High School Program, there is an increasing emphasis on student independence, higher-level thinking, and problem solving. This sets students up for success at school and beyond.

Throughout all grade levels, Redwood Coast Montessori teachers focus on the Common Core State Standards including English/language arts, mathematics, science, history/social studies, world languages and visual/performing arts. All core-subject curriculum aligns with the California State Standards. The standards provide curriculum and assessment choices which help define whether a student has gained mastery in a given discipline.

Students have access to the Internet and student computers during the daily academic periods. Word processing and presentation software from free software such as Canava to subscription software such as Adobe Suite enhances a student’s ability to research and develop projects in different disciplines. Students gain experience with these valuable resources and acquire important computer literacy skills. Beyond the need for student computers and associated hardware, technology does not play a key role in Montessori education, particularly at the lower grades where there is a much greater emphasis on active learning through the use of high quality, self-correcting materials and hands-on activities.

In addition to Montessori and PBL-trained, California credentialed teachers and resource specialists, RCM classrooms make use of qualified classroom aides to provide more opportunities for one-on-one instruction with those students in need of additional focused attention. Similarly, daily classroom instruction is augmented by qualified teachers who provide instruction in art, music and PE. RCM provides after-school care for families who need child-care beyond the regularly scheduled school day. The afterschool care program is a fee-based program. Fees will cover the cost of after school aides and the program director not listed in the budget. RCM seeks State and Federal grant funding to help defray costs of the after-school program for families that meet the Income Eligibility Guidelines as outlined in the National School Lunch Program.

RCM provides students with a fully enriched environment that includes physical education,

community building, collaboration and respect for self, peers and the environment. In addition to state standards, the educational program at Redwood Coast Montessori is based on key Montessori elements:

- Carefully prepared, inviting environment
- High quality, time tested Montessori learning materials that are self-correcting
- Sequential curriculum with emphasis on mastery before moving on
- School-Based Community projects such as gardening, cooking and maintaining the classroom
- Whole-group, small-group and individualized instruction
- Long periods of uninterrupted work time
- Emphasis on individual responsibility and choice in learning where, with guidance from the teacher, students learn and set goals according to developmental readiness
- Opportunities to research and report on topics of individual interest
- Strong emphasis on collaboration, building a sense of classroom and school community, and philosophy of service to the greater community
- Multi-aged classroom where younger students enjoy older role models and older students teach skills they have mastered to their younger classmates
- A peace table where children practice taking responsibility to resolve interpersonal conflicts
- Emphasis on grace and courtesy

Other key elements that shape the school curriculum and philosophy are the work of Carol Dweck on growth mindset/ persistence and the tenets of Project Based Learning as developed in collaboration with faculty from High Tech in San Diego who have directed RCM teachers in three different year-long training programs.

Adherence to the above principles and standards allows teachers to differentiate instruction to meet the needs of all students enrolled in Redwood Coast Montessori.

Montessori students experience an environment at all grade levels that emphasizes responsibility and choice. “Freedom within limits” is one key philosophy about which faculty communicate and collaborate with students in order to create an environment where teachers and students can grow and learn.

In order to help empower students to feel that they matter in the larger community, RCM places a strong emphasis on interacting with people outside of the classroom. With this in mind, regularly scheduled field trips form part of the curriculum to expose students to cultural as well as educational opportunities in the local area and beyond. Students interact with, contact, and learn about groups, issues, and businesses. The most extreme example of this is Montessori Model United Nations at the 5th/6th grade level and again at the 8th grade. On the local level, the most foundational connection is with Veterans for Peace, a group for which students host a tea party and take part in a parade as well as engaging in conversations about what it means to be peaceful in a violent world. For the High School, internships form part of their education.

More specifically related to high school graduation are the following. Students enrolled in the High School Program are expected to complete the following sequence of courses that meet the University of California A-G requirements. The state has approved our course for A-G curriculum.

RCM requires that all high school students accumulate a minimum of 230 credits in grades nine through twelve. Students enrolled in the High School Program are expected to maintain a C- average for all classes in order to receive credit. Students who do not maintain a C- average have the option of attending summer school or repeating a grade to fulfill minimum grade and course

requirements. RCM notifies parents of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in its Course Handbook, which is distributed annually and posted on the RCM website.

Redwood Coast Montessori High School Graduation Requirements & Possible Sequence

Grade	Connections	ELA	Social Studies	Science	Math	Health/ Fitness	World Languages	Fine Art	Electives	Graduation Requirements (includes UC/CSU a-g requirements)
9	Connections (College & Career Prep.)	English 1	U.S. History and Geography	Biology and the Living Earth	Integrated Math I (Fulfills Algebra I) or Algebra 1A	PE	Spanish 1 / German 1	Beginning Art	20 credits of Art, Music, Language, etc. Junior Year: On Course	A minimum of 220 credits in grades nine through twelve including UC/CSU a-g requirements. 40 credits – Language Arts 30 credits – Social Studies 30 credits – Math 30 credits – Lab Science 20 credits - Foreign Language 5 credits – Health 15 credits – PE 10 credits – Fine Arts 20 credits - Connections 20 credits – Electives
10		English 2 (Honors)	World History, Culture, and Geography	Chemistry of the Earth	Integrated Math II (Fulfills Geometry) or Algebra 1B	PE/Health	Spanish 2 / German 2	Intermediate Art		
11		English 3 (Diplomacy & Debate) (Honors)	Humanities / Cultural Immersion	Physics in the Universe	Integrated Math III (Fulfills Algebra II)	Optional PE	Optional World Language 3	Advanced Art		
12		English 4	U. S. Government / Economics	Elective (Biotechnology, Biology, Chemistry, Physics)	Statistics	Optional PE	Optional Senior Concentration	Ceramics / Honors Art		

Review of the core values and beliefs, the vision, the mission, and existing schoolwide learner outcomes lead to this revision of the SLOs

Schoolwide Learner Outcomes

Peaceful

- Cultivate peaceful interactions, empathy and compassion
- Advocate for peaceful resolution, understanding our connection to each other
- Build a cohesive school community

Engaged

- Explore what kind of learner am I
- Evaluate how I see myself in the larger world
- Honor our environment and our place in the global community

Active

- Demonstrate a desire to learn, to be helpful, and to contribute
- Encourage habits of curiosity, initiative and persistence
- Operate with a growth mindset

Communicative

- Develop ability to communicate with self and others
- Reach out to the community outside the school to provide opportunities for connection
- Build academic, discipline specific vocabulary

Educated

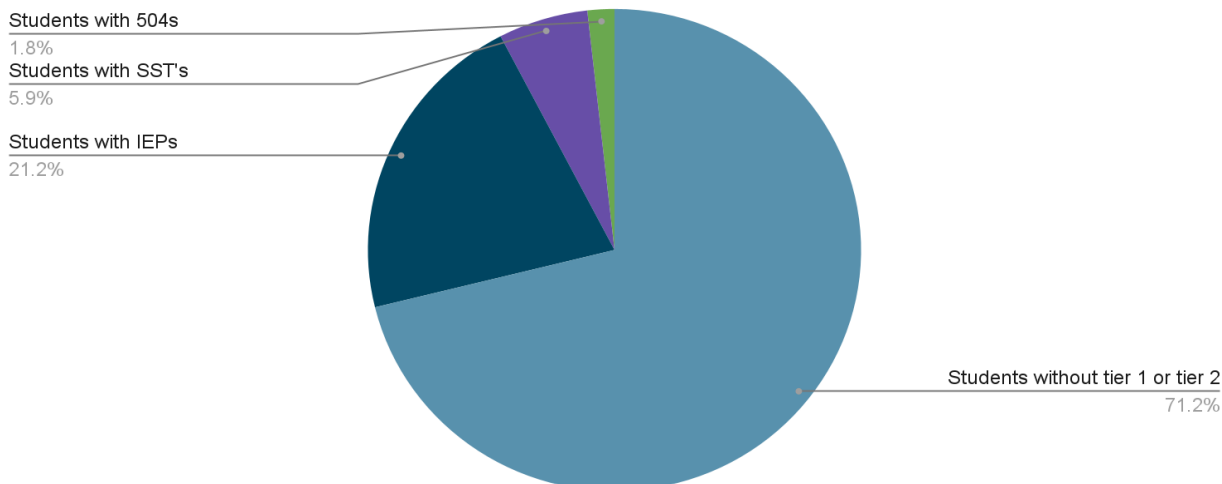
- Build habits of concentration and organization for lifelong study skills
- Plan for how I will succeed in diverse disciplines
- Create and pursue original thought across academic disciplines

Examination of perceptual data led to the following findings in three areas, including possible actions to take.

Our struggling learners:

Currently, there are a total of 36 students with IEPs enrolled at RCM. This is about 21% of our total population. Out of these students, 8 students are qualified under a Speech and Language Impairment, and 22 students receive specialized academic instruction (SAI) for a variety of different mild/moderate disabilities. Our percentage of students with disabilities has remained between 21% and 22% in the past few years. This is higher than the average percent of 17% for the rest of Humboldt County. Our staff believes that this is largely due to the Montessori approach to learning which provides an inclusive, self-paced, peace-driven environment for multi-aged students of all abilities.

Student Population



At RCM the academic needs of students with IEPs is primarily addressed in the general education classroom with support from specialized academic instruction (SAI) that targets the needs of individual students. SAI is delivered through the resource specialist program and includes a combination of push-in and pull-out services. General education teachers and the resource specialist teacher (RST) work collaboratively to provide students with the support they need in the general education classroom. Most often, teachers co-teach by having the general education teacher actively teach general or modified lessons, while the resource specialist teacher assists, gives individual help as needed, supplements instruction to fill gaps, or supports curriculum modification. Additionally, students who have an IEP or a 504 plan receive a variety of accommodations and modifications specific to their learning needs which support their access to the general education curriculum. Many of the supports are already naturally embedded in the Montessori learning environment and are often available to any student in the classroom. Some examples include: flexible seating, breaks, small group instruction, manipulatives/tangible learning materials, peace corners with sensory items, and individually-paced instruction.

Student Study Team (SST)

Purpose of an SST: to discuss curricular/instructional issues that are affecting academic progress, other contributing factors to problems observed, and to brainstorm possible solutions, interventions, alternatives, modifications.

SST meetings can be initiated by a teacher or parent in order to solve problems to eliminate the need for referral to Special Education Services. SST meetings may be held as often as necessary to evaluate the effectiveness of implemented interventions, accommodations and modifications. If, after attempts have been made to improve student performance, it is deemed by the SST that referral to Special Education for more detailed assessments is needed, the student will be referred for testing.

The following steps will need to be followed to schedule a Student Study Team for your student(s):

1. The classroom teacher and/or parent can request a Student Study Team (SST) meeting to discuss ways to address student needs and monitor progress. At all SST meetings, meeting notes will be completed documenting and utilizing team information/discussion noting desired

outcomes, progress monitoring methods, and responsibilities.

2. If, after a minimum of one learning period, the student is not achieving expected results, the SST will reconvene to decide on new strategies. The school psychologist and/or resource specialist may be asked to be part of the meeting to suggest research based interventions and ways to monitor progress.

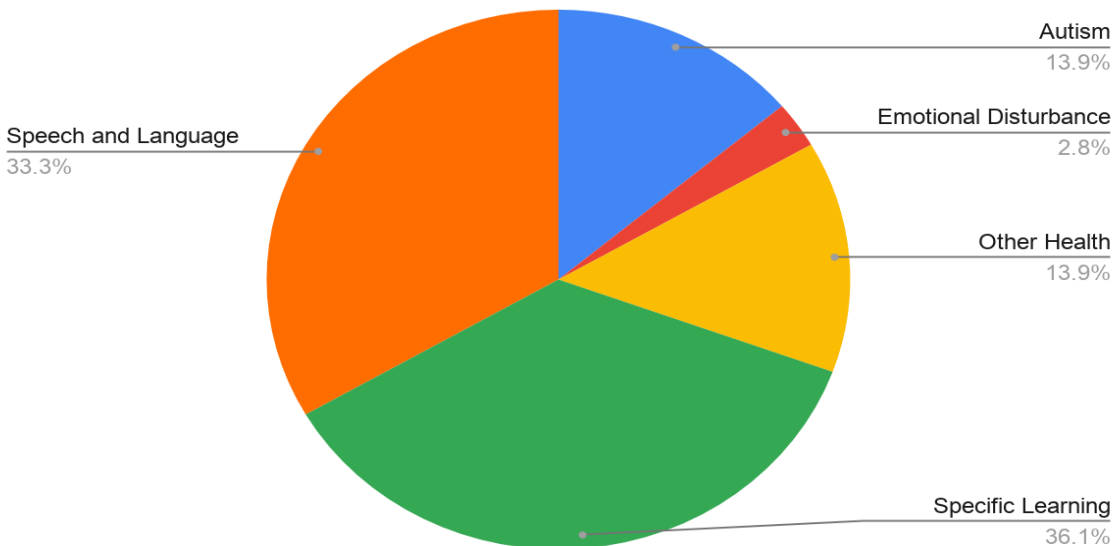
3. Steps 1 and 2 may be repeated if student is showing some response to intervention. But, if the above interventions are not successful, and the SST agrees that more intense academic instruction may be needed, then the school director or designee will notify the resource specialist or school psychologist to discuss concerns.

4. If the SST refers the student for assessment, an assessment plan will be formulated and a case carrier is assigned. The parents have 15 days to agree and sign the assessment plan.

5. Assessments will be conducted within 50 days and an Individual Education Program (IEP) meeting will be scheduled within 30 days after that.

6. At the IEP meeting it will be decided if the student does, or does not, qualify for special education services. If qualified, an IEP will be created, services agreed upon, and special education services will begin, according to the IEP team decisions.

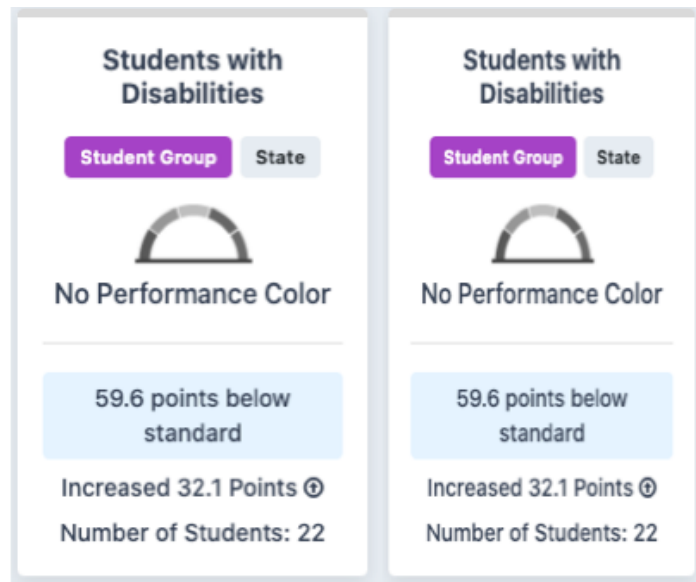
Students with IEPs



Area of Need:

