

Redwood Coast Montessori Board of Directors
Remote Meeting

Zoom (<https://us02web.zoom.us/j/86752556717?pwd=eXRZMXY3bUFWcUpyTWJyNk5RUUVU4QT09>)

REGULAR MEETING
February 16, 2022 6:30 p.m.
AGENDA

- A. CALL TO ORDER OF OPEN SESSION
- B. OPEN SESSION: 6:30 P.M. LOCATION – REMOTE MEETING
- 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:
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 Jan. 12, 2022 Regular Meeting Action
- E. BUSINESS AND FINANCE
 - 1. RCM School Plan for Student Achievement (SPSA) Action
- F. SCHOOL FUNCTIONS
 - 1. LCAP Supplement Information
 - 2. RCM Equity and Diversity Report Information
 - 3. School Accountability Report Card (SARC) – Round 2 Action
 - 4. Lottery Board Meeting (March 11, 2022) Information
 - 5. Wellness Policy Action
- G. STAFF and DIRECTORS REPORTS
 - 1. Staff Reports Information
 - 2. Director Reports Information
- H. FUTURE AGENDA ITEMS
- I. ADJOURNMENT OF OPEN SESSION Action

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Redwood Coast Montessori Board of Directors
Remote Meeting

Zoom (<https://us02web.zoom.us/j/86752556717?pwd=eXRZMXY3bUFWcUpyTWJyNk5RUUVU4QT09>)

REGULAR MEETING

January 12, 2022 6:30 p.m.

AGENDA

- A. CALL TO ORDER OF OPEN SESSION by Terry Weeks at 6:32pm
 - a. Present: Terry Weeks, Bryan Little, Kim Bonine, Candy Stockton,
 - b. Absent: Troy Nicolini

B. OPEN SESSION: 6:30 P.M. LOCATION – REMOTE MEETING

C. PUBLIC COMMENT Statement read at 6:33pm, no public comments

D. GENERAL FUNCTION-CONSENT ITEMS – [Action Item]

- 1. Approval of Draft Minutes of Dec. 8, 2021 Regular Meeting
Motion: Stockton/Second: Bonine
Unanimous Approval: 6:34 pm

E. BUSINESS AND FINANCE

- 1. Form 700 [Information Only]: presented by Bryan at 6:35pm; requests board members complete forms and submit by the end of the month.

F. SCHOOL FUNCTIONS

- 1. RCM Equity and Diversity Update [Information Only]: 6:39pm; Michelle presented; working on starting an equity and diversity committee, collecting interested names at this time. Working with Sharone to provide a written summary of the work done over the course of this year already. Kim suggested that we consider interacting with other schools around what they are doing as well.

- 2. School Accountability Report Card (SARC) [Action Item]
Motion Stockton/Second Bonine
Approval: unanimous approval at 6:51 pm

- 3. Recruiting Update [Information Only] presented by Bryan & Michelle at 6:52pm; we are beginning recruiting for next school year, and our primary openings will be in the TK/K section and some in the adolescent and high school. The intent to enroll form is out on our website and we have intro meetings for each campus scheduled over the next month.

- 4. WASC Update [Information Only] presented by Bryan at 6:57 pm. Our scheduled WASC visit was postponed due to a scheduling issue on their part. The new date was just confirmed this evening for April 4-6.

G. STAFF and DIRECTORS REPORTS

- 1. Staff Reports [Information Only] at 6:58 pm
Michelle L: lower el has started their country research assignments; upper el has started a new “California living timeline” history project and talking about cyber-citizenship.

One of the upper el teachers will be attending a positive discipline training and the librarian is scheduled for an equity/diversity/anti-racist program.

Bryan L: Adolescent program is making great progress with the garden project. They are working on building garden beds and worm and compost bins. They are going to be collaborating with a local business on organic waste composting. The next student exhibition is coming up in February. The debate program is working on gender stereotyping and LGBTQ issues.

Sheree S: Basketball practice has started this month.

2. Director Reports [Information Only] at 7:09 pm

Candy S: Encouraged staff to remind all families who have a positive test on one of the school supplied COVID tests to use the package insert information to file a report on their test as this is critical for county tracking purposes.

H. FUTURE AGENDA ITEMS None

I. ADJOURNMENT OF OPEN SESSION

Motion Bonine/Second Stockton

Approval: Unanimous at 7:12 pm.

The School Plan for Student Achievement

School: Redwood Coast Montessori
CDS Code: 12-62679-0137653
District: Redwood Coast Montessori
Principal: Bryan Little
Revision Date: 1/25/2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bryan Little
Position: Director
Phone Number: 707-832-4194
Address: P. O. Box 6103
Eureka, CA 95501
E-mail Address: info@redwoodmontessori.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Redwood Coast Montessori's Vision and Mission Statements

Mission Statement

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

Vision Statement and Educational Goals

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.

At its core, the model of mixed grades used by RCM 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.

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

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.

School Profile

Redwood Coast Montessori (RCM) is a TK-12 public charter school authorized by the Arcata Elementary School District. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the individual and 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys were made available to the entire community. Overall there was a high level of satisfaction in many key areas: 90% of respondents either agreed or strongly agreed that RCM ensures students receive instruction that is guided by academic content and performance standards and that RCM seeks input and encourages parental participation.

