

**Redwood Coast Montessori Board of Directors**  
1611 Peninsula Drive, Arcata, CA 95521 (Building A)

**Zoom Meeting Link:**

(<https://us06web.zoom.us/j/83949283639?pwd=KecqjBr0hF75piX1N8kmqjluurBjFw.1>)

**REGULAR MEETING**

January 23, 2025 6:30 p.m.

**AGENDA**

- A. CALL TO ORDER OF OPEN SESSION
- B. OPEN SESSION: 6:30 P.M. LOCATION: REDWOOD COAST MONTESSORI, 1611 Peninsula Drive, Arcata, CA 95521
- 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 December 11, 2024 Regular Meeting
- E. BUSINESS AND FINANCE - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION
1. Staff stipends: (MMUN, camping & other overnight trips)
  2. Audit Finding: Instructional minutes
- F. SCHOOL FUNCTIONS - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION
1. New Board Member
  2. 2023-24 School Accountability Report Card (SARC)
  3. RCM Board Officers
- G. STAFF AND DIRECTORS REPORTS - ITEMS FOR REPORT, DISCUSSION
1. Staff Report
  2. Director Reports
- H. FUTURE AGENDA ITEMS
- I. PUBLIC COMMENT ON CLOSED SESSION ITEMS  
The Governing Board welcomes public comment related to any closed session items. Comments are limited to three (3) minutes.
- J. CLOSED SESSION: 7:15 p.m. LOCATION – REDWOOD COAST MONTESSORI (1611 Peninsula Drive, Arcata)  
Pursuant to Education Code 48918c, the Board will meet in Closed Session concerning confidential matters.
1. Administration Selection Committee
  2. Discussion of Municipal Bonds
- K. OPEN SESSION: 8:00 p.m. LOCATION - REDWOOD COAST MONTESSORI (1611 Peninsula Drive, Arcata)

L. ANNOUNCEMENT OF ANY REPORTABLE ACTION TAKEN IN CLOSED SESSION

M. ADJOURNMENT OF OPEN SESSION

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

Redwood Coast Montessori Board of Directors  
Regular Meeting

Zoom (<https://us06web.zoom.us/j/83073560631?pwd=d2xMRHN2bFRHY2w3Wng0NG5kdExNUT09>)

REGULAR MEETING

December 11, 2024 5:36 p.m.

MINUTES

A. CALL TO ORDER OF OPEN SESSION by Kim Bonine at 6:30 p.m.

- a. Present: Kim Bonine, Terry Weeks, Michelle Ellis, Susann Goodman

B. PUBLIC COMMENT - No public comments

C. GENERAL FUNCTION

1. Approval of general consent items: M/S by Ellis/Weeks to approve the General Function-Consent Items. Board: ayes 4, noes 0. Motion carried.

D. BUSINESS AND FINANCE

1. First Interim Budget: M/S by Weeks/Goodman to approve the first interim budget as presented: ayes 4, noes 0. Motion carried.
2. Form 700 Requirement: The Board was informed about the annual requirement to complete the Form 700 which provides transparency regarding any personal financial interests on the part of the school board directors and principle administrators.

E. SCHOOL FUNCTIONS

1. AB 2158 – Ethics Training: The Board was informed that starting January 1, 2025, officials in school districts, county offices of education, and charter schools must complete ethics training at least once every two years. This directive is outlined in Assembly Bill (AB) 2158. The board was provided with several options for completing this training.
2. Services for Students with Disabilities, Section 504, and Individualized Education Program (IEP) Policy: M/S by Weeks/Ellis to approve the new Services for Students with Disabilities, Section 504, and Individualized Education Program (IEP) Policy as written. Board: ayes 4, noes 0. Motion carried.
3. Independent Study Policy: M/S by Goodman/Weeks to approve the revised independent study policy as written. Board: ayes 4, noes 0. Motion carried.
4. ADA Issue: The board heard and discussed concerns regarding the accessibility of a school camping trip location. No action was taken.

J. STAFF AND DIRECTOR REPORTS

1. Staff: Michelle and Bryan presented information about recent events that have been taking place at both campuses.
2. Directors: None

K. FUTURE AGENDA ITEMS

1. Stipends (MMUN, Camping and other trips, etc.)
2. Admin goals

L. PUBLIC COMMENT ON CLOSED SESSION ITEMS

The Governing Board welcomes public comment related to any closed session items. Comments are limited to three (3) minutes.