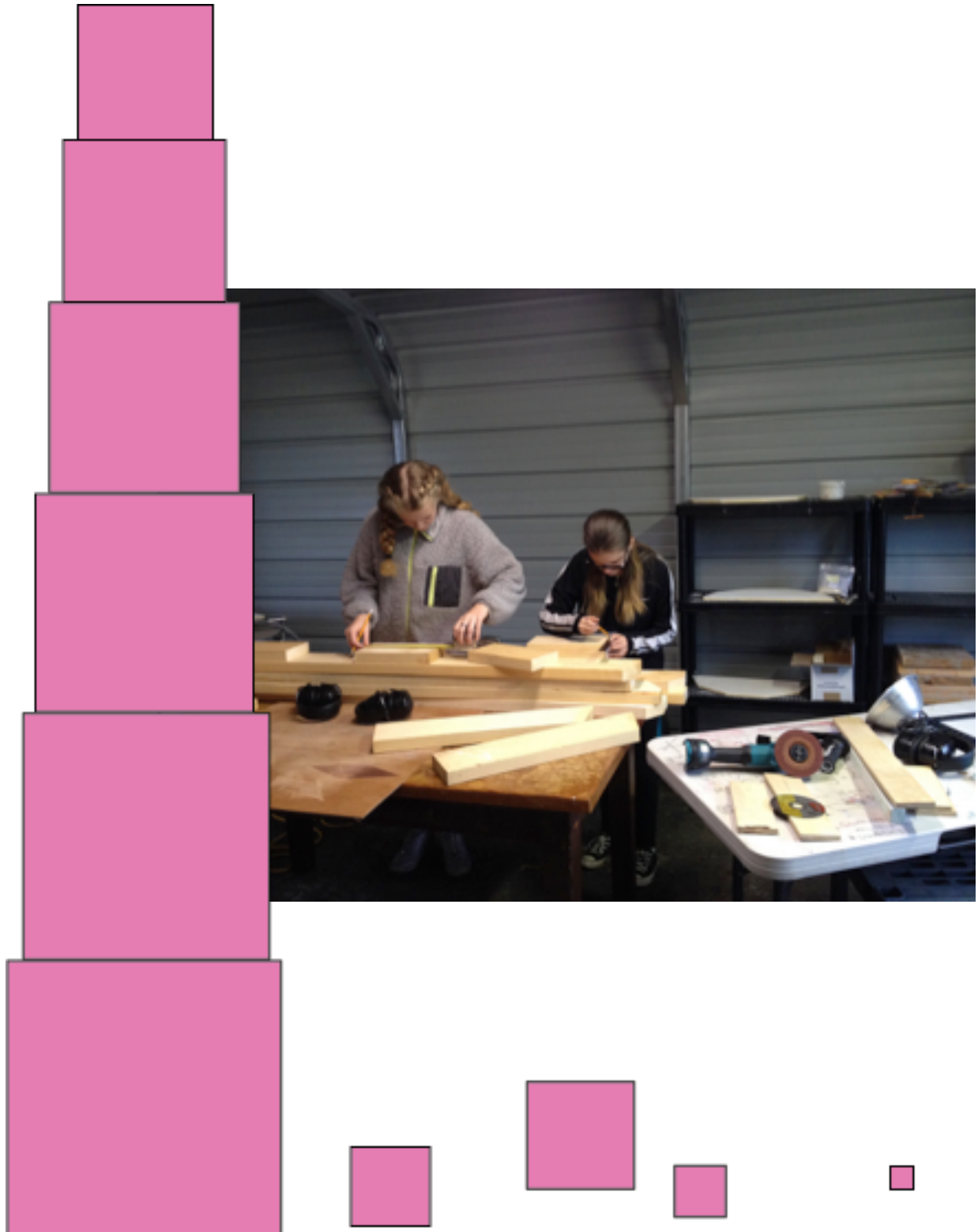
Results of a 2019 teacher-survey regarding the support of struggling students and students with IEPs, indicated that, overall, teachers would like more support in the following areas: Response to Intervention strategies and Behavior Management strategies. The resource specialist teacher reports that one of the most common areas of concern for general education teachers during collaboration meetings is making their curriculum accessible to students with the highest levels of behavioral, social-emotional, or academic needs.

Another point of reference for the current needs of struggling students at RCM is their performance on standardized testing. According to the results of the 2018 scores, RCM students with IEPs are scoring lower than the state standard on standardized testing in both Mathematics and English Language Arts. While some of this can be attributed to the impact of students’ disabilities, our team recognizes that it is important to continue improving our ability to help our students with IEPs to better access their academic curriculum.



While the Montessori classroom can be an ideal learning environment for a variety of learners, the flexible, self-led environment of a Montessori classroom can be a challenge for some students who require higher levels of structure, direction, and scaffolding during work-time or whole group instruction. It is because of this, that an area of need for RCM is to improve on their school-wide model for addressing the needs of struggling learners.

Chapter III: Self-Study Findings



A. Organization for Student Learning

A1. School Purpose Criterion

A1.1) Mission and Vision

(Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.)

The mission of Redwood Coast Montessori is to serve a diverse population of elementary through high school students (K-12) in the Humboldt County area by providing children with a high quality educational option based on the Montessori method.

Redwood Coast Montessori maintains as part of its mission a commitment to a specific vision that emphasizes active student participation in learning, peaceful conflict resolution, and communication as means to growth and development. This vision is emphasized in our Schoolwide Learner Outcomes and is supported through the structure of our program, which is based extensively on Montessori and Project Based Learning pedagogy.

As emphasized in our SLOs, our students are provided an environment and a daily structure that emphasizes active participation by students who are allowed high levels of freedom to work on material that is appropriate to their learning style and academic level. Students are supported in this process with daily schedules that emphasize long periods of uninterrupted work time and the opportunity to collaborate with and learn from peers in the classroom.

True to our mission, Redwood Coast Montessori targets a diverse population of students in grades TK-12 who have an interest in pursuing a Montessori and PBL approach to education. RCM targets a wide range of students that represent both the ethnic as well as economic diversity found within the District.

Based on the current population of students at Redwood Coast Montessori, we typically attract students with the following unmet needs:

- Students who have not been successful at their traditional public school in grade levels K-12 at all academic levels due to their unique or individualized learning style
- Students who are seeking a more student centered approach to education where progress is aligned with mastery rather than prescribed grade level progress
- Students who are seeking a Montessori or PBL approach to education

A1.2) Purpose, SLOs, and profile data

(Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.)

A key element of being an educated person in the 21st century is an intrinsic motivation for lifelong learning and critical thought.

Montessori education fosters an innate desire present in all children for a better understanding of the world around them. Through collaborative and independent work students explore their world around them and to take an active part in their own education due in large part to the orientation their teachers have to the philosophy of Maria Montessori.

It is important to use peaceful means to reconcile differences, and education should help

students develop the ability to be peaceful.

Montessori students learn the importance of structure and peaceful resolution to conflict. Students learn to internalize the rules of a well functioning community. They address themselves, their classmates and teachers with respect and honesty. They learn the importance of social responsibility through non-judgmental discussion and adherence to the basic tenet that compromise is an essential part of peaceful resolution.

Essential to a well educated person is the ability to be creative and pursue original thought.

The basic format of Montessori education relies heavily on extended academic work sessions in which students are provided the opportunity to challenge themselves academically and creatively based on their own needs and interests. Montessori students traditionally excel at an environment that requires independent thought and motivation. Teachers provide students with the opportunity to take a creative approach to learning in a prepared environment that challenges students to master new concepts at their own pace.

As part of lifelong learning, it is important that students take ownership of their education from the earliest grades.

At Redwood Coast Montessori, we embrace the educational need for positive change from a one size fits all model to one that is truly student centered, where each student takes ownership of their own educational path based on repetition until mastery. RCM students will demonstrate the following characteristics:

- strong knowledge of academic content
- problem solving capability
- creativity and the ability to work with multiple ways of representation
- motivation to learn, intellectual independence, and ability to self-educate
- communication skills (oral, written, teamwork, and interpersonal skills)
- global awareness, vision, a sense of human responsibility and ethics

RCM students will develop each of these characteristics through:

- Long uninterrupted academic work time
- Use of a wide range of Montessori activities and materials that are available to students on a daily basis
- Repetition of lessons and skills until mastery for each concept
- Collaborative work in multi-age classrooms that emphasize the importance of becoming a “teacher” for other students once mastery has been achieved
- Use of the Peace Table and respectful communication as a path towards peaceful resolution and cooperation
- Regular field trips outside the classroom and study of global cultures

It is essential that an educated person take part in shaping the norms and structures of the community.

Each of these attributes of RCM will foster a sense of confidence among the students as they progress from concrete to abstract thought. With increased understanding of the material, Montessori students gain mastery of the concepts(s) as they transition into becoming teachers within the community. This confidence and education enable them to question the structures of their surroundings and assumptions of the community in order to advocate for change when needed.

The progression that Redwood Coast Montessori teachers foster with their students is the critical element of becoming a self-motivated, competent and educated person in the 21st century. (See Appendix H for research based studies supporting the value of a Montessori education on development of self-motivated, competent, life-long

learners.)

A1.3) Involvement of All

(Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.)

As a public charter school, Redwood Coast Montessori engages in a process of regular review and assessment. Our charter renewal process is conducted every five years and involves, classified and certificated leadership groups, our governing board, parent groups through LCAP surveys and meetings.

Refinement of goals and actions related to our mission, vision, and SLOs is undertaken on an annual basis through the LCAP process. During the assessment of the LCAP each year, parent and staff surveys are distributed school-wide. Our governing board takes a active role in evaluating goals and actions and provides valuable recommendations and feedback used to finalize our annual LCAP plan.

Although, there has been significant effort at including all members of our community in the development and refinement of our vision and mission, this is an area of overall weakness. Not all sub-groups within our community are engaged in a meaningful way and not all voices are adequately reflected in the outcomes. One major group that is not involved to a large extent is the student population. Although students are very involved on a day-to-day level of classroom guidance and goal setting, they are not well represented at the level of school-wide visioning and planning. In response to this identified need, RCM has included a number of actions in it's current LCAP that include a more universal and consistent survey of all students in grades 3-12, parents/guardians, and staff at all levels of the program. As outlined in the LCAP, RCM will institute a plan for administering on an annual basis the California Healthy Kids Survey (CHKS), California School Safety Survey (CSSS), and the California School Parent Survey (CSPS). The results of these annual surveys will be reviewed by school staff, the board of directors, the parent community. Survey results will provide guidance for the Site Council, LCAP planning, Board of directors, and school administration.

A1.4) Consistency of purpose, SLOs, and program

(Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent.)

A key part of Redwood Coast Montessori school culture and something that we represent in our SLOs is connection to a wider community. Since it is a core or foundational value, it is worth examining, especially since it is so ingrained that many of the assumptions and moves teachers make are implicit to the point of being invisible. We also have not thought to examine the SLO in terms of simple data such as frequency and kind

From kindergarten to twelfth grade, students engage with the community. Field trips, conferences, mentors, guest speakers, professionals who take part in project critiques are some of the touch points that link our students to different levels of community. Sometimes teachers initiate and plan these interactions. Other times students and teachers work together, and sometimes students take the lead. Students sometimes observe the adult process of addressing challenges in the community (e.g. attending community forums, town halls, stake holder events...), and sometimes they take on active involvement in addressing a need in the community (e.g. invasive grass pulling, beach clean up, letter writing, projects geared toward educating community members, gathering donations, letters to the editor)

Action

Students develop grace and courtesy through participation in several class, school, and community events that increases in scope and impact through the grade levels as students move from attending the events to leading/hosting them.

A. Evidence: Students participate in class, school-wide, and community-wide Events

Kindergarten Students

- a.) Shared Snack
- b.) Classroom maintenance/clean up
- c.) 100% of kindergarten students participate in all-school and community-wide events aimed at providing learning, increasing awareness, and cultivating connection.

Lower Elementary Students

- a.) Shared Snack
- b.) Classroom maintenance/clean up
- c.) 100% of lower elementary students participate in and provide some leadership for all-school and community-wide events aimed at providing learning, increasing awareness, and cultivating connection.
 - i.) 100% of lower elementary students participate in Fox Trot, Halloween/Dia de Los Muertos, Ocean Day, Field Day, Move-Up Celebration,
 - ii.) 100% of lower elementary students provide some leadership for Grandparents Day Ice Cream Social, Song Circle, Peacemaker's Luncheon, Peaceful Winter Concert

Upper Elementary Students

- a.) Snack
- b.) Classroom maintenance/clean-up
- c.) 100% of upper elementary students participate in and provide some leadership for all-school and community-wide events aimed at providing learning, increasing awareness, and cultivating connection.
 - i.) 100% of upper elementary students participate in Fox Trot, Halloween/Día de los Muertos, Ocean Day, Field Day, Move-Up Celebration
 - ii.) 100% of upper elementary students participate in and provide some leadership for Grandparents Day Ice Cream Social, Song Circle, Veteran's For Peace Day, International Peace Day, Peaceful Winter Concert,

Adolescent Students

- a.) Shared Snack
- b.) Classroom maintenance/clean-up
- c.) 100% of adolescent students participate in and often host all-school and community-wide events by planning and implementing a variety of activities to provide learning, increase awareness, and cultivate connection.
 - i.) 100% of adolescent students participate in and provide some leadership in at least one of the following: Move-Up Celebration, Grandparents Day Ice Cream Social, Song Circle, Veteran's for Peace Day, Peacemaker's Luncheon, Kinetic Sculpture Race community activities, Upper Elementary Camping Trip
 - ii.) 100% of adolescent students host Fox Trot, Halloween/Dia De Los Muertos, Field Day, Trivia Follies, Arts Alive!/Arts Arcata! sales booths and band performances, Kinder-fun Day (when others camp in spring)

High School Students

- a) Serve as hosts and docents for school-wide exhibitions.
- b) Prepare and serve snacks for special events.
- c) Take on role of leading classes as needed.
- d) Engage in internships and apprenticeships.

Impact

Graduating RCM students have a complex understanding of and are able to proficiently exercise grace and courtesy after planning, leading, hosting, and evaluating the success of community events. RCM students are engaged in their own community and have first hand experience with their impact on the larger community outside their classroom. Our students are active in both their own educational journey as well as the larger community. In part, through the actions listed above, RCM students understand they have both a voice in their community and a responsibility to support and develop their community.

From exerting this effort to build community, they understand the importance of considering the needs of others; they develop compassion for others assuming a leadership/teaching/hosting role; they enjoy the satisfaction of contributing to community; and they appreciate the security of belonging to a community. RCM students also develop a strong sense of the importance of communicating information and ideas. Through participation in multiple activities and day-to-day active engagement in project work, RCM students develop strong communication skills. They develop a deep understanding that skills and knowledge are best demonstrated through in-depth and meaningful communication with peers and the larger community.

These attributes result in extremely high participation rates and extremely low discipline rates in the learning community, as evidenced by high attendance rates (avg. 96 - 98%); high class engagement rates; growth over time in progress report assessment including Self-Management/Organizational skills, Self-Awareness/Responsible Decision Making, and Social Awareness/Relationship Skills; low suspension (see chart) and expulsion rates (0% for expulsion).

- **Peace Education/Conflict Resolution**

Students are benefiting from RCM's ongoing focus on peaceful conflict resolution (positive discipline?) as evidenced by RCM's suspension rate (0.7%) and expulsion rate (0.0%) for 2018-19.

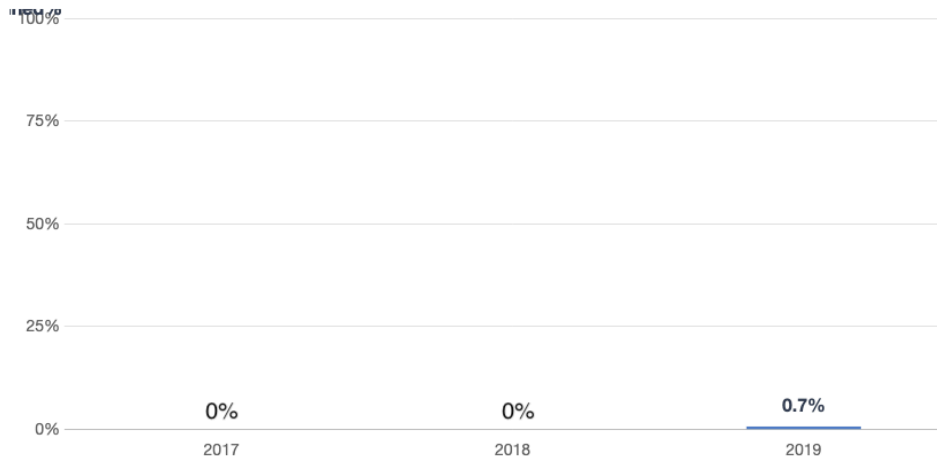
- **Grace and Courtesy**

When people exhibit grace and courtesy toward others, they exercise compassion, care, cooperation, and leadership in cultivating a peaceful and nurturing environment where all may thrive.

"It is interesting to see how little by little, these [students] become aware of forming a community which behaves as such...Once they have reached this level, the children no longer act thoughtlessly" (The Absorbent Mind, p.232).

Suspension Rate By Year

Percentage of students who were suspended.



The education of all RCM students is at the core of our program and how the SLOs were developed. While our standardized test scores have continued to rise over the past 5 years, there are definitely areas that we are focused on and determined to improve. We also understand that the vision of our school is not based solely on standardized assessment scores. Providing an educational environment that allows for motivated, independent learners that have the ability to communicate effectively, overcome obstacles, seek out needed resources, and resolve conflicts peacefully will lead to an educated student in the 21st Century.

A1.5) Communication about vision, mission, and SLOs

(Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents and other members of the school community.)

