

Redwood Coast Montessori

Board of Directors

1611 Peninsula Dr., Manila, CA 95521

Zoom Meeting Link:

<https://us06web.zoom.us/j/88251665637?pwd=rb2b1liFwoj6voukK573ynMLCidBaM.1>

REGULAR MEETING

January 14, 2026 6:30 p.m.

Agenda

Roll Call:

Board Members Absent:

A. CALL TO ORDER OF OPEN SESSION:

B. OPEN SESSION:


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.


Approve:


1. Approval of Draft Minutes of December: Unavailable at this time
2. Approval of new hires (certificated) -None
3. Approval of new hires (classified) -Braydon Bemos- Cafeteria Assistant (Classified) and Cita Hunter (Classified SCIA, Manila)  Cita Hunter contract 2026.pdf
4. Approval of Resignation: Armando Pena (Classified SCIA, Manila)

E. BUSINESS AND FINANCE - ITEMS FOR REPORT, INFORMATION, DISCUSSION, AND POSSIBLE ACTION

1. Approval:  SARC 24 25 Publish 25 26.pdf
2. Report: Budget Concerns:  Budget Concerns January 25 26.pdf
3. Discussion-Teacher salary adjustment
4. First reading/ discussion: Attendance Recovery Stipends- Certificate-
 Attendance Recovery Stipend Certificated 25 26.pdf
Paraprofessional-  Attendance Recovery Stipend Classified 25 26.pdf
5. Discussion -Long Term Independent Study policy
6. Discussion of the development of an on-site Montessori training curriculum led by staff, including stipends to support curriculum development and the delivery of training.
 Montessori Curriculum and Training Policy 2526.pdf

F. SCHOOL FUNCTIONS - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION

1. Report: New High School Master Schedule: Current  Master Schedule Current 25 26.pdf

New:  Master Schedule New 25 26.pdf



2. Approval to Update Parent/Student Handbooks to reflect the correct start and end times and new classes.


3. Discussion Only: Parent Advisory Meeting Schedule

4. Discussion Only: Staff Advisory Meeting Calendar

5. Discussion only: Public Relations committee and efforts

6. Approve: Updated School Calendar 2025-2026:

Current-  Current Calendarwith Error 25 26.pdf Proposed:  New Calendar 25 26.pdf


7. Approval-  Declaration of Need and LAO 25 26.pdf

8. Question/Concern of board member

G. STAFF AND DIRECTORS REPORTS - ITEMS FOR REPORT, DISCUSSION

1. Staff Report :

Michelle Leonard:

Janean Weekly-Embree:  Board Report January 26 Janean.pdf

2. Directors Report:

H. CLOSED SESSION

I. Report Out any Actions Taken in Closed Session:

FUTURE AGENDA ITEMS:

1. 2nd Reading/Discussion/ Possible approval of proposed stipends

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.

AT-WILL EMPLOYMENT AGREEMENT
Between
REDWOOD COAST MONTESSORI & CITA HUNTER

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Redwood Coast Montessori ("RCM"), a California public charter school approved by the Arcata Elementary School District (the "District"). The Board desires to hire employees who will assist RCM in achieving the goals and meeting the requirements of RCM's charter. The parties recognize that RCM is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting RCM in implementing its purposes, policies, and procedures.

WHEREAS, RCM and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. RCM has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* RCM has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, RCM has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-Profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, RCM is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of RCM, and the employee signing below expressly recognizes that he/she is being employed by RCM and not the District.
3. Pursuant to Education Code section 47610, RCM must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. RCM shall be deemed the exclusive public school employer of the employees at RCM for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee shall work in the position of 1:1 instructional aide. Employee will perform such duties as RCM may reasonably assign and Employee will abide by all RCM's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by RCM's charter. A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of RCM.

2. **Work Schedule**

The work schedule for this position shall be part time consisting of **M-F, 8:30 a.m. to 3:00 p.m.** Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with RCM.

3. **Compensation**

The hourly wage for this position is **\$19.88/hr.** Employee shall be paid monthly, from which the Board shall withhold all statutory and other authorized deductions.

4. **Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by RCM (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by RCM in its sole discretion.