M. CLOSED SESSION: 6:30 p.m. LOCATION – REDWOOD COAST MONTESSORI  
(793 K Street, Arcata)

Pursuant to Education Code 48918c, the Board will meet in Closed Session concerning

confidential matters.

1. Administrative Goals Review

N. OPEN SESSION: 6:45 p.m. LOCATION - REDWOOD COAST MONTESSORI (793 K Street, Arcata)

O. ANNOUNCEMENT OF ANY REPORTABLE ACTION TAKEN IN CLOSED SESSION

1. No action was taken during the closed session.

P. ADJOURNMENT OF OPEN SESSION

1. M/S by Weeks/Ellis to close the regular December meeting at 7:47 p.m. Board: ayes 4, noes 0. Motion carried.

# RCM School Board



Agenda Item: E1  
RCM Staff Stipend Policy

Department/Program:  
Business and Finance

Background Information:  
During the November 2024 regular meeting, the board approved new stipend rates based on a three-tier system. The three-tier system did not address extra curricular activities such as MMUN and overnight trips.

Recommendation:  
Hold discussion about stipend rates for extra curricular activities such as MMUN and overnight trips.

Fiscal Implications:  
Increase in expenditures, which will come from base LCFF funding.

Contact Person:  
Bryan Little

# RCM School Board



Agenda Item: E2  
Audit Finding

Department/Program:  
Business and Finance

## Background Information:

The audit of RCM's instructional minutes for the lower elementary program was found to be deficient by 210 minutes during the 2023-24 school year. A corrective action plan has been implemented for the Manila campus which will prevent any future instructional minute deficiencies.

## Recommendation:

Approve the Corrective Action Plan as presented.

## Fiscal Implications:

This audit finding will result in a \$2,423 penalty unless the instructional minutes for grades 1-3 are corrected by at least 240 minutes over the 50,400 minimum in both the 24-25 & 25-26 school years.

## Contact Person:

Bryan Little

**ARCATA ELEMENTARY SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2024**

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**2024-03 SIGNIFICANT DEFICIENCY – STATE COMPLIANCE – INSTRUCTIONAL MINUTES (40000)**

Criteria

California Education Code, Section 47612.5 (a) – Notwithstanding any other law and as a condition of apportionment, a charter school shall do all of the following:

- (1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:
  - (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.

Condition

In our testing sample of each of the District’s 4 charter schools, it was found that one site, Redwood Coast Montessori, did not meet the required total amount of instructional minutes for the school year for grades 1 to 3 by 210 minutes.

Effect

The District is not in compliance with state requirements.

Cause

The school site performed incorrect instructional minutes calculations and did not discover the deficiency.

Fiscal Impact

Calculated the fiscal impact using the following formula from the CDE: “Product of total apportionment for affected students multiplied by percentage of instructional time the school failed to offer.” The calculated fiscal impact is \$2,423.

<u>Total apportionment for affected students</u>		
<u>Grades TK/K-3 Base Grant</u>	<u>Grades TK/K-3 Supplemental Grant</u>	<u>Total Grades TK/K-3 LCFF Apportionment</u>
\$ 537,256	\$ 44,259	\$ 581,515
<u>Percentage of instructional time the school failed to offer</u>		
<u>Deficiency of Minutes of Instruction</u>	<u>Required Minutes of Instruction</u>	<u>Percentage</u>
210	50,400	0.42%
<b>Total Penalty</b>		<b>\$ 2,423 <sup>1</sup></b>

Repeat Finding

Not a repeat finding.

Recommendation

The District should calculate the total instructional minutes in a detailed manner, in reference to the bell schedules. A process should be implemented to review the calculations. The calculations and bell schedules should be presented to the Board of Directors for review and approval to ensure compliance with state requirements.

Corrective Action Plan

The District will build extra instructional minutes into the FY24-25 and FY25-26 calendars.

**2023-2024 AUDIT FINDING CORRECTIVE ACTION**

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**DISTRICT NAME:** Redwood Coast Montessori

**FINDING CATEGORY:** Section IV – State Award Findings and Questioned Costs  
(from audit)

**FINDING NUMBER:** 2024-03      **AUDIT PAGE NUMBER:** 85      (from matrix)

**Describe below specific corrective action used in resolving audit findings:**

Redwood Coast Montessori was deficient in the number of instructional minutes for the lower elementary program (grades 1-3) during the 2023-24 school year by 210 minutes. This issue was corrected by increasing the dismissal time for these grades, including all other grades at the Manila campus from 12:30 to 1:00 p.m. This change took affect beginning on January 6, 2025. As indicated on that attached spread sheet, the lower elementary program will meet the required instructional minutes for the 24-25 school year. This change will remain in place for all future years to prevent any deficiencies with instructional minutes.