Although there was strong support for the culture of RCM and the peace curriculum that is in place, there were some responses that reflected a concern about providing adequate support for students of all social backgrounds and family structures. There was also interest in additional forms of communication between school and parents including more opportunities for parents to visit classrooms and learn more about Montessori curriculum.

A couple of respondents expressed concern for the overall condition of the school facility.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Multiple different types of classroom observation take place on a daily basis by administrators, other staff, other professionals, and guardians. Observations are a combination of drop-in and prescheduled visits.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

RCM utilizes both interim and summative assessments to guide instruction and to target the needs of individual students and student subgroups.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Based on the Montessori method, extensive daily assessments are embedded into the flow of classroom instruction. Curriculum-embedded assessments are in the form of formal assessments and on-going observations.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All RCM staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCM is fully staffed with credentialed teachers. All teachers are provided with professional development opportunities that are in line with RCM's charter and the mission of the school.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCM staff are provided staff development that is aligned to State content standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

RCM has a well established support system to provide in-house instructional coaches. Several RCM staff are also participating in the PBL Leadership Academy that provides instructional coaching in the area of Project Based Learning.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration meetings take place at least twice per month. In addition grade level and department meetings are conducted as needed on a weekly basis.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All RCM curriculum, instruction, and materials are aligned to State content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

RCM closely adheres to recommended instructional minutes for ELA and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

RCM has carefully designed it's school schedule to provide and emphasize intervention courses such as art, music, PE, and CTE.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have ample access to standards-based instruction materials that are in-line with the school's Montessori approach to education.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

RCM teaching staff utilize standards-aligned instruction materials that are in conjunction with the school's Montessori approach to education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

RCM provides reading and literacy intervention, math support and supplemental instruction, and social/emotional support for underperforming students.

14. Research-based educational practices to raise student achievement

RCM uses a well established Montessori approach to educating all students. This combined with a strong focus on project based learning provides a research-based approach to supporting student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

RCM works closely with families and community members to provide appropriate and targeted support and resources for under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Annual meetings with staff and community members along with parent and student surveys provide guidance for the implementation of ConApp programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Reading support, mathematics support, literacy support, student support services.

18. Fiscal support (EPC)

RCM provides fiscal support for all services provided that enable underperforming students as outlined in the school's LCAP.

Description of Barriers and Related School Goals

Math continues to be an area of continuous improvement as well as using research based intervention tools to support tier 2 students who need additional instruction. School goals focus on improving student engagement, enrichment, and achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13	*	16	13	*	14	13	*	14	100		87.5
Grade 4	16	15	11	16	15	10	16	15	10	100	100	90.9
Grade 5	12	13	15	12	13	15	12	13	15	100	100	100
Grade 6	12	*	14	11	*	13	11	*	13	91.7		92.9
Grade 7	*	14	17	*	14	17	*	14	17		100	100
Grade 8	12	*	18	12	*	14	12	*	14	100		77.8
All Grades	73	69	91	70	67	83	70	67	83	95.9	97.1	91.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.1	*	2426.6	7.69	*	28.57	53.85	*	21.43	23.08	*	14.29	15.38	*	35.71
Grade 4	2436.3	2473.9	*	12.50	13.33	*	12.50	46.67	*	37.50	26.67	*	37.50	13.33	*
Grade 5	2544.7	2500.5	2523.9	33.33	15.38	26.67	50.00	38.46	33.33	0.00	7.69	26.67	16.67	38.46	13.33
Grade 6	2513.7	*	2544.5	9.09	*	23.08	45.45	*	38.46	27.27	*	23.08	18.18	*	15.38
Grade 7	*	2594.6	2581.6	*	28.57	35.29	*	42.86	23.53	*	21.43	11.76	*	7.14	29.41
Grade 8	2621.3	*	2588.7	41.67	*	7.14	33.33	*	50.00	25.00	*	28.57	0.00	*	14.29
All Grades	N/A	N/A	N/A	21.43	17.91	25.30	37.14	47.76	32.53	24.29	17.91	22.89	17.14	16.42	19.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	*	21.43	53.85	*	57.14	23.08	*	21.43
Grade 4	18.75	20.00	*	50.00	66.67	*	31.25	13.33	*
Grade 5	50.00	38.46	33.33	41.67	30.77	46.67	8.33	30.77	20.00
Grade 6	9.09	*	30.77	72.73	*	46.15	18.18	*	23.08
Grade 7	*	21.43	41.18	*	57.14	23.53	*	21.43	35.29
Grade 8	66.67	*	14.29	25.00	*	64.29	8.33	*	21.43
All Grades	35.71	29.85	28.92	45.71	50.75	49.40	18.57	19.40	21.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	*	14.29	69.23	*	50.00	23.08	*	35.71
Grade 4	6.25	26.67	*	56.25	46.67	*	37.50	26.67	*
Grade 5	16.67	23.08	20.00	66.67	38.46	73.33	16.67	38.46	6.67
Grade 6	36.36	*	23.08	54.55	*	53.85	9.09	*	23.08
Grade 7	*	42.86	47.06	*	57.14	41.18	*	0.00	11.76
Grade 8	41.67	*	35.71	58.33	*	64.29	0.00	*	0.00
All Grades	21.43	23.88	27.71	61.43	58.21	59.04	17.14	17.91	13.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	*	21.43	84.62	*	57.14	7.69	*	21.43
Grade 4	6.25	20.00	*	56.25	73.33	*	37.50	6.67	*
Grade 5	25.00	30.77	20.00	58.33	46.15	66.67	16.67	23.08	13.33
Grade 6	9.09	*	23.08	72.73	*	61.54	18.18	*	15.38
Grade 7	*	21.43	29.41	*	64.29	47.06	*	14.29	23.53
Grade 8	25.00	*	35.71	66.67	*	57.14	8.33	*	7.14
All Grades	17.14	23.88	24.10	65.71	65.67	61.45	17.14	10.45	14.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	*	35.71	84.62	*	28.57	7.69	*	35.71
Grade 4	6.25	13.33	*	68.75	66.67	*	25.00	20.00	*
Grade 5	58.33	15.38	20.00	25.00	61.54	66.67	16.67	23.08	13.33
Grade 6	9.09	*	38.46	72.73	*	46.15	18.18	*	15.38
Grade 7	*	35.71	35.29	*	50.00	41.18	*	14.29	23.53
Grade 8	33.33	*	28.57	58.33	*	42.86	8.33	*	28.57
All Grades	24.29	25.37	28.92	61.43	58.21	50.60	14.29	16.42	20.48