5. **Performance Evaluation**

Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually, on or about the anniversary date of employment with RCM. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate Employee shall not prevent RCM from disciplining or dismissing Employee at-will in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at RCM shall only be as specified in this Employment Agreement, RCM's charter, the Charter Schools Act and RCM's Employee Handbook, which from time to time may be amended and modified by RCM. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with RCM.

7. **Licensure**

Employee understands that employment is contingent upon verification and

maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician and/or licensed entity that he/she was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

10. **Conflicts of Interest**

Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with RCM.

11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. RCM shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. **EMPLOYMENT AT-WILL**

RCM may terminate this Agreement and Employee's employment at any time with or without cause, with or without advance notice, at RCM's sole and unreviewable discretion. Either party may immediately terminate this Agreement and Employee's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment

may be altered at any time, with or without cause, at the discretion of RCM. No one other than the Board of RCM has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of RCM and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

D. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with RCM on the terms specified herein.
2. All information I have provided to RCM related to my employment is true and accurate.

3. A copy of the job description is attached hereto.
4. This is the entire agreement between RCM and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____

RCM Approval:

Dated: _____

Kim Bonine, Board Chair

*This Employment Agreement is subject to ratification
and approval by the Governing Board of RCM.*

Redwood Coast Montessori

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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.

2025-26 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	Janean Weekly-Embree
Email Address	info@redwoodmontessori.org
School Website	www.redwoodmontessori.org
Grade Span	K-12
County-District-School (CDS) Code	12-62679-0137653

2025-26 District Contact Information

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

2025-26 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.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	12
Grade 2	13
Grade 3	15
Grade 4	14
Grade 5	14
Grade 6	19
Grade 7	20
Grade 8	24
Grade 9	16
Grade 10	14
Grade 11	16
Grade 12	13
Total Enrollment	218

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	48.2
Non-Binary	3.2
American Indian or Alaska Native	0.5
Asian	1.8
Black or African American	0.5
Hispanic or Latino	13.3
Two or More Races	17.9
White	64.2
English Learners	0.5
Homeless	1.4
Socioeconomically Disadvantaged	47.7
Students with Disabilities	22.9

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.

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)	7.6	54.97	55	74.93	234405.2	84
Intern Credential Holders Properly Assigned	0.6	4.72	0.6	0.9	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	9.51	3.8	5.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	4.36	1.9	2.65	11953.1	4.28
Unknown/Incomplete/NA	3.6	26.38	11.9	16.27	15831.9	5.67
Total Teaching Positions	13.9	100	73.5	100	279044.8	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.

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)	9.3	54.97	57.2	75.04	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.89	1	1.31	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	11.77	5.6	7.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.6	27.37	6.1	8.12	11746.9	4.23
Unknown/Incomplete/NA	0	0	6.1	8.07	14303.8	5.15
Total Teaching Positions	16.9	100	76.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	8.9	52.85	61.2	75.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.3	0.41	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	11.71	7.1	8.81	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.7	33.9	9.6	11.91	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.47	2.5	3.2	13705.8	4.91
Total Teaching Positions	16.9	100	81	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.30	1	0
Misassignments	1.00	1	1.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	2	1.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.60	4.6	5.7
Total Out-of-Field Teachers	0.60	4.6	5.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5.2	7.8

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High quality Montessori Materials and reference materials	0
Mathematics	High quality Montessori Materials and reference materials	0
Science	High quality Montessori Materials and reference materials	0
History-Social Science	High quality Montessori Materials and reference materials	0
Foreign Language	High quality Montessori Materials and reference materials	0
Health	High quality Montessori Materials and reference materials	0
Visual and Performing Arts	High quality Montessori Materials and reference materials	0
Science Laboratory Equipment (grades 9-12)	Newly Purchased physics, chemistry, biology, and engineering equipment purchased.	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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	59	49	50	47	48
Mathematics (grades 3-8 and 11)	42	44	41	39	35	37

2024-25 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	121	119	98.35	1.65	59.32
Female	59	57	96.61	3.39	64.29
Male	58	58	100.00	0.00	53.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	54.17

White	77	76	98.70	1.30	62.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	59	96.72	3.28	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	29.63