**ATTACH ALL PERTINENT DOCUMENTATION.**

**Number of pages attached for this finding:**   2  

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## Redwood Coast Montessori 2023-24 Instructional Minutes

Campus	Grades	Schedule	Daily Minutes	Recess	Lunch	Daily Instruct. Minutes	Days/year	Yearly Instruct. Minutes	Required Instruct. Minutes	Minutes Deficient	
Manila Campus	TK/Kg	Regular Day M-F 8:30 - 2:30	360	30	30	300	137	41,100	36,000	210	
		Minimum Day M 8:30 - 12:30	240	N/A	30	210	33	6,930			
		Conference Day 8:30 - 12:30	240	N/A	30	210	10	2,100			
		<b>Total Minutes</b>						<b>180</b>			<b>50,130</b>
	1 - 3	Regular Day M-F 8:30 - 2:30	360	30	30	300	138	41,400			
		Minimum Day M 8:30 - 12:30	240	N/A	30	210	33	6,930			
		Conference Day 8:30 - 12:30	240	N/A	30	210	9	1,860			
		<b>Total Minutes</b>						<b>180</b>			<b>50,190</b>
	4 - 8	Regular Day M-F 8:30 - 3:00	390	30	30	330	147	48,510			
		Minimum Day M 8:30 - 12:30	240	N/A	30	210	33	6,930			
		Conference Day 8:30 - 12:30	240	N/A	30	210	8	1,680			
		<b>Total Minutes</b>						<b>188</b>			<b>57,120</b>
Arcata Campus	6 - 8	Regular Day M-F 9 - 3:30	390	N/A	45	345	137	47,265	54,000		
		Minimum Day M 9 - 2:30	360	N/A	45	315	33	10,395			
		Conference Day 9 - 12:45	240	N/A	30	210	10	2,100			
		<b>Total Minutes</b>						<b>180</b>			<b>59,760</b>
	9 - 12	Regular Day M-F 8:30 - 3:30	420	N/A	45	375	147	55,125			
		Minimum Day M 8:30 - 2:30	360	N/A	45	315	33	10,395			
		<b>Total Minutes</b>						<b>180</b>			<b>65,520</b>

## Redwood Coast Montessori 2024-25 Instructional Minutes

Campus	Grades	Schedule	Daily Minutes	Recess	Lunch	Daily Instruct. Minutes	Days/year	Yearly Instruct. Minutes	Required Instruct. Minutes		
Manila Campus	TK/Kg	Regular Day M-F 8:30 - 2:30	360	30	30	300	137	41,100	36,000		
		Minimum Day M 8:30 - 12:30	240	N/A	30	210	14	2,940			
		Conference Day 8:30 - 12:30	240	N/A	30	210	5	1,050			
		Minimum Day M 8:30 - 1:00	270	N/A	30	240	19	4,560			
		Conference Day 8:30 - 1:00	270	N/A	30	240	5	1,200			
		<b>Total Minutes</b>						<b>156</b>		<b>45,090</b>	
	1 - 3	Regular Day M-F 8:30 - 2:30	360	30	30	300	137	41,100		50,400	
		Minimum Day M 8:30 - 12:30	240	N/A	30	210	14	2,940			
		Conference Day 8:30 - 12:30	240	N/A	30	210	5	1,050			
		Minimum Day M 8:30 - 1:00	270	N/A	30	240	19	4,560			
		Conference Day 8:30 - 1:00	270	N/A	30	240	5	1,200			
		<b>Total Minutes</b>						<b>180</b>			<b>50,850</b>
	4 - 8	Regular Day M-F 8:30 - 3:00	390	30	30	330	137	45,210		54,000	
		Minimum Day M 8:30 - 12:30	240	N/A	30	210	14	2,940			
		Conference Day 8:30 - 12:30	240	N/A	30	210	5	1,050			
		Minimum Day M 8:30 - 1:00	270	N/A	30	210	19	3,990			
		Conference Day 8:30 - 1:00	270	N/A	30	210	5	1,050			
		<b>Total Minutes</b>						<b>180</b>			<b>54,240</b>
	Arcata Campus	6 - 8	Regular Day M-F 9 - 3:30	390	N/A	45	345	138		47,610	54,000
			Minimum Day M 9 - 2:30	360	N/A	45	315	32		10,080	
			Conference Day 9 - 1:00	240	N/A	45	195	10		1,950	
<b>Total Minutes</b>						<b>180</b>	<b>59,640</b>				
9 - 12		Regular Day M-F 8:30 - 3:30	420	N/A	45	375	148	55,500	64,800		
		Minimum Day M 8:30 - 2:30	360	N/A	45	315	32	10,080			
	<b>Total Minutes</b>						<b>180</b>	<b>65,580</b>			