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13	*	16	13	*	14	13	*	14	100		87.5
Grade 4	16	15	11	16	15	10	16	15	10	100	100	90.9
Grade 5	12	13	15	12	13	15	12	13	15	100	100	100
Grade 6	12	*	14	11	*	13	11	*	13	91.7		92.9
Grade 7	*	14	17	*	14	17	*	14	17		100	100
Grade 8	12	*	18	12	*	14	12	*	14	100		77.8
All Grades	73	69	91	70	67	83	70	67	83	95.9	97.1	91.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.2	*	2450.9	15.38	*	28.57	38.46	*	14.29	23.08	*	50.00	23.08	*	7.14
Grade 4	2404.7	2432.7	*	0.00	6.67	*	12.50	13.33	*	25.00	46.67	*	62.50	33.33	*
Grade 5	2501.9	2466.8	2482.9	25.00	7.69	13.33	8.33	23.08	13.33	33.33	23.08	26.67	33.33	46.15	46.67
Grade 6	2466.0	*	2480.2	0.00	*	7.69	18.18	*	23.08	45.45	*	15.38	36.36	*	53.85
Grade 7	*	2561.8	2586.6	*	14.29	29.41	*	28.57	23.53	*	35.71	35.29	*	21.43	11.76
Grade 8	2598.8	*	2589.5	33.33	*	28.57	8.33	*	14.29	41.67	*	42.86	16.67	*	14.29
All Grades	N/A	N/A	N/A	17.14	16.42	19.28	17.14	23.88	22.89	31.43	31.34	34.94	34.29	28.36	22.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	*	28.57	61.54	*	42.86	23.08	*	28.57
Grade 4	0.00	6.67	*	31.25	26.67	*	68.75	66.67	*
Grade 5	33.33	15.38	13.33	33.33	38.46	26.67	33.33	46.15	60.00
Grade 6	9.09	*	15.38	27.27	*	23.08	63.64	*	61.54
Grade 7	*	28.57	23.53	*	50.00	58.82	*	21.43	17.65
Grade 8	25.00	*	28.57	41.67	*	42.86	33.33	*	28.57
All Grades	18.57	22.39	20.48	37.14	35.82	40.96	44.29	41.79	38.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	*	21.43	38.46	*	64.29	23.08	*	14.29
Grade 4	0.00	20.00	*	43.75	40.00	*	56.25	40.00	*
Grade 5	16.67	7.69	20.00	41.67	38.46	53.33	41.67	53.85	26.67
Grade 6	9.09	*	7.69	63.64	*	30.77	27.27	*	61.54
Grade 7	*	14.29	35.29	*	78.57	58.82	*	7.14	5.88
Grade 8	41.67	*	28.57	41.67	*	50.00	16.67	*	21.43
All Grades	22.86	22.39	21.69	45.71	50.75	56.63	31.43	26.87	21.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	*	35.71	53.85	*	50.00	23.08	*	14.29
Grade 4	6.25	6.67	*	31.25	53.33	*	62.50	40.00	*
Grade 5	25.00	15.38	13.33	50.00	23.08	40.00	25.00	61.54	46.67
Grade 6	0.00	*	7.69	72.73	*	46.15	27.27	*	46.15
Grade 7	*	35.71	29.41	*	50.00	52.94	*	14.29	17.65
Grade 8	33.33	*	50.00	33.33	*	35.71	33.33	*	14.29
All Grades	20.00	23.88	27.71	45.71	41.79	48.19	34.29	34.33	24.10

Conclusions based on this data:

1. Data is incomplete based on small number of students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K							1	
Grade 1								1
Grade 5							1	
Grade 6								1

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. Inconclusive based on insufficient sample size.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
140	39.3	1.4	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	1.4
Foster Youth		
Homeless	3	2.1
Socioeconomically Disadvantaged	55	39.3
Students with Disabilities	32	22.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.7
American Indian	3	2.1
Asian	8	5.7
Filipino		
Hispanic	14	10.0
Two or More Races	7	5.0
Pacific Islander		
White	107	76.4





Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate	Suspension Rate  No Performance Color
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
English Learner Progress		
College/Career		

Conclusions based on this data:

1.