Peace is one of the foundations of our school from kindergarten through high school. It is fundamental to all Montessori education and was one of the founding tenants to RCM. At the youngest level of our school, throughout the elementary grades, students learn and sing peace songs. At all age levels RCM staff work with students to learn the skills of how to resolve conflicts. At the kindergarten and lower elementary level this often involves students sitting at the peace table, without adult guidance, to discuss what happened, how each student felt about the conflict, and how to avoid the issue in the future. As students mature and develop more sophisticated language and thoughts, they continue this process of addressing conflicts directly with their peers. As needed, adults will support the process, however, the goal is always for students to be active participants in peacefully resolving conflicts independent of adult supervision or guidance.

With PEACE at the core of Redwood Coast Montessori, it was a natural fit for our Schoolwide Learner Outcomes to be based on this fundamental idea. Peace is also used to help communicate our SLOs and vision, at all levels of our program. The goal for the acrostic “PEACE” along with short descriptions is it will allow all stakeholders to construct a personal narrative that allows them to engage in the our school community. With teacher guidance this simple word allows students to engage in more complex thought and enables or demands communication rather than passive acceptance. This helps build our ethos which is distilled into key ideas that everyone in the organization understands and can enact.

As mentioned in the Involvement of All indicator, RCM continues to work on effective communication and engagement of all members of our community. We believe that the use of the California Health Kids survey will greatly improve communication and understanding throughout the community, we have also designed opportunities for students to directly engage in interacting with the SLOs. One of the activities that took place this fall was to connect our SLOs more directly with a long-standing tradition of celebrating the International Day of Peace in September. Leading up to this important tradition, all RCM students have explored what the SLOs mean to them and how they connect with these important concepts.

A1.6) Regular review/revision

(Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.)

Staff collaboration is an essential part of our program and is essential to our success. Weekly meetings take place between classified, certificated, and administration. These meetings allow for the regular review of both day-to-day functioning of the school along with ongoing assessment of the big picture structure of the school. These meetings often guide administration as they develop policies and procedures that help to carry RCM forward in fulfilling its mission and vision.

As a public charter school, the school-wide community is able to review the effectiveness of actions taken by the school and to weigh in before implementation of new policies. All policy decisions go before our school board of directors and are discussed during public meetings that are posted on site and/or via community email during the pandemic. In addition all meeting documentation (agenda, minutes, related documents) are distributed via our school-wide email service and are posted on our webpage.

In addition to board meetings, stakeholders are regularly surveyed during our annual LCAP revision in addition to hosting of stakeholder input meetings. Historically, these meetings are not well attended, which is something that school staff is working to improve as we move forward.

The site council is also engaged in the annual review of our Single Plan for Student Achievement (SPSA). The site council is composed of parents, staff, and administration. We continue to reach out to the school community to attract new members and to draw in students to this important governing body.

A2. Governance Criterion

A2.1) Clear Policies and Procedures

(Evaluate the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.)

The vast majority of RCM policies and procedures have their basis from draft policies provided by the Charter School Development Center (CSDC). The CSDC vets all its sample policies through their own legal counsel. Charter schools that are members of the organization, have the opportunity to use these draft policies as the basis for their own school. Prior to approval of any RCM policy, our school board holds an open, public meeting in which the policy is discussed, modified if needed, prior to being implemented in our school community.

This process of using CSDC draft policies as a basis, having administrative staff adapt for RCM, and allowing for open review and debate prior to approval has resulted in clear and focused policies and procedures.

A2.2) Pre-training of Potential Board Members

(Evaluate the effectiveness of the training that is offered to prospective or new school board members.)

The amount of pre-training of RCM school board members is limited. Many members of the board are voted onto the board without prior experience on a school board. The goal is for all board members to participate in training on the requirements. After joining the board, members are trained in Brown Act and Conflict of Interest through the law firm of Young, Minney, & Corr LLP.

A2.3) Relationship of Policies

(Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.)

Although RCM has a large number of important policies in place, as a newer program, there is the need for policy development as the educational climate and education code change over time. A couple of examples include the recent addition of policies related to safe instruction during the pandemic and our ongoing work to develop an anti-racism policy that is responsive to the needs of our community.

A2.4) Involvement of Governing Authority

(Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.)

RCM's governing board is active in the ongoing development of our program based on the needs of the school to adjust and adapt to new conditions or new legislation. All members of our governing board are parents of current or past RCM students. The governing board has a strong sense of the overall mission of the school and takes this into consideration as the deliberate decisions related to the success of our students and the needs of our staff. The atmosphere among the board is one of mutual respect and consideration for all opinions. All members of the board, along with any member of the public are provided the freedom to speak their mind with out judgment or attempted persuasion.

A2.5) School Community Understanding

(To what degree does the school community understand the governing authority's role?)

Overall, I think there is good understanding of the role of the Board. All board meetings are advertised in such a way that the entire school community is aware of regular and special meetings as outlined in Brown Act guidelines. All agendas are distributed to the community along with minutes from prior meetings, and any other board packet documents. These materials are also made available on our website.

Although some board meetings are not heavily attended by the public, there are regularly visitors the board meetings who are provided ample opportunities to comment on non-agenda items as well as items listed on the agenda. In addition, a significant number of stakeholders will submit letters to the Board for their review prior to making policy or procedural decisions.

A2.6) Relationship to Professional Staff

(Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.)

In recent years, it has become quite common for professional staff to attend board meetings. In general, RCM teaching staff has taken turns attending the meetings in order to maintain good communication between the professional staff and the governing board. As a standing practice, the director attends all board meetings. Additionally, other administrative staff regularly attend board meetings.

A standing agenda item on all board agendas provides the opportunity for all staff, administrative as well as other staff to report to the board regarding any topic of importance to the board or to the staff. This open line of communication along with the regular attendance at all meetings provides for clear understanding between the board and the professional staff.

A2.7) Board's Evaluation/Monitoring Procedures

(Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.)

Our school board has on-going oversight the school's fiscal health. Three times each year, the board is presented with the annual budget for review, clarification, and approval. At year's end, first interim, and second interim, the board receives a details financial report of the schools current and 2 year projected health. These documents are prepared by the business manager that is hired by the school.

During the annual review of the LCAP and when approval of the SPSA, the governing board is presented with current information related to student performance. This data is generated through the use of the CAASPP summative assessments. Moving forward, beginning in 2021, the RCM board will also be reviewing the results of surveys conducted with parents, staff, and students as part of the CA Healthy Kids Survey.

A2.8) Complaint and Conflict Resolution Procedures

(Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.)

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes questions, suggestions or complaints relating to employee jobs, conditions of employment, the School or the treatment received. Other than in situations involving harassment, employees should contact the School Director with questions or concerns. If the situation is not resolved to their satisfaction, they should contact the Chair of the RCM Board of Directors, preferably in writing, who will further investigate the issue.

Redwood Coast Montessori's Uniform Complaint Policy is written to comply with applicable federal and state laws and regulations. RCM is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to our policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. The complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

A2.9) Evaluation Procedures

(Comment on the clarity of the evaluation procedures carried out by the governing authority.)

In addition to the on-going evaluation of school policies and procedures and the specific fiscal and student performance evaluations outlined under indicator A2.7, the Board is directly responsible for evaluating the job performance of the school director. The board reviews and evaluates personal characteristics such as attitude, flexibility, and ability to communicate effectively. In addition the Board evaluates the directors administrative effectiveness, professional relationships, and goal setting. This evaluation tool also includes a self-evaluation component for the director.

A2.10) Evaluation of Governing Authority

(Review and assess the process for evaluating the governing authority.)

To date, RCM has not developed a tool for evaluating the effectiveness of the governing board. The main form of evaluation of the board comes in the form of public input either during public meetings or through direct correspondence with admiration or the Board. Although any evaluation of the governing authority is only anecdotal, there is wide appreciation of the board within the parent and staff community.

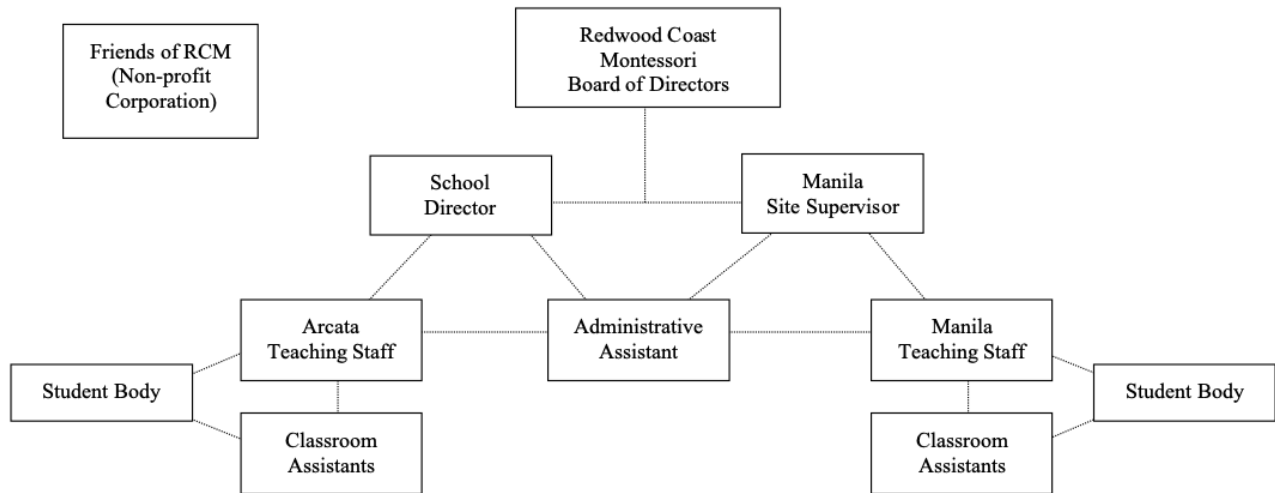
Developing a tool for regular evaluation of the governing board is something that the administration will be pursuing in order to provide more factual and possibly more accurate information regarding the performance of the Board.

A3. School Leadership Criterion

A3.1) *Defined Responsibilities, Practices, etc.*

(Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.)

The basic structure of RCM's administration and faculty is designed to promote autonomy and multi-layer support. While the duties and responsibilities are outlined in the job descriptions for each position, the strength of the personnel structure of RCM rests with the mutual respect and support shared between faculty, administration, and between administration and faculty. This structure is supported by the shared vision of all staff: creating a student-centered program that respects the needs of the individual student and promotes student achievement as outlined in our SLOs.



A3.2) *Existing Structures*

(How effective are the existing structures for internal communication, planning and resolving differences?)

Collaboration and communication is key to the success of our staffing structure. Weekly staff meetings focus on grade level or project based collaboration along with site-specific meetings and whole school meetings. These meetings allow to direct and productive communication throughout the program. RCM strives to strengthen collaboration and communication among all staff through the use of early release days, focused in-service days, and opportunities for staff to take on leadership roles on the site council, leadership team, and other campus specific committees such the garden committee or curriculum development committees.

A3.3) *Involvement of Staff*

(How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?)

RCM staff are regularly involved in the guidance and management of the school. While some of the responsibility of maintaining the school budget and adherence to State mandated reporting falls to administrative staff, developing and promoting the vision of the school and our commitment to student learning is shared by all staff. A few examples include: participation on hiring committees for new staff; peer reflection and evaluation; curriculum review and development.

A3.4) Evaluation of Existing Processes

(To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?)

The administration strives to keep in continual contact with faculty and staff, and to provide excellent supervision and consistent evaluation. Both the school director and the Manila site supervisor maintain an “open door” policy for all staff, which often extends to after hours communication via phone and email. All credentialed staff participates in an annual peer review and evaluation process that is overseen by the administrative staff, which includes meeting with each credentialed teacher for the purpose of performance review and goal setting. The effectiveness of this evaluation process is reflected in the continued health and growth of the school community and the low turnover rate among faculty and staff.

A4. Staff Criterion

A4.1) Employment Policies/Practices

(Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.)

RCM has an employee handbook that is given to each employee when they are hired. The handbook is also available on a shared staff folder that is accessible to all employees. In addition to the employee handbook, each employee is provided with his or her job description and hiring contract at the beginning of employment. Annually, all employees also receive and updated annual hiring contract to confirm the parameters of their position.

A4.2) Qualifications of Staff

(Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.)

The qualifications of staff are outlined in the school charter:

Director qualifications:

The qualifications of the Director of Redwood Coast Montessori shall include, but are not limited to the following:

- A Bachelor's degree from an accredited university
- A California Clear Credential with at least 5 years of teaching experience
- A Tier 1 or Tier 2 Administrative Credential or a certificate of eligibility
- Strong support and understanding of the mission of Redwood Coast Montessori
- A working knowledge of Charter law and the responsibilities of RCM to abide by these laws
- A comprehensive understanding of budget development, financial planning and fiduciary accountability
- Strong oral and written communication skills
- Ability to utilize assessment data to evaluate school performance
- Ability to foster an open and productive atmosphere within the school community
- Ability to advise, support, and inspire teachers, staff, students and parents

Teaching staff qualifications:

The qualifications of the Teaching Staff of Redwood Coast Montessori shall include, but not limited to the following:

- A Bachelor's degree from an accredited university;
- An appropriate teaching credential issued by the CCTC
- Possess a Montessori teacher diploma/certificate or willingness to obtain Montessori diploma/certificate within two years of hire, unless specific arrangements are approved by the Board.
- CLAD, BCLAD or SDAIE certified
- Basic first aid and CPR training
- Core academic subject matter competence
- Commitment to student success and ability to work with the target population
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to work as a member of a learning community
- Willingness to attend all mandatory professional development training

- Ability to be reflective and adapt instruction to the needs of the students using assessment data

Administrative Assistant qualifications:

The qualifications of the Office Manager of Redwood Coast Montessori shall include, but not limited to the following:

- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori
- Ability to work independently
- Possess good basic computer and technology skills
- Possess strong oral and written communication skills
- Possess strong organizational and time management skills
- Basic computer skills necessary for the successful operation of the School office
- Basic bookkeeping and financial management skills are strongly encouraged

Teaching/Afterschool Aides qualifications:

The qualifications of the Teaching/Afterschool Aides of Redwood Coast Montessori shall include, but not limited to the following:

- Successful completion of the Paraprofessional Exam and hold a Certificate for Title I classrooms
- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to enforce administrative policies and rules governing students
- Ability to work independently
- Possess strong oral communication skills
- Ability to work with children in a compassionate and thoughtful manner
- Ability to supervise children in a variety of different situations including outdoors, classroom, multi-purpose room, etc.

A4.3) Maximum Use of Staff Expertise

(Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.)

Redwood Coast Montessori seeks to employ administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

A4.4) Defining and Understanding Practices/Relationships

(Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.)

All staff are provided with the Employee Handbook, which outlines all staff policies and procedures. It is written in an accessible form, and includes an "acknowledgement form" that all staff must sign testifying that they have read and understand the Handbook.

Other written information, provided each year, includes an annual employment contract with salary, position description, and duty days outlined for the year.

RCM has developed a high school course catalog that lists all courses available to students. In addition, this catalog provides policy information related to high school course completion and pacing. The catalog also contains policies related to student progress and achievement. The course catalog is updated annually.

Each semester, RCM staff complete fire and tsunami/earthquake drills practicing the procedures put in place for any emergency situation.

A4.5) Staff Actions/Accountability to Support Learning

(How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?)

The teaching staff at RCM is very involved with all decisions regarding curriculum and guidance to support student learning. Through weekly age group and curriculum focused meetings, teachers plan how curriculum will be used to support students as individuals and as groups. The teaching staff also evaluates the need for additional supports or modifications to how instruction is practiced. There are several examples of how the teaching staff have influenced the type and direction of instruction. One of our adolescent math/science teachers recommended the use of CPM math, now this curriculum is used from grades 6-12. One of our early kindergarten teachers researched and brought the idea of using the Lucy Calkins curriculum for reading and writing. It is now used extensively throughout the elementary grades.

A4.5) Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Redwood Coast Montessori does not utilize online instruction as an ongoing part of our instructional approach. While there was increased use of online communication and instruction during the 2020-21 school year, due to the pandemic, most of the distance learning was accomplished through fairly traditional instructional approaches with the addition of Zoom or online communication. Specific examples include presenting small group lessons with traditional Montessori materials with students participating via zoom. With older students, many of the same readings and project activities took place at home with discussions and share-outs via Zoom.

A4.6) Support of Professional Development

(How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.)