2024-25 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	121	118	97.52	2.48	44.07
Female	59	56	94.92	5.08	41.07
Male	58	58	100.00	0.00	48.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	50.00
White	77	75	97.40	2.60	42.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	61	59	96.72	3.28	30.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	17.86

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.51	45.83	18.03	33.04	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	48	72.73	27.27	45.83
Female	31	25	80.65	19.35	48.00
Male	32	21	65.63	34.37	42.86
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	10	76.92	23.08	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	10	76.92	23.08	--
White	37	26	70.27	29.73	42.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	19	65.52	34.48	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	18.18

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
Graduates Who Completed All Courses Required for UC/CSU Admission	91.67

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.

2024-25 California Physical Fitness Test Participation Rates

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
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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.

2025-26 Opportunities for Parental Involvement

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

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

A variety of service opportunities exist and include the following:

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

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	12.5	--	--	12.5	8.2	8.9	8
Graduation Rate	--	--	87.5	--	--	87.5	86.2	86.4	87.5

2024-25 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	16	14	87.5
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	11	9	81.8
English Learners	--	--	--
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	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	231	228	21	9.2
Female	110	108	15	13.9
Male	113	112	6	5.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	5	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	38	1	2.6
White	149	147	13	8.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	119	117	17	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	57	7	12.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.04	0.99	3.46	5.76	6.39	6.13	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.16	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.46	0.00
Female	1.82	0.00
Male	5.31	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	3.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	3.36	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.08	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.

2025-26 School Safety Plan

The Comprehensive School Safety Plan was board approved on February 12, 2025. 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.

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	0	0
1	6	2	0	0
2	4	3	0	0
3	8	2	0	0
4	6	2	0	0
5	7	2	0	0
6	16	2	0	0
Other	0	0	0	0

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	0	0
1	4	3	0	0
2	7	2	0	0
3	7	2	0	0
4	8	2	0	0
5	7	2	0	0
6	6	3	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	7	2		
3	8	2		
4	7	2		
5	7	2		
6	5	4		

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	0	0
Mathematics	5	7	0	0
Science	17	2	0	0
Social Science	13	3	0	0

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	1	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	12	5		
Mathematics	4	12		
Science	10	5		
Social Science	11	5		

2024-25 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

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$16,769	\$4,459	\$12,310	\$57,077
District	N/A	N/A	\$11,260	\$74,280
Percent Difference - School Site and District	N/A	N/A	8.9	-19.5
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	13.3	-32.7

Fiscal Year 2024-25 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 provided needed interventions. As a Montessori school, all teachers, staff, and administration have a strong commitment to providing a wholistic education for each students 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$50,829	\$55,248
Mid-Range Teacher Salary	\$75,845	\$80,746
Highest Teacher Salary	\$96,295	\$109,655
Average Principal Salary (Elementary)	\$116,135	\$133,828
Average Principal Salary (Middle)	\$107,291	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$140,700	\$155,954
Percent of Budget for Teacher Salaries	24.2%	25.26%
Percent of Budget for Administrative Salaries	5.09%	6.12%

2024-25 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	0

Where there are student course enrollments of at least one student.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Budget Concerns Summary 2025-2026

At the December 2025 board meeting, two key budget concerns were identified as ongoing unknowns: ADA compliance related to academic minutes and SB 740 lease offset funding. Auditors have since responded regarding ADA compliance, but a financial impact is still expected, with a projected audit penalty of \$61,324 for the 2024–25 instructional minutes shortfall that was not included in the budget. In addition, the 2025–26 budget assumes \$192,217 in SB 740 revenue, equal to 75 percent of projected rent costs, yet the initial payment of \$84,974.92 suggests the actual award may be closer to \$170,000. This appears to be based on prior-year lease rates and does not reflect the Manila site's monthly rent increase of \$2,213, or \$26,556 annually. If the SB 740 award is not adjusted, revenue will be approximately \$20,000 below budget. Together, these two factors represent a **total potential negative financial impact of approximately \$81,324**, which is significant given that reserves are already projected below the 5 percent minimum through 2026–27, with an unrestricted ending balance of only \$16,672 and no capacity to absorb additional costs without pushing the balance negative.