# RCM School Board



Agenda Item: F1

Approval new RCM School Board Member (James Braggs)

Department/Program:

School wide

Background Information:

RCM currently has only 4 board members for the 5-person board.

Recommendation:

Approve James Braggs as a new RCM Board Member

Fiscal Implications:

None

Contact Person:

Bryan Little

# RCM School Board



Agenda Item: F2  
2023-24 SARC

Department/Program:  
School-wide

## Background Information:

The School Accountability Report Card (SARC) is reviewed and approved by the School Board every year.

Recommendation:  
Approve the 2023-24 SARC

Fiscal Implications:  
None

Contact Person:  
Bryan Little

# 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

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

## 2024-25 District Contact Information

<b>District Name</b>	Redwood Coast Montessori
<b>Phone Number</b>	707-630-5018
<b>Superintendent</b>	Bryan Little
<b>Email Address</b>	info@redwoodmontessori.org
<b>District Website</b>	<a href="http://www.redwoodcoastmontessori.org/">http://www.redwoodcoastmontessori.org/</a>

## 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
<b>Total Enrollment</b>	<b>185</b>

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.30	44.08	49.00	75.12	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.70	38.27	7.70	11.88	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	12.45	4.90	7.63	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.50	5.10	3.50	5.36	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.60	54.97	55.00	74.93	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	4.72	0.60	0.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	9.51	3.80	5.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	4.36	1.90	2.65	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.60	26.38	11.90	16.27	15831.90	5.67
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.30	54.97	57.20	75.04	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.89	1.00	1.31	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	11.77	5.60	7.45	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.60	27.37	6.10	8.12	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	6.10	8.07	14303.80	5.15
<b>Total Teaching Positions</b>	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
<b>Permits and Waivers</b>	0.00	0.30	1
<b>Misassignments</b>	3.70	1.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	3.70	1.30	2

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00	10	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Mathematics</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Science</b>	High quality Montessori Materials and reference materials	Yes	0
<b>History-Social Science</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Foreign Language</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Health</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Visual and Performing Arts</b>	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	58	66	52	49	46	47
<b>Mathematics</b> (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
<b>All Students</b>	118	117	99.15	0.85	66.38
<b>Female</b>	54	54	100.00	0.00	68.52
<b>Male</b>	62	61	98.39	1.61	66.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	13	100.00	0.00	69.23
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	22	21	95.45	4.55	71.43

<b>White</b>	80	80	100.00	0.00	64.56
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	46	100.00	0.00	60.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.

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

<b>Socioeconomically Disadvantaged</b>	46	44	95.65	4.35	38.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (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](http://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
<b>School Site</b>	\$16,550	\$4,368	\$12,182	\$56,947
<b>District</b>	N/A	N/A	\$10,550	\$69,399
<b>Percent Difference - School Site and District</b>	N/A	N/A	14.4	-19.7
<b>State</b>	N/A	N/A	\$10,771	\$79,413
<b>Percent Difference - School Site and State</b>	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 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 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
<b>Beginning Teacher Salary</b>	\$48,874	\$51,352
<b>Mid-Range Teacher Salary</b>	\$72,928	\$80,424
<b>Highest Teacher Salary</b>	\$92,592	\$103,442
<b>Average Principal Salary (Elementary)</b>	\$109,372	\$124,852
<b>Average Principal Salary (Middle)</b>	\$98,966	\$135,030
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$131,805	\$145,237
<b>Percent of Budget for Teacher Salaries</b>	24%	26%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

# RCM School Board



Agenda Item: F3

Selection of new RCM School Board Member Officers

Department/Program:

School wide

Background Information:

LEA School Boards are required to establish school board officers each school year.

Recommendation:

Discuss and assign board officers

Fiscal Implications:

None

Contact Person:

Bryan Little