RCM staff participates in ongoing professional development including required annual training (e.g. mandated reporting, homelessness, COVID safety) as well as job specific training including pursuing a Montessori and PBL training tailored to their teaching level. Staff also seek out and participate in optional training opportunities regularly offered

through our local COE. Types of trainings include writing workshops, technology training, science teaching, and maker training.

Ongoing training is a focus of RCM's approach to supporting the teaching staff. Beginning teachers are active participants in the teacher induction program which RCM finances for the new teacher. In addition all elementary teachers are supported, both financially and through pairing with an in-house mentor, to complete their Montessori training. Annually, at least four teachers are enrolled in the High Tech High PBL Leadership Program to help prepare and refine them for effective PBL instruction.

The evidence that the professional development offered through RCM is effective in bolstering student success is visible in RCM's high school graduation rate, the number of students being admitted to college after graduating from RCM, our ability to retain students, and by RCM's increasing scores on annual summative assessments.

Staff regularly report anecdotal evidence that student achievement is improving based on the quantity and quality of the information shared from professional development opportunities.

A4.7) Supervision and Evaluation

(How effective are the school's supervision and evaluation procedures in order to promote professional growth of staff in all areas such as their technological training?)

Administrative staff works to maintain open lines of communication with all staff. Regular check-ins provide the opportunity for ongoing assessment of work performance and potential need for additional support or professional development. Both classified and certificated staff has full access to administration and will regularly report successes as well as areas that need improvement with the program. In addition, annual peer and administrative performance reviews provide for regular evaluation and goal setting. The effectiveness of this approach and the open lines of communication are reflected in the low turnover rate and the ongoing commitment among staff at all levels, for the success for our students.

A4.7. Additional Online Instruction Prompt: *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Since RCM does not provide online instruction, there has been minimum effort to promote growth of online instructional staff. During the 2020-21 pandemic when much of the year was conducted through distance learning, teaching staff shared best practices and areas of success with distance learning technology. This sharing of expertise and best practices provided for a successful year with high levels of engagement among our students.

A4.8) Measurable Effect of Professional Development

(Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.)

For Redwood Coast Montessori, the best source of measuring the success of much of our professional development is the ability of the teacher to provide instruction in the highly specialized forms of pedagogy. The success of elementary teachers is dependent on their

ability to provide lesson using Montessori materials. Regular observation by administrative staff and peer mentors assures the effectiveness of the Montessori training. Without this level of specialized training, teachers would not be able to provide lessons and students would not be able to correctly use the materials. The importance of the training is evident through the regular evaluation of student access to and success with the materials.

Similarly, the effective implementation of project-based learning is most effective with the proper training of the staff. With our collaborative approach to most projects that involves 2-3 teachers working together to complete a project, on-going peer assessment and evaluation of the professional development training comes to light very quickly. If there are areas that need strengthening or refinement, peer mentors are able to provide guidance and a focus on best practices.

A5. School Environment Criterion

A5.1) Caring, Concern, High Expectations

(To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?)

One of the central tenants for Montessori education and RCM is to meet each child wherever they are. The meaning behind this idea is that each student is a unique person with their own set of strengths and areas of challenge. One of the job of an RCM educator is to get to know each student on an individual level and support them to grow and develop both academically and personally. Through this approach, a great deal of care, concern, and respect is built based on the needs of the student. This approach also allows for highly individualized instruction and development of expectations for progress tailored to the student and their own unique educational path.

A5.2) Student Self-Esteem

(To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?)

While meeting the child where they are, is key to the students social/emotional learning and academic progress, "honoring the whole child" is another component of helping each student develop as an individual with a high level of self-esteem. Addressing each student as a whole complex individual allows for the student and the community to celebrate their strengths and to contribute towards building capacity in for continued learning and growth. Another way this issue is often addressed, particularly at the high school level is through helping students to develop a growth mindset. By helping students to approach challenging work and challenging social situations from the perspective of growing their capacity towards mastery allows students the opportunity to take on increasing levels of challenge in a way that also provides the opportunity to build their own self-esteem.

A5.3) Mutual Respect and Communication

(What evidence supports mutual respect and effective communication among and between staff, students, and parents?)

One way to measure mutual respect and communication is through assessment of students returning from year to year. On average approximately 90% (??) of our students return from year to year. While there are many factors that may be affecting decisions about ongoing enrollment, additional information will help to answer the question of to what extent is there a strong sense of mutual respect and communication is through surveying stakeholders. To address this need, RCM has begun the process of using the CA Health Kids Survey to gather information from students, staff, and guardians.

A5.4) Teacher Support and Encouragement

(How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?)

At all levels of our program, there are many teachers that have taken employment with Redwood Coast Montessori at the expense of significant pay cuts with larger, more affluent school districts. Many of our teachers are at the highest levels of their professional development, hold advanced degrees, and generally represent some of the most talented and dedicated education professionals. While there is no one reason why RCM staff have a high level of commitment to our students and school, one of the primary reasons is staff

satisfaction with the level of autonomy and independence that they are trusted with. RCM educators know that they can bring their passions and talents with them to their work whether it is to try an innovative approach to the curriculum or to support their class or an individual student. There is great trust among the school administration for all members of our teaching community. This trust allows for a strong sense of support and encouragement among the teaching staff and opens the door for professional growth and satisfaction.

A5.5) Safe, Clean, and Orderly Environment

(Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.)

Redwood Coast Montessori operates out of two campuses. Our Manila campus is designed to support students in grades TK - 8th. Our Arcata campus is designed to support students in grades 6-12. At both sites developing a "carefully prepared environment." At the elementary level, a carefully prepared environment starts with setting up the classroom in such a way that there is a logical, student-centered arrangement of materials that are accessible to the student and allow for self-directed work that age appropriate. Developing the prepared environment is another central tenant of Montessori education.

With the older age groups, generally grades 7-12, there is less use of specific learning materials, so less need to carefully arrange materials in a classroom, however, there is the same emphasis on creating environments that are welcoming, safe, and student-centered. One aspect of this approach is the involvement of students in the maintenance and cleaning of their own community and environment. Students know that they are active participants in maintaining a clean and orderly environment that will support all students and promote learning and community building.

A6. Reporting Student Progress Criterion

A6.1) Reporting Student Progress

(Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students and parents) about student achievement of the academic standards and the schoolwide learner outcomes.)

Reporting of student progress is an area that our teachers take very seriously. From TK through 12th grade, teachers have designed their own progress reports that reflect the vision and mission of RCM. In grades TK-8th students are not assigned grades for progress, rather the teachers use an extensive set of progress criteria that are organized by discipline and standards aligned. These criteria are evaluated three times per year and communicated with parent/guardians during the two parent/teacher conferences and at the end of the year.

At the high school level, students do receive grades, as part of their transition to higher education, however, there is an emphasis on the report cards to also evaluate attributes of the student's growth mindset.

For both the younger students and the high school students, the tools used for reporting progress have shown themselves to be high valuable and effective in communicating both academic progress and work ethics and skills. One of the aspects of our approach is to include students in the review and reporting process as much as possible. Beginning in fourth grade, students help to lead the parent/teacher

A6.2) Monitoring of Student Growth

(Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.)

RCM collects, analyzes, and reports through a variety of in-house and State mandated assessment tools. The California Assessment of Student Performance and Progress (CAASPP) given in grades 3-8 and 11, English Language Proficiency Assessments for California (ELPAC), the California Physical Fitness Test (PFT) given in grades 5 and 7, and 9, and the California Standards Test (CST) for science in grades 5, 8, and in high school are all used in accordance with State mandates.

RCM Teachers also use a variety of other formative and summative assessments throughout the year to monitor student progress including, but not limited to: DRA-2, Fountas & Pinnell, instructional Level Spelling Assessment, and CPM math assessment tools. Findings from assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers accommodate students' work plans and performance expectations for the classroom. Teachers regularly use these results to communicate with parents during parent-teacher conferences conducted twice a year. Progress reports are given at this time to document student progress. Formalized reporting of student progress via report cards with letter grades is provided to parents of students in grades 9-12 two times per year.

Assessment data is used to adjust classroom approaches to daily instruction. Assessment data also affects decisions regarding support programs that the school implements, such as before-and-after school tutoring and classroom interventions.

RCM has also worked hard to find an SIS system to accurately monitor student growth and

development. Since our earliest days as a charter school, RCM teachers have explored both commercial products and in-house generated tools. Over several years of refining a system to meet the needs of our students and families, RCM is now using Schoolwise as a foundation for our monitoring of student growth. Schoolwise not only allows for RCM to meet the needs of increasing expectations of the State for reporting on a number of levels, it is also flexible enough to accommodate the standards aligned assessment criteria that reflect the values of RCM and our approach to teaching the whole child.

Beyond our immediate school community, we submit a School Accountability Report Card (SARC) every year demonstrating the condition and performance of the school. Based on perceived areas of growth, a Local Control Accountability Plan (LCAP) is designed and implemented describing how we intend on meeting our annual school specific goals. Both the SARC and the LCAP are made public on our school website.

A6.3) Modifications Based on Assessment Results

(Provide examples of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.)

“Human intelligence today is no longer a natural intelligence but a mathematical intelligence. Without a mathematical education it is impossible to understand the progress of our time or to participate in it. In our time, a mind without mathematical culture is comparable to that of a [person] ignorant of the alphabet... In its natural state the human mind is already mathematical: it tends toward exactness, measure and comparison.” Maria Montessori

Maria Montessori understood that each child is born with a mathematical mind and developed scientific, measurable methods to cultivate mathematical culture. The materials that students are introduced to during early years of education are used through each stage of development, allowing time for mastery and depth in their mathematical learning.

The state assessment is not the only tool for measuring student readiness. Since RCM is a public school with a Montessori foundation, the students learn the basic progression of Montessori math, building on prior knowledge. But somewhere between the lessons, mastery and progression, there are areas of disconnect between the Montessori methods and the state-adopted Common Core State Standards (CCSS). In 2019, the K-6 teachers began the process of aligning Montessori methods with CCSS to help identify areas that might need to be addressed. [Here is an example of one of the alignment documents:

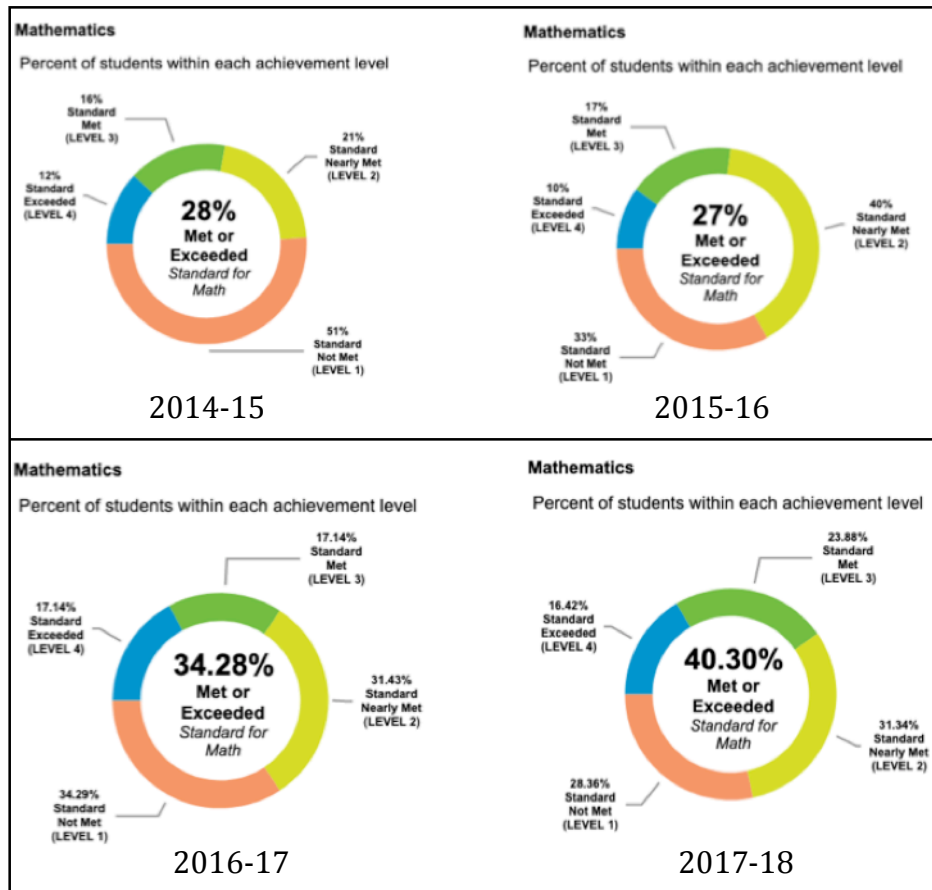
https://drive.google.com/file/d/1T164ziUx-3Brj2-Du2wjaHen_pFHZ2Zx/view?usp=sharing]

Three times a year, the teachers compile student learning in a progress report. This is real-time data that is presented to the parent community to show math skills labeled “newly presented,” “emerging learners,” “improving the skill,” and “proficiency.”

[\[https://docs.google.com/document/d/1vL3wf7CJ6dQjD6dpdv_XdnBQXcC62r-UYVWjcMp3TXg/edit?usp=sharing\]](https://docs.google.com/document/d/1vL3wf7CJ6dQjD6dpdv_XdnBQXcC62r-UYVWjcMp3TXg/edit?usp=sharing)

Improving Math Standardized Assessments Student Learning Outcome

The RCM scores from 2018 showed the average for RCM students testing 25.6 points below the standard level for mathematics. While RCM improved from the previous year scores, the goal should be to have a school average at the standard level or higher in math scores while continuing to see improvement over time.



In 2014, the state adopted the Common Core State Standards and changed their assessment to include these new standards. Change over time shows improvement since the CCSS standards were introduced but still a significant percentage of the students are below standard.

Achievement Level Distribution Over Time

Achievement Level	Grade 6 (2014-15)	Grade 7 (2015-16)	Grade 8 (2016-17)
Mean Scale Score	2478.2	2554.4	2598.8
Standard Exceeded: Level 4 ⁽ⁱ⁾	15 %	29 %	33.33 %
Standard Met: Level 3 ⁽ⁱ⁾	8 %	7 %	8.33 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	15 %	43 %	41.67 %
Standard Not Met: Level 1 ⁽ⁱ⁾	62 %	21 %	16.67 %

There tends to be a larger disparity as we begin to factor in all of the various student groups and identifying their needs in this testing climate.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
English Learners	None					3		3						
Homeless	None					1		1						
African American	None					1		0						
American Indian or Alaska Native	None					1		1						
Asian	None					3		5						
Hispanic	None					8		7						
Two or More Races	None					3		4						
Students with Disabilities	None	Low	Increased Significantly	-59.6	32.1	22	20	16	15	-91.8			-1.5	
Socioeconomically Disadvantaged	None	Low	Increased Significantly	-38.9	15.3	28		20		-54.2				
All Students	Yellow	Low	Increased	-25.6	10.4	66		68		-35.9				
White	Green	Medium	Increased	-18.1	6.2	50		51		-24.3				

To address the overall low assessment results among students with disabilities, RCM has formed a special ed. advisory group made up of the resource teacher, general ed. teacher, and administration. The goal of this group is to outline strategies and techniques for general education teachers to use in the classroom with students with disabilities. Some of the specific guidance includes strategies for how to scaffold work, particularly at the high school level, and how to incorporate IEP goals into daily classroom instruction and assessment. A second resource specialist was also hired to provide greater levels of support for students on a more on-going basis vs. just as outlined in their IEP.

A6.3. Additional Online Instruction Prompt: *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Since RCM does not offer online instruction, there is minimal data to use as a basis for making adjustments to online instruction. During the 2020-21 SY and with the few students that are attending RCM as independent study students during the 21-22 SY, the teaching staff makes a deliberate effort to share best practices and areas of success with remote learning technology.

A7. School Improvement Process Criterion

A7.1) Broad-Based and Collaborative

(Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.)

RCM has a number of procedures in place to assure that there is broad-based and collaborative planning amongst all stakeholders, staff, students, and parents. Some of the ways that information is communicated is through the following:

- Weekly e-newsletter (one for each campus)
- Two parent/teacher/student conferences each year
- Progress reports and report cards, three per year for TK-8th and two report cards for 9-12
- Board agendas distributed via email prior to each school board meeting with information about how all members of the community are welcome to join
- Board minutes and board packets are distributed each month along with being posted on the school web page.
- Annual LCAP meetings open to all stakeholders
- Monthly staff meetings including all certificated and classified staff
- Weekly certificated staff meetings based on age group or project group collaboration

Although, RCM makes a strong effort to provide for a broad-based and collaborative approach to communication and planning, this is an identified area in need of improvement. Gathering more detailed information from a wider cross section of our community is something that will help with planning and communication. In response to this identified need, RCM will be using the CalSCHLS survey to gather information from students, parents, and staff. This information will be made available to all stakeholders. RCM will also continue to increase our efforts to encourage participation at school board meetings, site council meetings, and other school functions.