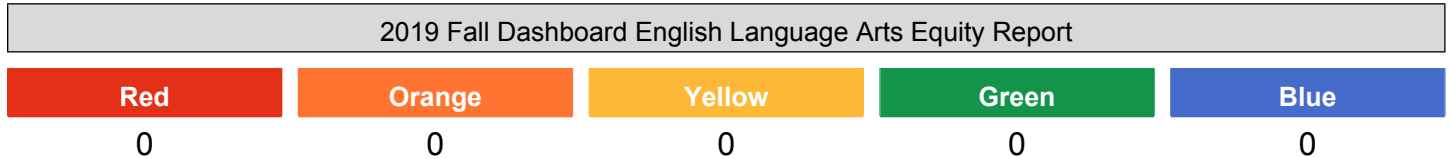
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>18.1 points above standard</p> <p>80</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>23.8 points above standard</p> <p>32</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>15.9 points below standard</p> <p>27</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 32.4 points above standard 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	18.8 points above standard 76

Conclusions based on this data:

- Overall most student groups are performing at or above average with the exception of students with disabilities. There is need to address how to better support students with disabilities in the area of ELA.

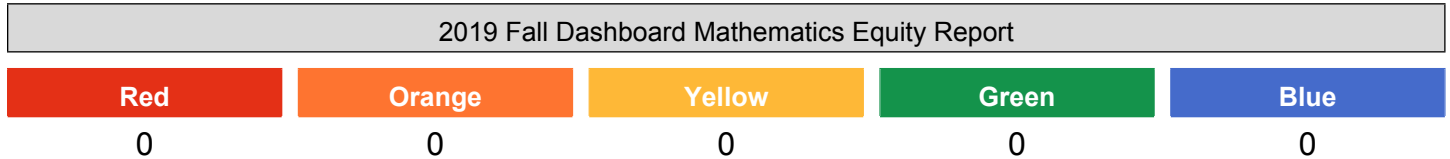
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>15.2 points below standard</p> <p>80</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>32.3 points below standard</p> <p>32</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>46.5 points below standard</p> <p>28</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 2.1 points below standard 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	13.3 points below standard 76

Conclusions based on this data:

- Overall students are scoring below standard in the area of Math.
- The two main student groups that need to be supported in the area of math are socioeconomically disadvantaged students and students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2019 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

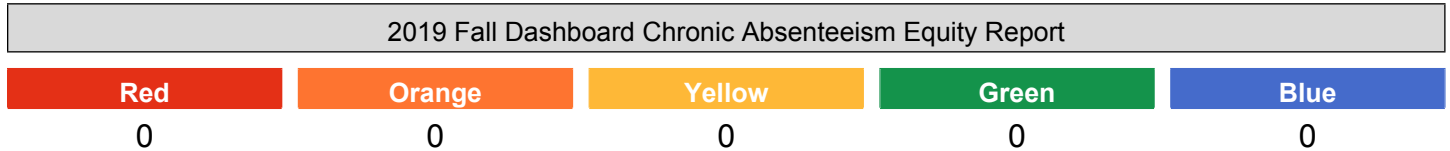
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">1.5</div> 136	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">2</div> 51	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">5.7</div> 35

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 1.9 105

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red **Orange** **Yellow** **Green** **Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students **English Learners** **Foster Youth**
Homeless **Socioeconomically Disadvantaged** **Students with Disabilities**

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American **American Indian** **Asian** **Filipino**
Hispanic **Two or More Races** **Pacific Islander** **White**

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018 **2019**

Conclusions based on this data:

1.

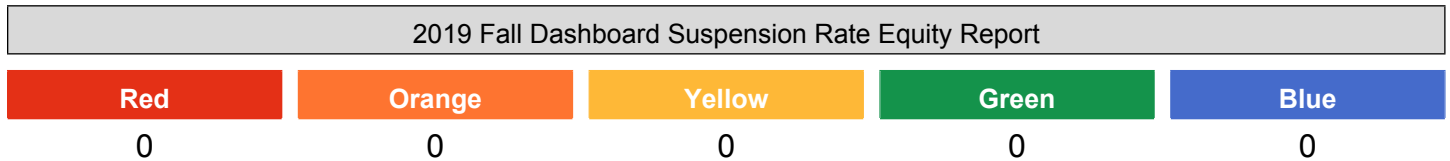
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0.7 152	 No Performance Color Less than 11 Students - Data Not 4	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 5	 No Performance Color 0 57	 No Performance Color 0 37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 8	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.1 14	 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 116

