

Redwood Coast Montessori

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Redwood Coast Montessori
Street	P. O. Box 6103
City, State, Zip	Eureka, CA 95501
Phone Number	707-630-5018
Principal	Bryan Little
Email Address	info@redwoodmontessori.org
School Website	www.redwoodmontessori.org
Grade Span	K-12
County-District-School (CDS) Code	12-62679-0137653

2024-25 District Contact Information

District Name	Redwood Coast Montessori
Phone Number	707-630-5018
Superintendent	Bryan Little
Email Address	info@redwoodmontessori.org
District Website	http://www.redwoodcoastmontessori.org/

2024-25 School Description and Mission Statement

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 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.

2024-25 School Description and Mission Statement

Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of students (TK-12) in the Humboldt County area by providing a high quality educational option based on the Montessori and Project Based Learning approach to teaching and learning.

Vision Statement

Redwood Coast Montessori is committed to providing a Montessori and Project Based Learning environment where students are guided to become intrinsically motivated learners who understand and value their work and their role in the community. Redwood Coast Montessori will achieve this vision through authentic, rigorous, and individualized instruction that supports students to pursue their passions, address real-world problems, and engage in work that matters. Redwood Coast Montessori students build their own educational path by developing a growth mindset and engaging in meaningful work that demonstrates persistence, creativity, and critical thought.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	11
Grade 2	14
Grade 3	14
Grade 4	14
Grade 5	13
Grade 6	18
Grade 7	23
Grade 8	22
Grade 9	9
Grade 10	14
Grade 11	11
Grade 12	8
Total Enrollment	185

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	52.4
Non-Binary	1.1
American Indian or Alaska Native	1.1
Asian	1.1
Hispanic or Latino	10.3
Two or More Races	17.3
White	68.1
English Learners	0.5
Foster Youth	0.5
Homeless	1.6
Socioeconomically Disadvantaged	41.6
Students with Disabilities	23.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	44.08	49.00	75.12	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	38.27	7.70	11.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	12.45	4.90	7.63	12115.80	4.41
Unknown/Incomplete/NA	0.50	5.10	3.50	5.36	18854.30	6.86
Total Teaching Positions	9.80	100.00	65.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.60	54.97	55.00	74.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	4.72	0.60	0.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	9.51	3.80	5.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	4.36	1.90	2.65	11953.10	4.28
Unknown/Incomplete/NA	3.60	26.38	11.90	16.27	15831.90	5.67
Total Teaching Positions	13.90	100.00	73.50	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.30	54.97	57.20	75.04	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	5.89	1.00	1.31	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	11.77	5.60	7.45	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.60	27.37	6.10	8.12	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	6.10	8.07	14303.80	5.15
Total Teaching Positions	16.90	100.00	76.20	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.30	1
Misassignments	3.70	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.70	1.30	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.20	0.60	4.6
Total Out-of-Field Teachers	1.20	0.60	4.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00	10	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)	30.00	0	5.2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

RCM uses traditional Montessori materials and Project Based Learning 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

Note: Cells with N/A values do not require data.

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 8/15/2024

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	58	66	52	49	46	47
Mathematics (grades 3-8 and 11)	49	42	36	41	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	117	99.15	0.85	66.38
Female	54	54	100.00	0.00	68.52
Male	62	61	98.39	1.61	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	69.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	71.43

White	80	80	100.00	0.00	64.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	60.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	24.00

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	114	96.61	3.39	42.11
Female	54	53	98.15	1.85	30.19
Male	62	60	96.77	3.23	51.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	47.62
White	80	78	97.50	2.50	39.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	46	44	95.65	4.35	38.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	23	88.46	11.54	26.09

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	45.00	41.51	26.72	18.03	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	53	96.36	3.64	41.51
Female	29	29	100.00	0.00	37.93
Male	26	24	92.31	7.69	45.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	39	95.12	4.88	43.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	20	95.24	4.76	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

2023-24 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	66.67

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	92	92	92
Grade 7	90	90	90	90	90
Grade 9	100	100	100	100	100

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.

2024-25 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

2024-25 Opportunities for Parental Involvement

- Site maintenance/improvements

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate		--	--		--	--	7.8	8.2	8.9
Graduation Rate		--	--		--		87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
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	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	202	198	29	14.6
Female	93	91	10	11.0
Male	106	104	18	17.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	22	2	9.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	2	6.1
White	137	136	25	18.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	95	92	17	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	50	14	28.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	1.04	0.99	3.99	5.76	6.39	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.08	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.99	0.00
Female	0.00	0.00
Male	1.89	0.00
Non-Binary	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	1.46	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.92	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	6	4		
1	4	3		
2	8	2		
3	4	3		
4	5	3		
5	7	2		
6	18	2		1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	7	2		
1	6	2		
2	4	3		
3	8	2		
4	6	2		
5	7	2		
6	16	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	9	1		
1	4	3		
2	7	2		
3	7	2		
4	8	2		
5	7	2		
6	8	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	6		
Mathematics	7	4		
Science	13	2		
Social Science	10	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	7	8		
Mathematics	5	7		
Science	17	2		
Social Science	13	3		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	8	6		
Mathematics	5	7		
Science	8	6		
Social Science	12	4		

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$16,550	\$4,368	\$12,182	\$56,947
District	N/A	N/A	\$10,550	\$69,399
Percent Difference - School Site and District	N/A	N/A	14.4	-19.7
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	12.3	-33.0

Fiscal Year 2023-24 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 wholistic 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 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$48,874	\$51,352
Mid-Range Teacher Salary	\$72,928	\$80,424
Highest Teacher Salary	\$92,592	\$103,442
Average Principal Salary (Elementary)	\$109,372	\$124,852
Average Principal Salary (Middle)	\$98,966	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$131,805	\$145,237
Percent of Budget for Teacher Salaries	24%	26%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 Where there are student course enrollments of at least one student.	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.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4