A7.2) School Plan Correlated to Student Learning

(How does the school ensure that the analyses of student achievement of the major student learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?)

In order to include student learning in planning at all levels, teaching staff and administration hold biweekly meetings to discuss curriculum development, student progress, and best practice strategies to address possible gaps in student learning. All CAASPP data is distributed to staff to review and incorporate into both grade level and individual student level planning.

Close communication is maintained between teachers and parents to allow for regular and rapid check-ins about how each student is progressing both academically and as a member of the community.

As mentioned the use of the CalSCHLS Surveys should bolster our effort to include student achievement as a central focus of planning at all levels.

A7.3) Systems Alignment

(What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?)

Some strong evidence that supports our systems alignment include the following:

- At the TK-6 level all teachers are either Montessori trained or in the process of pursuing their Montessori training. This matches our expectation as stated in our charter that all teachers are Montessori trained within two years of being hired.
- All teachers at the 7-12 level are either trained in Project Based Learning (through the HTH PBL Leadership Academy) or in the process of receiving their training. Each year all new teachers receive this training as well as several existing teachers who choose to repeat the training.
- All teaching staff at our Manila campus are engaged with an comprehensive teacher reflection-evaluation process that includes peer mentoring and administrative review.
- The teaching staff and administration at the Arcata campus are currently working on refining a version of the teacher reflection-evaluation tool that will address the unique needs of the campus and the older age group of students.

RCM's system alignment in the areas of professional development and teacher evaluation is set up well to allow for ongoing school improvement. Strategic planning on a broader scale is an identified area in need of improvement. Some of the steps that will strengthen our planning include better communication across all levels and groups of stakeholders and more robust gathering of information from the major stakeholder groups: students, parents/guardians, and staff. To address this need, use of the CalSCHLS surveys will allow for a significant step forward.

A7.4) Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

(Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.)

The RCM schoolwide action plan is outlined in our annual LCAP and SPSA documents. The LCAP is reviewed on an annual basis by administration, RCM staff, and the governing board with input for community stakeholders. The SPSA is reviewed by our school site council and is aligned with the LCAP to reflect the goals of the site council, the governing board, and the school community.

In each of these supporting documents there is a breakdown of action items aligned with each goal. For each action item there is an explanation of the resources and the expenditures allocated for accomplishing the action item. Each year, the school board reviews the budget associated with the action plan to assure there is appropriate fiscal resources allocated to accomplish the action item. In addition there is an annual review of the goals and associated action items from the previous year to determine the schools success with making gains towards each action item.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

B1.1. Current Educational Research and Thinking

(Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.)

While many of the educational practices used by RCM were established by Maria Montessori in the early 1900s, the importance of staying current with educational research and thinking is a standard for RCM teachers and administrators.

Traditional Montessori embraces the concepts of individualized instruction, teaching to all modalities (senses), use of concrete learning materials, small group and individual lessons, differentiated learning, inquiry, and interactive lessons. When we compare RCM's educational philosophy with the current trends in educational research, we find many parallels. For example, the current trend towards inquiry based instruction and differentiated learning. Dr. Maria Montessori developed her philosophy from her perspective as a scientist. She observed children and documented their response to the different materials offered to them. She systematically formulated her philosophy for education based on the results of her observations. The roots of Montessori's researched based approach to education, is integral to how our teachers approach working with each individual student.

In addition, RCM staff stay current with new educational research. One example is the incorporation of the work of Carol Dweck around the importance of students developing a growth mindset for ongoing success and achievement.

B1.2. Academic Standards for Each Area

(Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards and, if applicable, expectations within courses that meet the UC "a-g" requirements.)

RCM staff is committed to maintaining high academic standards that are aligned with the Common Core State Standards, Next Generation Science Standards, and UC a-g requirements. Through a combination of targeted professional development and early release days, our teaching staff and administrators regularly review curriculum planning, development, and effectiveness. At the elementary level, we have committed significant time and energy to developing a scope and sequence of Montessori lessons and curriculum that is aligned with CCSS and that spans all the grade levels. These tools address important benchmarks, necessary resources, and relevant activities that help to maintain alignment of our curriculum and to allow for a smooth transition between age group levels. At the secondary level, our teaching staff has been instrumental in writing their own a-g approved courses. All a-g approved classes provide course content, class resources, and activities connected to the class.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

N/A

B1.3. Congruence

(Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.)

RCM's Expected School-wide Learning Outcomes are connected to our curriculum and instruction. RCM has three uniform rules: Do your work, Let others do their work, and Treat each other and the materials with respect. Teachers use these rules consistently in and out of the classroom. Lessons are given on these rules and behavioral expectations are established to ensure a safe and nurturing learning environment. Fundamental parts of the Montessori philosophy are grace and courtesy. Starting in transitional kindergarten/kindergarten, students are instructed on how to accomplish basic tasks to create harmony in our environment: to use manners, share with others, and communicate appropriately. Character education and peace education are also embedded in our curriculum. The standing principle of ultimate respect for the child creates a sense of empowerment that is developed in the Montessori classroom. Students build a strong sense of community, often working in multi-age classrooms with student mentors. We teach our students to respect and cherish our environment. This is done through classroom recycling, assigned classroom jobs, outdoor education field trips, and science lessons that foster an understanding and compassion for our natural world. Woven throughout this process is a focus on peace and peaceful practices. This same concept is the cornerstone of our schoolwide learner outcomes.

B1.4. Student Work — Engagement in Learning

(Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.)

The foundations of the Montessori method have remained largely unchanged for over 100 years, including an emphasis on: a child-centered environment, a responsive prepared environment, and a focus on individual progress and development. Key to each of these foundational components is a focus on the individual student. By evaluating student work and displaying student work, RCM is able to maintain a focus on student engagement in the curriculum. The emphasis for our school and classroom environments should include a celebration of student work at all ages and ability levels. By displaying student work, students are valued as individuals and through this process; they develop greater levels of engagement with the curriculum and the schoolwide learner outcomes.

B1.5. Accessibility of All Students to Curriculum

(What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students through the various courses/program offered, e.g., online instruction? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.)

The most basic premise of Montessori education is that it is student-centered. Throughout RCM, we “meet the student wherever they are.” Inherent in this approach is a focus on making all parts of the program and curriculum accessible to all students, regardless of their age or ability level. One indication that the local community understands and appreciates this approach is our high number of students with special needs. On average, our students with disabilities population is over 20%, a number that is higher than most other local schools and the Statewide average.

While the Montessori approach is an outstanding format for supporting students at all levels, this is also an identified area for improvement. The results of a 2019 teacher-survey

regarding the support of struggling students and students with IEPs, indicated that, overall, teachers would like more support in the following areas: Response to Intervention strategies and Behavior Management strategies. The resource specialist teacher reports that one of the most common areas of concern for general education teachers during collaboration meetings is making their curriculum accessible to students with the highest levels of behavioral, social-emotional, or academic needs.

B1.5. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses, if applicable.*

N/A

B1.6. Acceptable Student Achievement

(What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?)

Dr. Maria Montessori believed that children should be taught holistically. She understood that education should be meaningful and relevant for the student, that subjects should be integrated, and that the progress a child makes is best done through observation and careful documentation of their progress. As a Montessori school, RCM adheres to this same basic philosophy and we understand the importance of more traditional assessment tools such as standardized testing and progress tracking through the use of tools such as DRA, Lucy Calkins, interim assessments, and in-house tools.

RCM staff keep careful track of student achievement through progress reports, which are shared with parents through parent/student/teacher conferences and for those students with special needs through the IEP or 504 processes. The expectation for student achievement is that they will make progress towards defined goals or based on the CCSS and NGSS. Student achievement is often acknowledged through the formal exhibition of their work. These exhibitions allow for students to display their work and interact with fellow students, families, and professionals about their work and the learning connected to the work.

While RCM does not consider that standardized test scores are the best measure of student achievement, it is valuable to include this information in assessing progress in this area. Looking at recent scores, the main areas in need of improvement are with math for all student groups and with students with special needs there is need for greater support in both ELA and math.

B1.7. Integration Among Disciplines

(Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.)

Following the Montessori method and using a PBL approach to teaching are two of the best ways to provide for integration among disciplines. Based on the five great lessons, what Maria Montessori called Cosmic Education, provides a natural integration of all subject areas as students learn about the beginning of the Universe through to the invention of writing and math. These are concepts that are designed to capture the attention and imagination of elementary Montessori students and show them how math, science, language, and history are interrelated.

As RCM students move into the adolescent and high school years, a great emphasis is placed on project based learning. PBL instruction is most effective when students are

provided with opportunities to make real-world connections to their own life and to integrated topics and disciplines in order to gain a more holistic understanding of the questions they are working to understand. Some recent examples include a Bias-busting project that integrated science (neurobiology), history, and ELA to address a topic of particular interest to each student group.

B1.8. Curricular Review, Revision, and Evaluation

(Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.)

RCM administration is committed to keeping our current and relevant through regular review and when needed revision. Weekly staff meetings, some focused on age groups or project groups, allows for teachers to compare best practices and to align their curriculum as they decide based on the needs of the students. RCM provides professional development opportunities for all teaching staff with a strong emphasis on Montessori and PBL training. Through these training opportunities, teachers engage in regular review and evaluation of RCM curriculum. Teachers routinely bring updated information or a new outlook on existing strategies to the whole staff for review of our existing curriculum.

This use of professional development and teacher collaboration has proved to be highly effective throughout the history of RCM. This process has led to expansion of services including the use of Lucy Calkins curriculum, Newsela as an outstanding source of curriculum, and adjustments to how we deliver projects and provide for critical components of PBL including peer review and reflection.

B1.9. Collaborative Work

(Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.)

The very nature of Montessori and PBL education demands the need for collaborative work among the teaching staff. Since all class levels in Tk-8th grade are based on multi-age groupings (TK/Kg; 1-3; 4-6; 7/8), there is strong need for staff to collaborate on expectations for how the curriculum will be presented in each age group and what is needed to help students have a successful transition from one age group to the next. One tool that is used in this process and something that is the result of many, many hours and many drafts is the progress report. All Tk through 8th grade progress reports are based on the same set of criteria that was developed by the teaching staff over several years. These progress reports provide a consistent tool to used to track student progress across all age groups.

At the secondary level, there is a similarly strong emphasis on collaboration and integration despite the need to provide for more a departmentalized approach to the curriculum. The use of integrated projects, across age groups and disciplines, requires collaborative work among teachers across several different content areas. Teachers routinely plan the integrated projects well in advance of instruction and then use a tuning protocol to refine and make adjustments to the curriculum as needed. As a smaller school, the teaching staff also shares in the responsibility of supporting students need for academic counseling throughout their high school years. This shared endeavor requires active communication between staff and students and between staff and staff.

B1.10. Policies — Rigorous, Relevant, Coherent Curriculum

(Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.)

The primary review of curriculum is completed by all teaching staff and the school's administration. While everyone involved in this process has their own experiences and personal emphasis to pull from in making their assessments, everyone engaged in the process is a professional educator. Everyone involved in the review process has taught or currently teaches in the classroom. This high level of expertise does not guarantee the development of rigorous and coherent curriculum, however, it is the policy of the administration to allow for review of all curriculum by the individuals who will be using it and to provide opportunity for teachers to share best practices, engage in professional development, which brings in new ideas and modifications, and to carefully monitor the effectiveness of the curriculum in the classroom through careful observation and data gathering from the students.

Throughout the history of RCM this approach has proven to be highly effective. Staff have made significant contributions to how curriculum is developed and taught and have brought in important additions to help keep the instruction relevant and coherent. One example is the inclusion of Montessori Model United Nations as a major curriculum component for the 8th grade students. Through this nearly year-long project, students learn about real-world issues and work to address them in meaningful ways as they prepare to present their findings at the annual MMUN conference in New York. Similarly, some of the most engaging and rigorous projects that our students have tackled are created directly by the teaching staff as part of a collaborative effort with their peers. One recent example includes the development of a professional quality field guide to our local Arcata Marsh. This project brought together our ELA teacher and science teacher with local experts in the field who worked to collaboratively create a relevant and rigorous curriculum the provided for very high quality student work.

B1.10. Additional Online Instruction Prompt: *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

N/A

B1.11. Articulation and Follow-up Studies

(Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?)

Now that RCM provides all grades from TK through 12th, we hope that every student that joins RCM at the TK or Kg level will stay with our program through 12th grade. Needless to say, this does not always happen and will some of the students that move on to other schools particularly after 8th grade and 12th grade, we are do communicate with other local schools and to a certain degree colleges.

While we have good reason to think that the acquisition and development of our new high school campus will attract many more 8th grade students from our own feeder classes and from other local middle school programs, during the first few years of our high school, many of our 8th graders moved on to other local high school programs. It has been reassuring to hear from staff at these other high schools, that RCM students are overall academically focused and prepared for high school. Our graduates know how to overcome obstacles,

communicate effectively, and work with high levels of success. We see this with the students that attend our high school and hear from teachers at other local high schools.

The school year 2020-21 was our first class of seniors. While the class was very small, only six students, there was outstanding representation with acceptance at the college level. Among our few seniors, they received acceptance invitations to NY University, UC Davis, UC Santa Cruz, Humboldt State University, and Seattle University to name a few. Although it is very early in the process for our high school alumni, all indications are that they are enjoying great success with their post high school work.

At the administrative level, a few of the important steps that we have taken to assure the long-term success of our high school students is to partner with local academic counselors as part of the Humboldt County Student Support Services Personnel (SSSP). In addition, RCM has partnered with College of the Redwoods and Humboldt State University to provide middle school and high school students the opportunity to visit, participate in workshops, and talk with college professors.

B2. How Students Learn Criterion

B2.1. Research-based Knowledge

(Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.)

- All teachers have or are in the process of acquiring the appropriate California teaching credential for their grade/subject level.
- All TK-6th grade teachers either have or are in the process of receiving their Montessori training through a certified Montessori training program.
- All 7-12th grade teachers have either completed or are in the process of completing their PBL leadership training through High Tech High.
- RCM works with the COE to support new teachers completing their teacher induction program.
- Reading specialist is trained in providing ELPAC initial and summative assessments.
- Both adolescent math teachers have completed CPM math curriculum training.
- Several of our elementary and adolescent teachers have completed training through the Redwood Writing Project (RWP).
- Several of our upper elementary and adolescent teachers have completed the Montessori Model United Nations training.

B1.10. Additional Online Instruction Prompt: *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

N/A

B2.2. Planning Processes

(Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.)

A great deal of time and energy is committed to planning instruction and developing curriculum that will meet the needs of each individual student. Using their Montessori and PBL training teachers make careful observations and record each student's ability in an effort to match their instruction to the needs of the student. The goal is to guide the student to work within their zone of proximal development. At the elementary level, the environment is set up so that students can work independently on a wide variety of materials while the teacher is able to provide small group lessons for students based on their age or ability level. At the adolescent and high school level, the use of PBL work that emphasizes, collaboration, creativity, and pursuing student's unique passions allows for differentiated instruction to match the needs of the student.

Teacher designed work plans/records allow elementary students to organize their work based on listed goals and expectations. While some of the listed goals will include teacher guidance/instruction, many of the goals include age-appropriate independent work that the student will have the opportunity to work on at their own pace until they reach mastery. Older students typically are responsible for completing their own daily work schedule with guidance from the teacher. If a student is not progressing through the material at a pace relative to their grade level, a student study team (SST) meeting will be organized to address possible modifications or accommodations in the general education classroom. If the student still seems to be struggling and after care review and discussion with the SST, the student

may be referred for assessment for special education services.

B2.3. Professional Collaboration

(Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.)