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		0.7

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions of Learning
LEA GOAL:
Recruit and retain highly qualified teachers who are prepared to implement equity-oriented and culturally relevant practices in their classrooms.
SCHOOL GOAL #1:
Recruit and retain highly qualified teachers who are prepared to implement equity-oriented and culturally relevant practices in their classrooms.
Data Used to Form this Goal:
Certificated staff performance evaluations and retention history.
Findings from the Analysis of this Data:
Highly qualified staff are critical to success of RCM students.
How the School will Evaluate the Progress of this Goal:
Performance evaluations of certificated staff and length of employment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in equity work with HCOE and other institutions (listening sessions, participation in equity workshops, on-going equity readings/discussions)	Fall of 2021, ongoing	All Staff Administration	1000-1999: Certificated Personnel Salaries		Title II Part A: Improving Teacher Quality	1,416
			2000-2999: Classified Personnel Salaries		Title I Part A: Allocation	500
Inventory and update school library and classroom libraries, and curriculum materials to include more culturally representative materials.	Fall of 2021, ongoing	Administration Librarian	4000-4999: Books And Supplies		Title I Part A: Allocation	3,917
			1000-1999: Certificated Personnel Salaries		Title I Part A: Allocation	1,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update the teacher performance evaluation tool to include language relating to equity and diversity and identify what types of support teachers need to be more inclusive and equitable	Spring 2022	Administration Teachers Equity Committee	General fund	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900
Infuse equity, inclusion, and diversity into recruitment and hiring processes	Spring 2022	Administration Equity Committee	General fund	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
To increase the achievement of all students in mathematics
SCHOOL GOAL #2:
To increase the achievement of all students in mathematics
Data Used to Form this Goal:
Interim and summative CAASPP assessment scores. Record keeping for time spent tutoring and PD for staff.
Findings from the Analysis of this Data:
School-wide RCM students increase math scores by 2% annually
How the School will Evaluate the Progress of this Goal:
Interim and summative CAASPP assessment scores. Record keeping for time spent tutoring and PD for staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize assistants to work with specific students (tutoring situation; during or after school)	SY 2021-22	Administration Support Staff Teachers		2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,000
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900
Use minimum day collaboration to work on mathematics curriculum and test practice, develop a scope and sequence of what is happening across grade levels	SY 2021-22, ongoing	Administration Teachers		1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900
Discuss student performance on formative assessments to inform instructional decisions	SY 2021-22, ongoing	Teachers		1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use CASSPP interim assessments regularly to inform instruction and practice	SY 2021-22, ongoing	Administration Teachers		1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Learning Environment
LEA GOAL:
Focus on PBL/Montessori pedagogy for the purpose of increasing student success and supporting diverse learners
SCHOOL GOAL #3:
Focus on PBL/Montessori pedagogy for the purpose of increasing student success and supporting diverse learners
Data Used to Form this Goal:
Annual enrollment and summative CAASPP scores
Findings from the Analysis of this Data:
RCM should develop a more comprehensive approach to evaluating student success
How the School will Evaluate the Progress of this Goal:
On-going assessment of student portfolios

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend PBL and/or Montessori trainings. Discuss key points from PBL and/or Montessori trainings (min. 3 staff meetings)	SY 2021-22, ongoing	Administration Teachers		1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,000
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000
Track student progress with portfolios that align with Montessori/PBL pedagogy, and follow students through their time at RCM	SY 2022-23	Administration Teachers		1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Generate portfolio template for all students grades TK-12 that can be used to track student progress	SY 2021-22	Administration Staff		1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900
Create a guiding framework defining how Montessori/PBL strategies are implemented across the grades and academic areas	SY 2021-22	Teachers Students Parents Admin		1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,900

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	25,417	0.00
Title II Part A: Improving Teacher	3,416	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	25,417.00
Title II Part A: Improving Teacher Quality	3,416.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	23,416.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	3,917.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	3,917.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3,416.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,533.00
Goal 2	8,600.00
Goal 3	8,700.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Libbi Miller				X	
Amanda Stelly				X	
Leia Pollard				X	
Sasha Lyth		X			
Michelle Leonard	X				
Bryan Little	X				
Numbers of members of each category:	2	1		3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Bryan Little

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Redwood Coast Montessori engaged with its educational partners for the development of the 2021-22 Local Control and Accountability Plan (LCAP) throughout the spring of 2021. Resources available as of June 23, 2021 did not permit the inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

* LCFF S&C including One-time 15% Add-On (\$0.00): RCM did not receive this funding.