Through scheduled early release days and in-service workdays, administrative staff and the teaching staff regularly include significant time for collaboration on planning and review of the curriculum and teaching strategies. Some of this collaborative work is designed for all teaching staff and administrators, while significant portion is scheduled to allow for age group or project group meetings. These collaborative meetings provide the opportunity for the teaching staff to examine the curriculum and evaluate student work to determine whether adequate progress towards grade level content standards is being met. One such recent set of meetings at the adolescent and high school level was focused on the use of goal setting for students. With all student work it is helpful for students to set goals for their own progress. These goals help to guide them and allow the student to evaluate their own progress. This process is particularly important with project work that can be more open ended and more comprehensive with the design of the desired outcomes. In reviewing the importance of this process of goal setting, teachers looked at several different tools and strategies that students can use and how to help the students set these goals.

B2.4. Professional Development

(Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.)

RCM values the importance of professional development both for the benefit to the individual staff member, but also for what the staff member is able to bring back to the group as a whole. RCM and other local schools are quite fortunate to have a County Office of Education that commits a great deal of energy into providing varied and high quality, local professional development training. All RCM staff are encouraged to attend PD training designed to support their teaching. If teachers need to take time out of the classroom to attend training, RCM has set aside funds to provide substitute teachers to be in the classroom with the students. Some recent examples of trainings attended through HCOE include, diversity and equity training, writing workshops, specific technology training, and distance learning best practices training. In addition, to this type of local training, RCM financially supports teachers in attending online and out of the area training that is specific to Montessori and PBL pedagogy.

B2.5. Challenging and Varied Instructional Strategies

(Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge and application and the development of a wide range of technological skills.)

RCM instructional strategies progress through a planned scope and sequence designed to take students from learning at a more concrete level that allows for mastery of skills at the pace of each student to more abstract concepts that are increasingly open ended and allow for high levels of cognitive development.

In lower grades, teachers use intentional movements and minimal wording to express

expectations for student outcomes. As concepts presented become more challenging, teachers will engage in more explicit instruction of expectations. Student exemplars, guided questions and rubrics are some examples of methods utilized by teachers in the upper grades to communicate expectations to their students.

RCM teachers respect their students and the learning process. Teachers are careful to protect the learning process by long uninterrupted periods of work time. This strategy allows for students to develop higher levels of concentration and to follow their passions. During this time, teachers are silent observers who take cues from the students as to how to direct the students' learning. Teachers welcome feedback from students and students are invited to share preferences on lessons and instructional strategies. The teachers listen and are empowered to be creative with their instruction to meet the unique needs of their students.

In the higher grade levels, students are given a voice by becoming involved in parent-teacher-student conferences. This is a time for students to verbalize what is working for them and what they find challenging in the learning process. As students get older, they are asked to develop personal learning goals. Progress toward these goals is evaluated during conferences.

B2.5. Additional Online Instruction Prompts: *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.*
Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.
N/A

B2.6. Technological Integration

(Comment on the integration of technology within the school so that all students develop a wide range of technological skills.)

The use of technology in the classroom can be a powerful tool. At the younger grade levels (TK – 1st grade) there is limited use of technology as this period is a time for students to work with the high quality Montessori manipulatives that are designed to help students progress through the curriculum in a manner that helps to make the learning concrete and provides an opportunity for mastery at their own pace. Beginning in 2nd grade, students are introduced to the use of computers as a research tool as they work to complete longer-term research projects connected to specific units within the curriculum.

As students progress through upper elementary into the adolescent program and high school, students become more reliant on computer technology to support their learning and to access the curriculum. At these later stages in the sequence, the learning becomes increasingly abstract and requires students to reach beyond the classroom for ideas, information, and tools for learning. Additionally, as students move into the adolescent and high school program they are exposed to a great variety of tools and different types of technology including CNC machines, 3D printers, recording and videography equipment, and professional level software.

B2.7. Evidence of Results based upon Challenging Learning Experiences

(Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.)

Teachers and staff are committed to helping all students demonstrate their progress through challenging learning experiences. For each student, dependent on their passions and abilities, the results of this work look different. For some students meeting a goal on their IEP may represent a tremendous accomplishment. For other students they should be completing work that demonstrates high levels of critical and creative thinking. One of the most important elements of Montessori and PBL education is it allows for the work to be individualized such that the results of challenging experiences are aligned with the specific student accomplishing the work. The ability to measure the growth associated with each piece of work is generally more authentic and accurate given the opportunity our teachers have to spend multiple years, in multi-age classrooms with students. Teachers get to know the students, their abilities, and their work habits quite well over a 2-3 year period.

Some recent examples of exemplar work include being a guest on a local radio station to discuss the ecology of our local forests, published writing from several RCM students in “An Anthology of the Winning Entries” of the Redwood Writing Contest. RCM students have been successful with submitting works of art in local competitions and have enjoyed significant accolades as delegates at the Montessori Model United Nations Conference. While these are a few examples that provide evidence of high quality work that has been the result of challenging learning experiences, we try to acknowledge the work of all students when and how they are demonstrating focused, high quality work based on their own passions and abilities.

B2.7. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending and conducting effective research.*
N/A

B2.8. Student Understanding of Learning Expectations

(Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.)

It is important for students to know and understand the expectations for work at all levels and it is equally important for students to be involved in tracking their progress towards meeting these expectations. At the lower elementary level, students are provided with daily work logs that are initially populated with daily expectations by the teacher which the students then track as they make progress towards accomplishing each goal. As the students start becoming more accomplished with working independently, particularly as they move towards upper elementary, the daily work records start to transition to weekly work records with the expectation that students will take on more of an active role in planning their daily work and charting their progress. This progression towards increasing independence continues through the adolescent program and into high school as the students keep planners for the school year and eventually rely on interacting with Google Classroom or Canvas to plan their work and track their accomplishments.

At each of these stages, teachers are communicating directly with the class and individual students, as needed, to outline learning expectations. As students progress beyond the elementary grades, they take an active role in setting goals for themselves with project work and reflect on their successes through peer review and reflection that is built into PBL work.

Beginning in upper elementary and continuing through high school, parent/teacher

conferences include students as an active participant. The ultimate goal for the conferences is that students will work themselves into a place where they are able to run the meeting and provide accurate assessment of their accomplishments and areas in need of improvement.

B2.9. Student Perceptions

(Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.)

Based on conversations and interviews our teachers have conducted with students there is generally a high level of understanding of expectation. For some students the level of understanding is evident in their ability to stay focused on their work and to successfully navigate transitions or redirect themselves and others when they become off-task. The expectation of how students will approach work is opening talked about as a community from TK through high school. Most students report an appreciation for this approach and the freedom that is built into our teaching. While not all students enjoy the level of success with this model that is the goal, they understand the expectations, even though it doesn't always translate into their performance. For students that do find themselves repeatedly straying from the expectations, RCM staff are very accomplished at narrowing some of the freedoms and providing more one-on-one attention as needed. With many students this increased investment of energy helps them to refocus and to follow through with the expectations. With the goal of all RCM students become self-directed, independent learners, it is critical that they understand the expectations and are able to act on them.

B2.10. Student Needs

(How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?)

Student centered, individualized learning is the foundation of Montessori and Project Based Learning. This is what we do! There are many components to provide for student needs. A few of the more important examples include:

Multi-age grouping

The classrooms at RCM involve multi-age groupings. The benefit of multi-age groupings revolves around the fact that younger children get the chance to learn from the older children. The older children actually reinforce whatever they have already learned and mastered. This helps to deemphasize the traditional role of the teacher as the sole source of information and guidance and helps to put the power in the hands of the students.

Montessori materials and Project work

At the younger age groups, the two key aspects of Montessori learning is utilization of scientifically designed materials and hands-on learning approach. The Montessori learning materials teach a single concept or skill; they also contain a built-in-mechanism, which helps the students in the assessment of their progress as well as correction of mistakes without the intervention of the teacher. As students progress into the upper grades the process of learning relies less on manipulatives and concrete learning strategies as students learn to approach more complex and abstract ideas. At this level the use of hands-on learning continues to be a focus and a key element that supports student need.

Student oriented work

One of the major components of Montessori and PBL education is that they allow the students to select challenging and meaningful tasks as per their interests. The child directed work in the Montessori system helps in creating curiosity among children. At the same time, it also trains them to work in uncluttered and calm spaces both individually as well as in a group. With project work, there is typically a focus to the work with specific academic goals, however, with all projects there is the opportunity for student choice which allows for students to pursue areas of the curriculum that they find most compelling.

Work periods

The work periods at RCM are uninterrupted which means that the students are allowed to work as per their own space without any serious interruption. A student can take their time, complete a particular activity, clean up the mess, and then start another activity. However, during the activity phase, the teachers provide all the relevant support to the students. This support is usually in the form of both group as well as individual lessons. The uninterrupted work period facilities basically result in the development of independence, coordination, assimilation of information, and concentration in the students.

High Quality Teachers

A core component of the RCM approach our educational system is highly trained Montessori and PBL teachers. These teachers must be properly trained and must possess the required certifications. The teachers must be able to understand the importance of the natural development of a child. A good teacher must be able to observe every single child in the classroom. Based on this observation, the teacher comes up with the learning material, which is relevant for student of a particular age group. The learning material is based upon the developmental abilities and interests of the student. At RCM, the teacher serves more as a guide as opposed to merely being an information provider.

Peace Curriculum / Building Community

Dr. Montessori was committed to creating peace in our world through the education of our children, stating, “Creating peace is the work of education. All politics can do is keep us out of war.” She believed that children were “both the hope and promise for the future of mankind” and developed lessons for children to learn how to solve their own problems peacefully. Maria Montessori was nominated for the Nobel Peace Prize in 1951 and 1952. Maria Montessori’s commitment to peace education is at the core of all our interactions with students. Building a functional community that includes peaceful interactions and problem solving is central to the success of all of our students.

B2.11. Student Use of Resources

(To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?)

RCM uses very few textbooks. At the adolescent and high school level, there are a few subjects that incorporate textbooks as one learning tool. The main subjects where textbooks are found with the older age classes are with math and world languages. Due to the sequential and linear process of learning some of this subject matter, RCM teachers have found textbooks to a helpful learning tool. With nearly all other disciplines and at all other age group levels, RCM teachers rely on the use of manipulatives and other resources which the students can explore and learn from.

Each of the elementary classrooms is outfitted with a rich and abundant array of high quality

Montessori materials that allow the students to work independently until mastery. Beginning in second grade, students are also introduced to computers as a resource for doing research on some of the many projects they undertake throughout the year. As students progress into the adolescent and high school program, there is less reliance on manipulatives and more extensive use of technology including professional level software, high quality tools and equipment to facilitate hands-on learning, and outreach to professionals in the larger community outside of school. At all levels there is a large emphasis on collaborative work. At the elementary level, this may look like two or more students working together to solve challenging concepts through the use of manipulatives. Among the older students, collaborative work often is in the form of groups of students working together to accomplish multi-faceted projects that involve planning, research, assembly of deliverables, documentation, and presentations. Many of these more complex projects require students to learn how to share in the responsibilities, delegate tasks, and communicate effectively in order to accomplish a common goal.

B2.11. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

N/A

B3. How Assessment is Used Criterion

B3.1. Appropriate Assessment Strategies

(To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.)

RCM utilizes data from a range of sources to make informed decisions about educational practices. Scores from CAASPP testing, interim assessments, DRA scores, along with local benchmark assessments and regular teacher assessments, help shape how RCM staff educates each individual student. Analysis of these multiple data sources by teachers and administrators allows RCM to identify students scoring below grade-level benchmarks so that we can bring together a Student Study Team (SST) to come up with strategies/plans to help the students succeed. Data are also used to identify students who are ready for advanced course work.

With the data collected through benchmark testing and CAASPP, RCM tracks students who have disabilities and those students who need to be assessed for specialized educational services. Using the annual LCAP review process, RCM assesses the need for appropriating extra funds, as necessary, for tutoring, supplies, and math and writing help to ensure the success of these students.

B3.2. Basis for Determination of Performance Levels

(Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.)

Redwood Coast Montessori informs stakeholders of expectations and achievements through several platforms, including one-on-one meetings with teachers or administrators, and access to scores and grades via the school SIS program. All elementary students are assessed by their teacher and reading specialist, if needed at the beginning of each year.

Each high school student at RCM is paired with a teacher-mentor who meets with the student at regularly-scheduled learning record meetings to remind students of expectations and inform them of achievements in the form of grades, test scores, projects, or other forms of assessment.

Expectations and achievements are reported to families each trimester for grades TK through 8th grade and each semester for grades 9 through 12th.

RCM also uses the weekly e-newsletter to report on events and achievements of both groups and individual students. Expectations and achievements are also reported out through the SARC, SPSA, and LCAP to reach a more global audience.

B3.2. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students

are doing their own work in the online environment. Comment on the degree to which the results for state- mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

N/A

B3.3. Demonstration of Student Achievement

(Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.)

Student work is regularly examined to assess achievement and alignment with the SLOs. Many of the tools/practices used to evaluate achievement include:

- Montessori Materials
- Lesson plans and learning logs
- Sample work plans (K-6)
- Exhibitions and student presentations
- Sample study guide (middle school)
- Student work samples for all grade levels and curriculum
- Rubrics for evaluation of student work
- Report cards and progress reports
- Observations of classroom instruction and independent work time
- SST and 504 meetings
- Goal setting through IEP process - Special Education files

B3.3. Additional Online Instruction Prompt: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

N/A

B3.4. Correlation

(Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.)

Using a Montessori and project based learning approach to teaching provides for strong correlation of assessments and course/academic standards. In the elementary grades teachers maintain careful notes about how each student is progressing both academically and with their work habits and involvement with the community.

With the strong focus on the individual needs of each student, there is great opportunity for teachers to develop assessment tools including rubrics to track progress towards SLOs. Using this sort of holistic approach, teachers are able to move beyond using just tests to evaluate student success. Students report a strong appreciation of this type of individualized approach to monitoring progress.

B3.5. Modification/Decisions based on Assessment Data

(Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.)

Teachers regularly meet to discuss assessment data and student progress. During these meetings teachers are able to evaluate the effectiveness of the assessment tools being used and the need for possible modifications. By pairing teachers together for the purpose of peer mentorship allows for in-depth feedback about assessments and best practices for using

them to evaluate student success and as a formative assessment tool for possible modification of the curriculum.

B3.6. Student Feedback

(To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?)

Based on the result of student surveys and interviews, most of the students at RCM understand the performance expectations.

Teacher/student dialog is a large part of the learning experience at Redwood Coast Montessori and is incorporated into ongoing instruction, assessment and goal setting.

- Student perception surveys have been used in previous years. Beginning in SY 2021-22, RCM will be using the full CHKS to gather more in-depth feedback.
- School portfolios are a systematic collection of student work across grade levels. They include artifacts in reading, writing, and math assessments and interview results. Artifacts are added each year. They provide the staff, students and parents with an authentic picture of students' progress over time and information for dialogue, goal-setting, and future instruction.
- Rubrics, which are given to students at the onset of projects and units of study, communicate the expected level of performance within those studies. Academic achievement is encouraged as students work toward achieving "breakthrough" status on the rubric.
- Students attend parent/teacher conferences to help set goals and discuss plans for meeting those goals. Beginning in 4th grade, students start to the process of learning how to lead the conferences. By the time they are in 7th/8th grade, they are leading the conferences.

B3.7. Teacher Monitoring

(Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.)

Teachers use a wide variety of assessment strategies to measure student progress toward specific goals or benchmarks.

Classroom projects include multiple forms of assessment to evaluate students such as: rubrics, self-reflections, peer reflections, goal setting and evaluation, tests, quizzes, and direct communication.

Teachers in all grades design developmentally appropriate tasks that will measure understanding and mastery of grade-level standards.

Rubrics are used by students to self-evaluate their own work, as well as the work of peers. Some informal tools used at our school include teacher observation notes, student and parent surveys, and anecdotal notes.

Student self-reflections provide individuals with the opportunity to be critical thinkers. Students may evaluate individual and group work at all stages of the learning process. They

use these reflections to set goals for future work. Work logs, journals, and 1:1 conferences are used to determine students' progress with their academics and work habits.

Although we found strong examples of the ways teachers are analyzing and using data to inform their instruction, we feel this is an area of future growth for us. Formative data should be used regularly to alter course, if necessary, or to design individual goals for students. This practice is somewhat inconsistent throughout the school. There is an art to matching actionable steps with formative and summative data to push growth in all students. We would like to refine this practice in future years.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

C1.1. Adequate Personalized Support

(Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.)

As a smaller school, RCM is not able to provide some of the personnel that are typically found in larger schools. What RCM small size and dedicated staff is able to provide for students makes up for any reduction in human resources. As a Montessori school, classes are based on a multi-age model. This allows teachers to work with students for two or three years at a time. During this time, our teachers get to know their students very well and learn about their academic as well as inter-personal needs. Teachers learn how to frame the curriculum to meet the needs of each individual student and they learn how each student learns best and what types of supports they may need. The familiarity with the students also extends to family members, which provides for an ongoing team approach to supporting each student through open communication and collaboration with the family.

As students progress into the adolescent and high school program, we are able to support students as they begin the transition process from elementary to secondary school and to college and career. At the adolescent level, we facilitate several visits to local colleges and help our students to “see themselves” as college students. At the high school level, each student is paired with an adult advisor to help guide them through their high school years and to plan for the transition to college and career. This advisor approach allows students and RCM staff to develop a close working relationship, which is important to tailoring the students’ academic needs in high school, and to help them prepare for a successful transition to college or career.

We have all high school students participate in a four year “Connections” class that takes students through a sequenced process of helping them to build more of a growth mindset approach to their work, develop their planning and organizational skills, prepare for life in the workforce, prepare for transition to college, and develop their skills and abilities as a global citizen. This program is critical to the long-term success of our students beyond high school and into their adult lives.

For students at any grade level, we are also committed to our responsibilities with child find. If through observation or assessment, we have an indication that a student may need additional support, we call a SST meeting to discuss supports in the general education classroom. If these strategies do not seem to have as much impact as needed, we consider, as a team, the possible need for assessment for special education services. For those students that do receive specialized services, we have highly trained staff that provides academic, social/emotional, speech, and OT services.

C1.2. School Support Systems

(Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?)

Open lines of communication are critical to the success of RCM’s support systems. There is open and frequent communication between teachers and administration. There is open communication between teachers/administrators and students, and between teachers/administrators and families. Because of this approach of frequent and easily accessible lines of communication, we are able to focus significant energy on supporting students and we are able to react or change direction or strategies quickly as needed. This responsive approach, and open door policy allows for students to ask for help easily. It also allows parents to communicate easily with staff to discuss any possible need for additional

support services. Communication between staff at all levels also allows for development of uniform and consistent strategies for supporting students or setting any needed intervention support.

The addition this year of a second resource specialist has proven to be an extremely helpful source of support for students. As our program continues to grow, there are plans to provide additional academic and social/emotional support staff, which will help us to maintain a high level of school support for all students.

C1.3. Strategies Used for Student Growth/Development

(Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.)

Providing individualized instruction is at the core of most of our instructional strategies. One of the goals for all RCM students is for each of them to develop a strong sense of self as an intrinsically motivated learner, driven to follow their passions, with the ability to overcome obstacles. Developing personalized approaches to learning is critical to developing this sort of growth mindset and is an integral part of Montessori and PBL education. From the earliest age, RCM students learn how to concentrate and work collaboratively or independently for long periods of time. This approach allows students to work at their unique learning level and at a pace that allows for mastery of the content. This process looks a little different for each student and is at the foundation of personalized education.

As students move beyond their elementary years, they are encouraged to bring their interests and passions to their project work in a way that helps to make a direct connection to their own lives.

While students are supported at all levels, they are encouraged to constantly expand their skills and abilities based on their own unique aptitude. This sort of careful guidance in an environment that is carefully planned to be welcoming and safe allows for access to rigorous standards-based curriculum. Students that do struggle in any area of the curriculum or their work habits are supported by teaching staff in the general education environment and if needed by our resources specialists as part of their individualized education program (IEP).

C1.4. Support Services and Learning

(Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.)

RCM leadership and teaching staff maintain regular and ongoing communication about the needs of individual students. Through careful observation and the assessment data, under-performing or struggling students are identified in the general education environment. As these students are identified, a student study team will be assembled that includes parents, general education teachers, administration, and often resource specialists and if needed additional staff including the reading specialist, school psychologist, and classroom assistants.

The SST works together to identify areas of concern and to develop strategies, including modifications and accommodations, to address these areas of challenge in the general

education environment. During the SST meeting a second meeting will be scheduled for 4-6 weeks later, allowing time for the strategies, modification, and accommodations to take effect. During this time, the classroom staff, and at times administration and resource staff will collect data in regards to the effectiveness of the steps taken. If during the follow up meeting, it is decided that the strategies are not significantly addressing the areas of concern, the team will decide whether an assessment plan should be developed to determine whether the student qualifies for special education services. The team, including any additional personnel involved in the assessment, will meet as part of an IEP meeting to discuss the results of the assessment and make a determination of whether the student qualifies for and will benefit from special education services.

C1.5. Co-Curricular Activities

(Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?)

As a smaller school, RCM is able to offer a wide array of co-curricular activities that are available to all students. A few examples include, sporting teams (volleyball, basketball, cross country, track and field, and tennis) and afterschool clubs and classes (art, maker, cooking, book making, music, MMUN, world languages, and games). In addition to these co-curricular activities, the Montessori and PBL curriculum that is used throughout the school provides for many of these types of extra-curricular opportunities within the regular school day. One example is the micro-economy program that is a traditional component of adolescent Montessori education. The micro-economy program provides real world opportunities for students to develop and run their own small business. All parts of the business are handled by the students including: product development and marketing, sales and customer service, finance and money management.

Curriculum-based field trips are a regular part of curriculum development at all age group levels. Students regularly visit local natural areas find real world connections with science curriculum. Humanities curriculum is supported and brought to life through field trips connected to museums, monuments, and local native lands. Students visit colleges and businesses both in the local area and as part of overnight field trips to forge connections between the curriculum and the students' future as a global citizen.

C1.6. Student Involvement in Curricular/Co-Curricular Activities

(Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.)

Student voice and choice is central to the success of RCM. At all levels, school leaders and teaching staff understand that students must find value in the work they are doing. The work they do must matter to the student and must have value beyond the specific academics at hand. In PBL projects, students tackle real world problems from the perspective of the individual student. What this involves is students identifying their own passions or connection to the question at hand and bringing in their own curricular and extra-curricular interests into the project in such a way that the work takes on real significance for the student. All of the projects and curricular and co-curricular work that is designed is done so with academic standards and SLOs as a central grounding component of the planning process.

Direct and intentional student participation in co-curricular activities is most frequently the

result of students wanting to pursue their own passions. Many of the co-curricular activities that have been offered at RCM over the years were done so at the inspiration and personal initiative of students. The annual talent show began as an independent student project, some recent, and most successful, theatrical performances have been conducted almost exclusively by students with a passion for theater. Students have initiated art classes, gaming clubs, cooking clubs, and music ensembles to name a few.

C1.7. Student Perceptions

(Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.)

The feedback RCM staff have received from recent interviews with students indicates that there is overall a high level of satisfaction with the support services offered by RCM and the level of personal commitment demonstrated by staff. Based on the information we have, albeit mostly anecdotal, students report that they feel respected, supported, and safe as a member of the school community. For the most part, students feel like they can approach RCM staff with questions or concerns and that they will be supported and provided the help they need.

Most of the information we have regarding student perceptions of the school and available support services is mostly anecdotal. A number of surveys have been used over the years to gather information from the community; however, student voices have been noticeably absent. To address this identified need, RCM plans to administer a comprehensive CalSCHLS survey for all students in grades 4-12 during the 2021-22 school year and on an annual basis thereafter with specific grade levels.

C2. Parent/Community Involvement Criterion

C2.1. Regular Parent Involvement

(Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.)

Parent/guardian participation with RCM is an important component of our school. RCM staff understands the importance of parent/guardian participation in building our community. There are many different ways that family members can get involved in our school community. At the beginning of each year and with the enrollment of each new student, we send out a list of volunteer opportunities to each family. This information includes a sign-up form for parents/guardians to sign up for specific volunteer activities we offer and to explore new ideas to support the community.

Each year, we host several events designed to bring families together and to promote opportunities to get involved in the RCM community. Before the beginning of school each year, we host a Meet & Greet which provides parents/guardians the opportunity to get to know the staff and the school and to learn about how they can participate to help serve the needs of all students. Other orientation events that take place to inform parents about ways to support students include the fall Ice Cream Social, the spring potluck, and several other events that are advertised throughout the year.

Although RCM students benefit greatly from all the volunteer work our parents/guardians contribute, there is no expectation that all families can contribute extra volunteer time. For those that do have the ability to volunteer some of the specific opportunities they have include: participation as a school board member or site council representative, support for fundraising events, classroom help, field trip driver and chaperone, and site maintenance.

In addition to volunteering in the areas mentioned, RCM encourages parents/guardians to participate in visioning meetings, LCAP annual review and update, SPSA updating, and development of the self-study.

Teachers also communicate weekly with parents via a newsletter, sharing curriculum highlights, upcoming field trips or fundraisers, and opportunities for parent involvement.

C2.2. Use of Community Resources

(How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?)

RCM teachers and administrators are always looking for ways to involve our students with the larger community beyond our school. The importance of reaching out and connecting our students with local professionals, businesses, colleges, and community leaders cannot be overstated. From the youngest age-group in our school to our senior class, we are committed to providing meaningful experiences for our students through field trips (several overnight), guest speakers, pen pals, and partnerships with local organizations.

Many of the early experiences our lower elementary students engage in through field trips and guest speakers are arranged by staff, however, as early as 3rd grade, students have the

opportunity to start organizing their own classroom fieldtrips by researching areas/people of interest and making direct contact with the necessary people to plan the field trip. As students advance through upper elementary into adolescents, the opportunities for organized or self-directed field trips and guest speakers become more extensive in terms of their academic content and the complexity of the activity. At the adolescent level, our students take annual trips to both of our local colleges. Our adolescent students interview local professionals as part of their projects including the Humboldt Healers Project.

Our high school students repeatedly participate in activities that connect them directly with professors from HSU in specialized fields of interest. Local professionals provide in-person workshops for our high school students in areas such as resume writing and job hunting. Our high school students also regularly take a trip to San Francisco to learn more about several local cultures and to visit SFSU to learn about opportunities for advanced study.

C2.3. Parent/Community and Student Achievement

(Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.)

Parents/guardians are an integral part of the educational team that supports each student. The partnership we develop with each family is critical to the success of their student at RCM. Teachers and when helpful, administrators, routinely communicate directly with parents to discuss academic and social/emotion progress. Whenever there is an issue of concern, staff reach out to parents/guardians to discuss the issue, ask for the parents perspective on strategies that may work, and develop a unified team approach to supporting the student. It is well understood that the success of each student is dependent on communication and collaboration between the school and home.

Teachers, at a minimum, meet two times each year with parent/guardians to discuss the progress of their child and any additional supports that may needed to help with student achievement. As a part of these meetings, teachers discuss with parents and students the possibility of modifying the curriculum when needed or to provide additional accommodations or modifications based on the needs of the student.

Most student achievement information is available to parent/community via various reports, such as the School Accountability Report Card (SARC), the Single Plan for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP) which are available on our website.

As previously mentioned, RCM acknowledges the need for more robust and current parent/guardian feedback about issues related to student achievement. Through the use of the CASCHLS survey tool, we plan to gather information that can be used to better evaluate parent/community involvement and how to better capitalize on this resource.

Category D: Resource Management and Development

D1. Resources Criterion

D1.1. Allocation Decisions

(To what extent are resources allocated to meet the school's vision, mission, and student achievement of the major student learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?)

One of the primary tools used to allocate resources to meet RCM's vision, mission, and student achievement needs is the Local Control Accountability Plan (LCAP). Since implementation of the LCAP in SY 2013-14, we have used the LCAP to identify goals and actions to assess the impact on student learning. Each year, RCM uses a variety of strategies to gather information from the community including staff, including both certificated and classified, meetings, LCAP meetings open to the entire community, staff and family surveys, and discussions at regularly scheduled Board meetings.

With the additional fiscal resources that have been allocated to schools in response to the global pandemic, additional plans, beyond the LCAP, have been used to determine how best to support student learner needs and achievement during these times. The Learning Continuity and Attendance Plan, The Expanded Learning Opportunities Grant Plan, and the ESSER III Expenditure Plan have all been used to determine the allocation of resources based on community input and review by our school board.

D1.2. Practices

(Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.)

Each year, RCM works closely with our authorizer to develop our annual budget and to conduct our audit. Redwood Coast Montessori is in a unique situation in terms of our relationship with our auditor. RCM is a fully independent, direct funded charter school. We are also lucky enough to be located in a school district that is "charter-friendly" and works hard to support the four charter school located in the district. As a part of this positive relationship, RCM hires the district staff to provide fiscal overview, personnel support, payroll processing, and facilitation of our annual audit.

As a part of the development of the annual budget, our school board reviews and approves the annual budget including the first and second interim budgets. Our school board also reviews and approves our annual audit, which is conducted by an independent auditor that reviews all district and charter schools that are part of the Arcata School District.

All proposed expenditures are reviewed by the RCM director and are submitted for payment to our authorizer and reviewed by the County Office of Education. RCM has a Board approved Fiscal Policy that sets the fiscal calendar and outlines the controls, budget, and fiscal management of all school funds.

D1.3. Facilities

(Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals and educational program.)

Redwood Coast Montessori is extremely lucky to occupy two beautiful campus locations. The first site we were able to develop as a young school is located in the small town of Manila, California. This is a beautiful campus that is nestled in amongst the coastal dunes with the “backyard” of our campus opening up to the full range of coastal dunes and the Pacific Ocean. This site is home to our TK-8 campus with an estimated enrollment of approximately 120 students. The Manila Community Service District, with whom we enjoy a very strong and mutually supportive relationship, owns this site. The buildings that house our school are older (circa 1950s) and in need of some repair and upgrades which RCM continues to work collaboratively with the Service District to implement on an ongoing basis. The site itself is well suited to the needs of our students providing abundant outdoor space in a quiet, safe, residential neighborhood. The site has a large sports/playing field, a new playground, installed by RCM, and access to natural environments for both recreation and education.

Our second campus, which is home to our high school program (grades 7-12), is located in an area of Arcata, CA referred to as the Creamery District. The Creamery District is a part of Arcata, just off from the center for the town that is home to many small businesses, artisans, and historic structures. The building that houses our school is commonly referred to as the “Ten Pin Building.” The Ten Pin Building was originally a bowling alley that RCM has recently remodeled to meet the needs of our 7-12 Arcata Program. This newly remodeled site is not only beautiful, but allows for our students and teachers to engage in robust and creative project based learning. In addition, the location of the school provides us with outstanding access to the many artisans and small businesses that we are building relationships with in an effort to provide additional learning resources for our students including internship and apprenticeship opportunities. As a newly remodeled building, this site is in outstanding condition and provides for the health and safety of our students.

D1.4. Instructional Materials and Equipment

(Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.) Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Both RCM campuses have a wide array of high quality Montessori and PBL equipment. At grades TK-6th, our classrooms are filled with traditional Montessori manipulatives. These are instructional tools that have been in use for over 100 years and have been shown to be highly effective in helping students achieve mastery of common core aligned lessons at their own pace.

In grades 7-12, students have access to age appropriate materials and software to help them transition to increasingly abstract concepts. The materials our students use help them develop the skills they need to access the curriculum and to become global citizens that are college and career ready.

While there is always funds set aside in the school budget for instructional materials and equipment, a great deal of the materials, technology, and equipment has been purchased

through a series of grants and loans acquired by the administrative staff. In addition, the administrative staff has partnered with both Humboldt State University and College of the Redwoods to actively acquire surplus equipment that is still highly functional but is no longer needed at the college level. These relationships have resulted in a great deal of technology as well as classroom materials.

At the 7-12 level, all students have their own chromebook for daily use. This is addition to many desktop computers that house more specialized software needed for more advanced instruction. At the elementary level, students have full access to computers based on their age group and the structure of the classroom. Students at RCM do not typically start using computers until they are in second grade.

D1.5. Well-Qualified Staff

(Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college/career.)

Redwood Coast Montessori is extremely fortunate to have some of the most highly qualified teaching staff. All of our teachers either have a teaching credential appropriate to their subject or grade level, or in the case of a couple of teachers they are actively working on finishing up their requirements for their teaching credential. All of our TK-6th grade teachers are either Montessori trained, in addition to holding a teaching credential, or are actively pursuing their Montessori training. All of our 7-12 teachers have either completed or are in the process of completing their PBL Leadership Academy training in addition to holding a CA teaching credential. In addition many of our teachers and administrative staff have advanced degrees beyond their bachelors degree.

Our staff is not only high qualified in terms of their educational training, but they are highly motivated and passionate instructors. Many of our teaching staff have left higher paying teaching positions to accept employment with RCM because of their passion for Montessori and PBL instruction and because of the opportunities they have at Redwood Coast Montessori.