- * Educator Effectiveness Block Grant (\$54,162): A public meeting/forum was held on December 8, 2021 regarding the Educator Effectiveness Block Grant.
- * A-G Completion Improvement Grant (??): Stay tuned. Have heard both \$150,000 and \$0
- * Expanded Learning Opportunities Program (\$50,000): A public meeting/forum was held on November 10, 2021 regarding the Expanded Learning Opportunities Program.
- * Pre-K Planning & Implementation Grant (\$26,307): A public meeting/forum is planned on May 21, 2022 regarding the Pre-K Planning & Implementation Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Redwood Coast Montessori has an unduplicated pupil enrollment of 39%. As such, RCM will not be receiving additional concentration grant add-on funding. We will, however, continue to provide robust support for all of our scholars who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

COVID Emergency Relief Funds (CARES, ESSER I & CRRSA ESSER II) and Expanded Learning Opportunities (ELO-G) were used to support professional development and staff planning and preparation in light of the pandemic. We also dedicated these funds to expanded summer school programming, instructional materials, and one-time technology purchases.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from September to June 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based staff engaged during our weekly and monthly staff meetings that included teachers, administrators, and classified staff, monthly site council meetings, monthly school board meetings, LCAP/WASC meetings.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our number one priority is to keep students and staff safe at all times. To this end, RCM has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully increased the number of classroom paraprofessionals, and provided access to all necessary student materials and PPE as suggested by HCOE and public health,

ongoing professional development focused on engaging students during this challenging time and being able to provide additional supports for those who need it after school hours.

We have also experienced some challenges to full implementation on expanded tutoring and parent education. Due to the Omicron variant there was a noticeable decrease in student attendance and some supports for unduplicated students including progress monitoring and program improvement.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Redwood Coast Montessori considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve scholar outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where scholar needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

* ESSER III: Addressing the Impact of Lost Instructional Time - the additional funds received are in alignment with the following goals in our LCAP:

- Goal #2, Action 1 – Employ highly qualified teaching staff to support RCM’s base educational program, goals, actions, and services.
- Goal #2, Action 2 – Support professional development related to the implementation of the State standards
- Goal #2, Action 4 – Employ two highly qualified resource specialists in addition to providing speech therapy services
- Goal #2, Action 5 – Provide additional additional academic intervention in response to learning loss related to COVID-19

* ESSER III: Use of Any Remaining Funds - the additional funds received are in alignment with the following goals in our LCAP:

- Goal #2, Action 3 – Support reading intervention, including all unduplicated learners
- Goal #2, Action 6 – Provide additional instructional support through classroom intern/assistant
- Goal #3, Action 4 – Host daily afterschool programs including enrichment classes.
- Goal #3, Action 5 – Provide additional SEL support services for high risk students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



P. O. Box 6103
Eureka, CA 95502
707-832-4194

www.redwoodmontessori.org
info@redwoodmontessori.org

RCM's Equity Work - Report out to the community

Background: In May, 2021 a group of interested parents shared a draft of an anti-racism policy with the school board and administration. The board directed staff to offer a listening session to the community in order to provide opportunity for families of our students of color to share their experiences at RCM. Current families and alumni of RCM were invited to participate. RCM Administration met with Sharrone Blanck several times to schedule and prepare a listening session on October 20, 2021. This is our report to the community about our on-going equity work.

What we heard:

- RCM staff and leadership/administration is predominantly white. This is cause for concern for potential and current families.
- Situations of bullying have occurred at RCM and have not been adequately addressed by staff/administration.
- Students of color do not feel represented in books and curriculum.
- Sometimes students and parents feel the need to be “on guard” at school.
- There are good things happening at RCM that promote inclusion (example mentioned: learning Wiyot place names)
- Parents have experienced racism at their school when they were school age and want to help their children avoid feeling stigmatized.

What we have done so far:

- All staff were provided copies of *So You Want To Talk About Race* and *White Fragility* and were asked to read them. The books were discussed by staff at a Fall Staff Meeting.
- Our librarian is planning to attend an online workshop entitled, “How To Build an Antiracist Library Culture” and has started the process of inventorying the school library and discarding any books that are outdated, insensitive, or inappropriate. They have compiled a list of titles to purchase that represents greater cultural and racial diversity. We are currently working with local vendors to purchase the books on the list.
- Our staff meetings have a standing agenda item for equity/community building to keep us focused on this work. We will use this time to address issues that come up, create systemic change and provide continuous learning opportunities.
- Our school board agendas have an on-going equity-related agenda item in order for us to keep the board informed of progress towards building a more equitable and inclusive school and to provide a format for ongoing conversations regarding this topic.
- We have scheduled a staff training session on the topic of creating and maintaining inclusive spaces on campus for LGBTQIA+ students and families.
- Several staff members have attended monthly HCOE sponsored Equity Series sessions and plan to attend the 4-part Implicit Bias and the Four Dimensions of Racism series.

- Included a specific goal in our SPSA to “Recruit and retain highly qualified teachers who are prepared to implement equity-oriented and culturally relevant practices in their classrooms.”
- We plan to have an administrator attend an upcoming training on Hiring and Retaining a Diverse Staff offered through HCOE.
- Teachers have identified resources and created lessons through an equity lens.

What we have Identified as Pressing Needs:

- Inventory and update the school library, classroom libraries, and curriculum materials to include more culturally representative materials.
- Identify and purchase appropriate resources for more inclusive teaching and more inclusive classrooms (Some resources include: Learning for Justice, Race Forward, <https://www.dismantlingracism.org/>)
- Provide professional development opportunities for staff to develop a more inclusive curriculum and teaching style.
- Provide training about how to manage situations with students that involve racism so that staff can effectively address acts of racism wherever they occur on campus and create more supports for BIPOC students.
- Ongoing learning opportunities to reexamine history, build cultural humility, and increase self-awareness of all staff.
- Provide affinity spaces for white and BIPOC students to support learning and community building.
- Update the teacher performance evaluation tool to include language relating to equity and diversity and identify what types of support teachers need to be more inclusive and equitable.
- Explore ways to diversify our student population. For example, what are the obstacles in place that keep us from providing bussing? How do families know we are an option as a public school? Is it possible to conduct outreach in other languages?