D2. Resource Planning Criterion

D2.1. Long-Range Resource Plan

(Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning.)

Developing the annual budget begins with projecting enrollment numbers for each grade level, average daily attendance (ADA), number of unduplicated students (low income students, EL, and foster youth). Based on these numbers, which are estimated for the current year and two years out, an anticipated revenue is determined for the coming year. With these revenue projections in mind, the annual Local Control Accountability Plan (LCAP) process is used to set goals and measurable action items for achieving the goals. With input from staff and community members, a proposed budget is developed to support the action items outlined in the LCAP. The LCAP is taken to the school board along the supporting budget. Over two different public meetings, and careful review by the board the LCAP and annual budget are approved for the coming year.

During the school year, our Board examines the budget through the first and second interim reports that are filed in December and March. The interim budget reports include a certification of whether our school will be able to meet all of our financial obligations. This extensive budget review process assures that our school has a sound long-range plan, aligned with our mission and goals, and the is able to support the educational needs of our students.

D2.2. Use of Research and Information

(To what extent do the school leadership and staff use research and information to develop the long-range plan?)

The leadership of Redwood Coast Montessori is professionally connected to many organizations and local groups that provide research and information that is used to develop long-range plans. At the state level, the administration is listed with all CDE fiscal list serves that provide regular and direct updates regarding fiscal changes, requirements, and information that is used to guide decision making. In addition, RCM is an active member of the Charter School Development Center (CSDC) that provides budget and legislative updates and how these issues relate to charter schools. The CSDC also provides a great many resources including annual administrative scheduling templates, sample school policies, and direct consultation for issues that are specific to RCM.

Locally, the director attends biweekly administrative meetings, hosted by the Humboldt County Office of Education (HCOE) with all other superintendents and charter directors. During these meetings, updated information about new legislation, health issues, filing deadlines, assessments, and all other issues that affect all public schools. These meetings also provide leaders the opportunity to ask questions directly of the leadership team at HCOE and to discuss best practices with other school leaders. There are also quarterly meetings (Coop meeting) that are hosted by additional HCOE staff that are designed to provide direct support for all charter leaders with issues such as the LCAP, CBEDS, grant opportunities, and all other filing requirements for California schools.

Local Humboldt County charter schools have also formed a cooperative group that meets on a monthly basis to discuss charter-specific issues, to share best practice advice, and to support all local charter schools in maintaining strong, forward thinking approaches to long-

range planning.

D2.3. Involvement of Stakeholders

(Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.)

Redwood Coast Montessori's operating budget is developed at the site level with input from administration, the school board, our authorizer, and staff, as appropriate. The annual budget is directly aligned with the school's LCAP, reflecting expenditures, which support the SLOs and LCAP goals. In addition, the budget tracks the school's supplemental funding, which is principally directed towards the school's unduplicated student population.

For transparency purposes, the budget is approved in open session at RCM's regular board meetings and monitored at the site level with fiscal oversight provided by the school's sponsoring authority. Each Adopted and Interim Budget includes a budget summary, multi-year projection, and cash flow update. RCM's school board is comprised of parents and is open to all members of the community.

D2.4. Informing

(Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.)

At a minimum of three times each school year, during regular, public meetings, the fiscal status of the school is discussed in open session. During both interim budget updates and at the adoption of the final budget for the new school year, the school board invites members of our community to participate in the discussion about the financial needs and status of the school. In addition, the budget, including the budget overview for parents is posted on our website. In addition to these budget review meetings, budget items are regularly discussed in open sessions in relation to special funding through grants (State, Federal, and private), loans, and all other budget adjustments as needed.

RCM uses a document tracking service (DTS) to provide all required forms, plans, and updates needed to comply with Federal and State submission requirements. With the assistance of DTS, Redwood Coast Montessori is able to comply with submission of all required plans, reports, and updates in regards to the school budget. In addition, RCM submits all required fiscal documentation to both our authorizer and the County.

D2.5. Marketing Strategies

(How effective are the marketing strategies to support the implementation of the developmental program?)

Redwood Coast Montessori maintains a highly regarded position in the local community. The values and mission of RCM are regularly communicated to the larger community through interviews in the media, articles in local news agencies, and by welcoming the larger community to participate in school events as appropriate. RCM maintains regular contact with many local reporters in order to provide personal interest stories for local T.V. stations, newspapers, and journals. Some of the events that have been covered in recent years include the International Day of Peace Celebration, Open House events, the opening of the new high school program, Veteran's Day tea, student interviews for special fundraising events, and our annual Peacekeeper Luncheon. In addition, RCM maintains an active social media presence and an updated website that provides information for our families as well as general and contact information for the larger public. We have also done multiple presentations for local rotary organizations, our authorizer, and other local schools as appropriate.

Over the years since the start of RCM, we have tried advertising our program through print media and radio broadcasts with very limited success. In our small rural communities, we have found that the most beneficial marketing strategy is through word-of-mouth, by maintaining an active social media presence, and by promoting, through local media outlets the wonderful work our students and school community provide in fulfilling our mission.

Chapter IV: Summary of Identified Major Student Learner Needs based on Profile and Focus Group Analysis and Findings



Chapter IV: Summary of Identified Major Student Learner Needs based on Profile and Focus Group Analysis and Findings

Based on the discussion, analysis and evaluation of the school program through the Home and Focus Group work, what are the major student learner needs?

During Redwood Coast Montessori's nearly nine years of operation, we have moved from providing the first and only free, public elementary Montessori program in Humboldt County to one of the few TK-12 public Montessori schools in California. This impressive growth in services is the result of an incredibly dedicated and hard working staff, self-motivated and energetic students, countless committed parents and community members, a focused governing board, and a supportive chartering district. While our accomplishments are many, we also realize there are areas where continued growth is needed.

Growth Areas:

- Our most recent CAASPP scores indicate that there is a need for the school to address how math instruction supports student progress and performance. Adopting a growth mindset in mathematics provides a schoolwide foundation to encourage the mathematical culture that Maria Montessori encouraged. Most students begin their math learning with excitement and joy at their successes. Continuing to encourage this mindset in students as they encounter difficult problems and persevere through them will create more confident learners.
- RCM needs to develop a systematic and broad-based approach to community collaboration. Improving communication and gathering more detailed information about student engagement and satisfaction from a wider cross section of our community is something that will help with strategic planning. Encouraging student voice in this process will provide some much needed input from an under represented slice of our community.
- Increase support for students with special needs. Based on recent CAASPP scores, this subgroup within our student population is in need of additional supports. We want to shift from a reactive approach to meeting the needs by having faculty use professional development to shape/ modify the curriculum before the student encounter the work rather than modifying it afterwards. Our team is working on improving and implementing our 3-tiered model for addressing various learner needs. This model will help address the needs of struggling learners at different levels, including those students who are currently in the SST process or have IEP or 504 plans.
- Increase awareness and understanding of the SLOs for students at all levels. Through this process of outreach and education, RCM will be better able to identify areas of the school program that are supporting student's progress towards achieving the SLOs and to develop specific actions to support those parts of the program that can use improvement.
- Develop a stronger sense of a growth mindset among all students as part of their interaction with school and the curriculum. Integral to a successful Montessori or PBL approach to education is the ability of the students to adopt a growth mindset that allows the students to better address areas in need of improvement in a way that is productive and allows for lifelong learning.
- Improve our communities understanding of and support for Montessori and PBL pedagogy throughout our student and parent/guardian community. While there is strong support among our parent/guardian community for RCM, there is a need for a better understanding

of these unique pedagogical approaches. This increased understanding will lead to better support for student growth and engagement with their education.

Chapter V: Schoolwide Action Plan



Chapter V: Schoolwide Action Plan

Revision of the comprehensive schoolwide action plan

Goal #1 - The percentage of students who demonstrate grade-level proficiency in math will increase annually.

Need: Based on state testing, benchmark assessments, and teacher observations RCM has identified a need to improve proficiency in math.

Specific Actions	Responsible Person(s)	Resources	Means to Assess Progress	Timeline	Means to Report
Review curriculum alignment with Common Core	Math committee Admin	Common Core Curriculum guides	Meeting agenda/notes	Fall 2022 Ongoing	Staff meetings Grade level mtgs.
Review of interim & summative assessment results	Admin Math committee	Interim results	Aggregate data reports	Fall 2022 Ongoing	Staff meetings Grade level mtgs.
Professional development in Montessori and PBL instruction	Admin	Teacher survey (CalSCHLS)	PD plan for each age grp. level	Spring 2022	Staff meetings Grade level mtgs.
Develop a math work/assessment portfolio for each student	Teaching staff	Shared Google folder w/ exemplars & outlines	Classroom observations	Spring 2022	Staff meetings Grade level mtgs.
Assist students to adopt a growth mindset in math	Teaching staff	SLOs Work by Carol Dweck	Classroom observations	Spring 2022 Ongoing	Staff meetings Grade level mtgs.
Modify curriculum to include more computer-based supports	Math committee	Common Core Curriculum guides	Meeting agenda/notes	Fall 2022	Staff meetings Grade level mtgs.
Increase math lessons taught each week to four	Teaching staff	Classroom assistants	Term schedules & tracking tool	Winter 2022 Ongoing	Staff meetings Admin. Report
Collect alternate student math data	Math committee	Shared teacher generated tools	Aggregate data reports	Fall 2022 Ongoing	Staff meetings Grade level mtgs.

Goal #2: Develop a systematic and broad-based approach to community collaboration and input.

Need: Based on levels of participation in strategic planning opportunities, parent/guardian communication, and staff observation, there is a need to improve how RCM collects and disseminates information at all levels of the parent/guardian and student community.

Specific Actions	Responsible Person(s)	Resources	Means to Assess Progress	Timeline	Means to Report
Administer the CalSCHLS survey for students in grades 4-12	Admin	CalSCHLS Survey	Aggregate data reports	Spring 2022 Ongoing	Staff meetings Grade level mtgs.
Administer the CalSCHLS survey all parent/guardians	Admin	CalSCHLS Survey	Aggregate data reports	Spring 2022 Ongoing	Staff meetings Grade level mtgs.
Administer the CalSCHLS survey for all RCM staff	Admin	CalSCHLS Survey	Aggregate data reports	Spring 2022 Ongoing	Staff meetings Grade level mtgs.
Continued support for weekly newsletters	Admin Staff	e-Newsletter app. Student/staff	Tracking of weekly newsletter	Fall 2021 Ongoing	Staff meetings Grade level mtgs.
Expand administrative assistant position	Admin	Business Mgr. Admin	Tracking of budget expenditures	Fall 2022	School board report
Track & discuss interactions with wider community	Teaching staff	Self-generated tracking tool	Meeting agenda/notes	Winter 2022	Staff meetings Grade level mtgs.

Goal #3: Increase support for students with special needs.

Need: Based on recent CAASPP scores, and staff observation, this subgroup within our student population is in need of additional supports.

Specific Actions	Responsible Person(s)	Resources	Means to Assess Progress	Timeline	Means to Report
Develop an action plan for implementing 3-tier model	Admin Sped staff	SELPA training tools	Meeting agenda/notes	Fall 2022	Staff meetings Grade level mtgs.
Increase professional development for staff	Admin	ESSER Funding LCFF funding	Schedule of trainings Training agendas	Spring 2023 Ongoing	Staff meetings Grade level mtgs.
Modify curriculum to address needs of all students prior to introduction in class	Teaching staff Resource assistant	SELPA training tools Resource staff	Meeting agenda/notes	Fall 2022	Staff meetings Grade level mtgs.
Develop tracking/assessment tools	Teaching staff Resource assistant	SELPA training tools Resource staff	Meeting agenda/notes	Fall 2022	Staff meetings Grade level mtgs.
Improve & implement our 3-tiered model for addressing learner needs	Teaching staff Resource assistant	SELPA training tools Resource staff	Meeting agenda/notes	Fall 2022	Staff meetings Grade level mtgs.

Goal #4: Increase awareness and understanding of the SLOs for students at all levels.

Need: Based on staff observation, student understanding of the SLOs and how they provide a solid foundation for increasing student achievement needs to be addressed in a systematic and deliberate manner.

Specific Actions	Responsible Person(s)	Resources	Means to Assess Progress	Timeline	Means to Report
Incorporate review of SLOs into special events (e.g. International Day of Peace)	Admin Teaching staff	SLOs List of special events FoRCM	Meeting agenda/notes	Fall 2022 Ongoing	Staff meetings Grade level mtgs.
Incorporate at least one of the SLOs into weekly community meeting goals	Teaching staff	Weekly meetings Pos. Disc. Curriculum	Meeting agenda/notes	Fall 2022 Ongoing	Staff meetings Grade level mtgs.
Have students reflect on SLOs and their relevance to project work	Teaching staff	Weekly meetings Pos. Disc. Curriculum	Meeting agenda/notes	Fall 2022 Ongoing	Staff meetings Grade level mtgs.

Goal #5: Develop a stronger sense of a growth mindset among all students as part of their interaction with school and the curriculum.

Need: Based on staff observation student achievement, students, particularly at the adolescent and high school level struggle with adopting a growth mindset approach to improving and developing their skills and ability to address areas of challenge.

Specific Actions	Responsible Person(s)	Resources	Means to Assess Progress	Timeline	Means to Report
Continued use of rubrics for projects and other student learning activities	Admin & Teaching staff	Workshop training Outside agencies Literature	Meeting agenda/notes	Fall 2021 Ongoing	Staff meetings Grade level mtgs.
Use of peer critique in projects and other student learning activities	Admin & Teaching staff	Workshop training Outside agencies Literature	Meeting agenda/notes	Spring 2022 Ongoing	Staff meetings Grade level mtgs.
Include lessons about growth mindset into curriculum	Admin & Teaching staff	Staff Mtgs. Outside agencies Literature	Meeting agenda/notes	Fall 2021 Ongoing	Staff meetings Grade level mtgs.
Beginning of the year project that asks students to set at least one growth mindset goal	Admin & Teaching staff	Staff Mtgs. Outside agencies Literature	Meeting agenda/notes	Fall 2021 Ongoing	Staff meetings Grade level mtgs.
At least two times per year provide a format for students to reflect on their own work and development towards adoption a growth mindset	Admin & Teaching staff	Staff Mtgs. Outside agencies Literature	Meeting agenda/notes	Spring 2022 Ongoing	Staff meetings Grade level mtgs.

Goal #6: Improve our communities understanding of and support for Montessori and PBL pedagogy throughout our student and parent/guardian community.

Need: Based on staff observation and interactions with parents and students, to increase parent/guardian understanding of authentic Montessori and PBL pedagogical practices and how these approaches improve student academic achievement.

Specific Actions	Responsible Person(s)	Resources	Means to Assess Progress	Timeline	Means to Report
Host a minimum of three open house or exhibitions per year for each campus	Admin & Teaching staff	Staff Mtgs. Outside agencies Literature	Meeting agenda/notes	Fall 2021 Ongoing	Staff meetings School Board reports
Host a minimum of one Montessori or PBL educational event for each campus	Admin & Teaching staff	Staff Mtgs. Outside agencies Literature	Meeting agenda/notes	Spring 2022 Ongoing	Staff meetings School Board reports
Post all project work on the school website	Admin	School webpage	Meeting agenda/notes	Ongoing	Staff meetings School Board reports
Provide PBL and Montessori information on social media	Admin & Teaching staff	Staff Mtgs.	Meeting agenda/notes	Ongoing	Staff meetings School Board reports
Expand social media presence by highlighting more student work	Admin & Teaching staff	Staff Mtgs.	Meeting agenda/notes	Ongoing	Staff meetings School Board reports

List of Appendices

Appendix A – RCM Schoolwide Learner Outcomes

Appendix B – RCM Value Words

Appendix C – 2021-22 School Calendar

Appendix D – RCM High School Fall Class Schedule

Appendix E – RCM Adolescent Class Schedules

Appendix F – RCM Elementary Schedule

Appendix G – RCM Graduation Requirements

Appendix H – RCM Intervention Process

Appendix I - RTI Flow Chart

Appendix J - Links to Redwood Coast Montessori Documents

1. UC a–g approved course list
2. School Accountability Report Card (SARC)
3. Single Plan for Student Achievement
4. Local Control and Accountability Plan (LCAP)
5. Adolescent and High School Projects

Appendix K - Three-Year Projections

Appendix L – 2021-22 Adopted Budget