Additional Potential Solutions:

- Update and create policies that support BIPOC students, LGBTQIA+ students.
- Develop concrete protocols to address race-based conflicts in a clear, consistent, and equitable manner.
- Revise recruitment and hiring materials in order to attract and hire a more diverse staff.
- Outreach to the BIPOC community that equity and diversity is something valued by RCM. Provide information to help people know what we are doing to build a more diverse and equitable community.

Did we hear you correctly? If you feel we have misrepresented or misunderstood something that was brought up in the listening session or if you have ideas about next steps we can take as a community, please let us know.

Redwood Coast Montessori

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Redwood Coast Montessori
Street	P. O. Box 6103
City, State, Zip	Eureka, CA 95501
Phone Number	707-832-4194
Principal	Bryan Little
Email Address	info@redwoodmontessori.org
School Website	www.redwoodmontessori.org
County-District-School (CDS) Code	12-62679-0137653

2021-22 District Contact Information

District Name	Redwood Coast Montessori
Phone Number	707-832-4194
Superintendent	Bryan Little
Email Address	info@redwoodmontessori.org
District Website Address	http://www.redwoodcoastmontessori.org/

2021-22 School Overview

Redwood Coast Montessori (RCM) is a K-12 public charter school authorized by the Arcata Elementary School District. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the individual and the natural development of the whole child. Redwood Coast Montessori classrooms provide 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 child.

The mission of Redwood Coast Montessori is to serve a diverse population of students (TK-12) in the Humboldt County area by providing students with a high quality educational option using the Montessori method.

Redwood Coast Montessori maintains as part of its mission a commitment to a specific vision that emphasizes the needs of the child, the community and the earth. Key values include an emphasis on creating a positive attitude towards school and learning, building a peaceful and cohesive school community, and honoring our environment and our place in the global community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	14
Grade 2	12
Grade 3	16
Grade 4	14
Grade 5	15
Grade 6	11
Grade 7	26
Grade 8	21
Grade 9	9
Grade 10	6
Grade 11	5
Grade 12	6
Total Enrollment	168

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	3
Asian	4.8
Black or African American	0.6
Hispanic or Latino	9.5
Two or More Races	3.6
White	76.8
English Learners	1.2
Foster Youth	1.8
Homeless	1.2
Socioeconomically Disadvantaged	28
Students with Disabilities	18.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	13

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	1
Total Out-of-Field Teachers	1

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

RCM uses traditional Montessori materials and curriculum throughout the program.

Year and month in which the data were collected December, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High quality Montessori Materials and reference materials	Yes	0
Mathematics	High quality Montessori Materials and reference materials	Yes	0
Science	High quality Montessori Materials and reference materials	Yes	0
History-Social Science	High quality Montessori Materials and reference materials	Yes	0
Foreign Language	High quality Montessori Materials and reference materials	Yes	0
Health	High quality Montessori Materials and reference materials	Yes	0
Visual and Performing Arts	High quality Montessori Materials and reference materials	Yes	0
Science Laboratory Equipment (grades 9-12)	Newly Purchased physics, chemistry, biology, and engineering equipment purchased.	Yes	0

School Facility Conditions and Planned Improvements

All classrooms and office spaces have been updated and provided with new floor coverings, paint, and age-appropriate furniture. The facility is maintained by staff and a contracted cleaning company.

Year and month of the most recent FIT report 7/31/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	107	98	91.59	8.41	65.31
Female	48	45	93.75	6.25	68.89
Male	59	53	89.83	10.17	62.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	81	75	92.59	7.41	65.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	23	88.46	11.54	65.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.3	8.7	66.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	107	100	93.46	6.54	50.00
Female	48	46	95.83	4.17	52.17
Male	59	54	91.53	8.47	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	81	76	93.83	6.17	51.32
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	24	92.31	7.69	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	42.86

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A				
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	42.45	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	14	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Redwood Coast Montessori integrates CTE instruction for all high school students with all core subjects including ELA, math, science, history, and languages. All teachers work collaboratively to provide a wide range of CTE instruction and opportunities for all high school students.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

RCM appreciates and relies on its parent volunteers. We are a community of people working together to develop a unique and inspiring learning environment for our children. A volunteer form goes out to the parent community at the beginning of the year asking for information about special skills, interests, and availability. It is very important that all RCM parents help support and enhance the school through some volunteer activity.

All enrolled RCM families are encouraged to contribute 30 hours of volunteer service to the school for the development of the school and its academic goals.

A variety of service opportunities exist and include the following:

- Development of LCAP and school policies
- Developing classroom materials / special unit studies
- Providing office help
- Chaperoning field trips (when local health risks allow)
- Organizing or working at fundraising events
- Serving on school committees
- Site maintenance/improvements

2021-22 Opportunities for Parental Involvement

Volunteer hours can be completed at the school or at home. Parent education nights, fundraising, school events, and parent workdays provide enough additional opportunities to assure a comfortable level of participation. RCM is grateful for the contribution volunteers make on behalf of the school and to the lives of all of our students.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate			--			--	9.0	8.9	9.4
Graduation Rate			--			--	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--

Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	177	174	0	0.0
Female	88	87	0	0.0
Male	89	87	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	8	8	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	16	16	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	137	134	0	0.0
English Learners	2	2	0	0.0
Foster Youth	3	3	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	66	64	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	34	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.66	0.00	1.74	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.63	1.49	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

RCM has adopted procedures and policies for emergency preparedness, administration of medications, school-wide health policies, background checks, and mandated reporting.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	1	1		
2				
3	20	2		
4				
5				
6	11	2		
Other	20	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1				
2	1	1		
3				
4				
5				
6	1	1		
Other	20	3	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1				
2				
3	1	1		
4				
5				
6				
Other	20	2	2	

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	2		
Mathematics	6	2		
Science	6	2		
Social Science	6	2		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	4		
Mathematics	7	3		
Science	20	1		
Social Science	10	2		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	4		
Mathematics	8	3		
Science	23		1	
Social Science	12	3		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,285	\$2,496	\$9,789	\$44,218
District	N/A	N/A	\$8,771	\$62,988
Percent Difference - School Site and District	N/A	N/A	11.0	-35.0
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	14.8	-48.3

2020-21 Types of Services Funded

Redwood Coast Montessori provides high quality standards-based instruction for all students in grades TK-12th. Administration and staff meet regularly throughout the year to identify individual student needs and to provide needed interventions. As a Montessori school, all teachers, staff, and administration have a strong commitment to providing a holistic education for each student that meets their individual needs for academic and social-emotional development.

RCM provides specialized reading intervention for those students that are identified as needing extra support.

Regularly scheduled student support team meetings are held for those students that are identified either by parent request or staff observation of success in the classroom. For those students that are not making adequate progress in general ed., RCM provides special education services for students with an IEP and for those students identified as qualifying for an IEP. RCM receives categorical block grant funding that is used to support art and music instruction.

RCM school resource teachers work with students needing additional social-emotional support. Using a combination of 1:1 check-ins and friendship groups facilitated by the resource specialists support SEL among students; classroom teachers incorporate social-emotional curriculum into their lesson plans and school day.

RCM's After School Program assists students with homework and provides recreational and enrichment activities.

The RCM Community Resource Center provides students and families additional support including dental services, TFA, housing support, general service support.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,363	\$47,265
Mid-Range Teacher Salary	\$64,929	\$69,813
Highest Teacher Salary	\$78,435	\$91,237
Average Principal Salary (Elementary)	\$93,165	\$113,466
Average Principal Salary (Middle)	\$93,165	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$112,200	\$131,359
Percent of Budget for Teacher Salaries	26%	30%
Percent of Budget for Administrative Salaries	6%	7%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The primary focus of staff development for RCM teachers and staff is based on the needs of the students and is designed to promote traditional Montessori methods of instruction and for the expansion of RCM's project based learning curriculum. New teachers are supported through the BTSA Program. RCM also holds in-service for all staff before the start of the school year in addition to at least one in-service day during the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Redwood Coast Montessori Wellness Policy

Preamble

Redwood Coast Montessori (hereto referred to as the RCM) is committed to the optimal development of every student. RCM believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes.

This policy outlines RCM's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students attending RCM have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of RCM in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- RCM establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the RCM. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The Director or designee may appoint a student health council or wellness committee consisting of parents/guardians, students, school employees, RCM board representatives, health professionals, school nurses, health educators, physical education educators, members of the public, and/or others interested in school health issues.

The school health council or committee will advise the school on health-related issues, activities, policies, and programs. At the discretion of the Director, the council's charges may include the planning and implementation of activities to promote health within the school or community. The committee will review the school wellness policy annually and report to the Board of Directors.

Community Involvement, Outreach and Communications

RCM is committed to being responsive to community input, which begins with awareness of the wellness policy. RCM will actively communicate ways in which members of the school community can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for RCM. RCM will also inform parents of the improvements

that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with healthy snacks in school nutrition standards. RCM will use electronic mechanisms, such as email or displaying notices on the RCM's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

II. Nutrition

School Meals

RCM is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

RCM is committed to offering school meals through the NSLP and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The RCM offers reimbursable school meals that meet [USDA nutrition standards](#).)

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. RCM will make drinking water available where school meals are served during mealtimes.

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

RCM will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

III. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and RCM is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

To the extent practicable, RCM will ensure that its grounds and facilities are safe and that equipment is available to students to be active. RCM will conduct necessary inspections and repairs.

Physical Education

RCM will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. RCM will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All RCM students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

Recess

RCM will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, RCM will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that RCM must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

RCM will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and

resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Other Activities that Promote Student Wellness

RCM offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

RCM will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. RCM will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Health Promotion and Family Engagement

RCM will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

RCM will use electronic mechanisms (e.g., email or displaying notices on the RCM's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

RCM promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, RCM will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help RCM staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing RCM reform or academic improvement plans/efforts.