Email Correspondence with CBO Arcata School District

"There is no room in your budget to do anything that materially increases your costs. As we discussed, your first interim budget showed that your school is already projected to be significantly below the minimum level of 5% in 25-26 and the next two years. The same budget shows a projected unrestricted ending balance of \$16,672 at the end of 26-27. With no other changes, adding over \$20K in cost would reduce the balance to negative.

Another factor you need to consider is the financial impact of the audit findings that we're expecting to be completed in the next week or two. The report hasn't been finalized yet, but we expect that there will be a penalty of \$61,324 for the shortage of instructional minutes in 24-25. This penalty wasn't included in the budget and obviously makes your financial position even worse."

"The budgeted SB740 revenue for the 2025-26 fiscal year is currently set at \$192,217, representing 75% of the projected rent costs. However, the initial rent check received was only \$84,974.92, which indicates an actual award closer to \$170,000. This discrepancy likely stems from the award being calculated based on the 2024-25 lease rates, failing to account for the Manila location's monthly rent increase of \$2,213 (\$26,556 annually). It remains unclear if the SB740 representatives were notified of this increase, a process that sometimes necessitates a formal appraisal. Consequently, if the grant is not adjusted to reflect the higher Manila rent, the actual revenue will fall approximately \$20,000 short of the current budget."

Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Policy

Purpose

The purpose of this policy is to establish a school stipend structure that prioritizes **certificated staff-led programs and activities** that address the academic and attendance needs of at-risk students. These stipends are intended to support students with chronic absenteeism, students in need of targeted academic intervention in English Language Arts (ELA) and mathematics, and secondary students (grades 9–12) requiring Credit Recovery support to remain on track for graduation. This stipend category is distinct from other stipends offered by the School because it directly supports instructional services, Attendance Recovery, Independent Study work completion, and Credit Recovery, and must be performed by appropriately credentialed staff.

Alignment to LCAP and State Priorities

This policy aligns with the Local Control and Accountability Plan (LCAP) State Priorities, including Priority 1 (Basic Conditions of Learning), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), and Priority 7 (Course Access). Programs funded under this policy are designed to improve attendance, academic performance, and access to standards-aligned instruction for students most at risk of academic failure or disengagement.

Eligibility and Priority

Priority for these stipend positions will be given to certificated staff. These stipends may only be assigned to credentialed teachers due to their instructional nature and the legal requirements associated with Attendance Recovery, Independent Study, and Credit Recovery. Priority will be given to programs that target at-risk students, including but not limited to students with chronic absenteeism, students performing below grade level in ELA or math, and high school students who require Credit Recovery to meet graduation requirements.

Attendance Recovery and Credit Recovery Requirements

Programs that include Attendance Recovery must comply with all applicable California Education Code and California Department of Education requirements. This includes, but is not limited to: instruction provided by a credentialed teacher; accurate and contemporaneous attendance records for each session; instruction and interventions aligned to California state standards; retention of student work samples and documentation sufficient for audit purposes; and instructional activities that are educationally substantive and not merely supervisory.

For grades 9–12, stipend-funded programs may also support Credit Recovery. Credit Recovery activities must be aligned to course standards, support completion of required coursework, and

comply with Independent Study and attendance accounting requirements where applicable. Credit Recovery support must be documented through attendance records, assigned coursework, and retained work samples.

Stipend Authorization and Director Discretion

Stipend positions are established at the sole discretion of the Director based on identified student need, funding availability, and program effectiveness. The Director will determine whether a stipend position will be offered, the length of time the stipend will be active, and the required hours of service prior to the start of the assignment. Compensation will be provided at the staff member's regular hourly rate of pay.

If more staff express interest in a stipend than positions available, the Director will make final determinations based on factors including, but not limited to, credentialing, experience, program alignment with school priorities, and demonstrated ability to meet program requirements.

Staff Application Requirements

Certificated staff interested in providing an Academic Intervention, Attendance Recovery, or Credit Recovery stipend must complete a "Stipend Proposal Request Form." At minimum, the form must include: the subject area of intervention; the student group or grade span to be served; the proposed schedule, which must include at least one session per week for a minimum of one hour; and the curriculum, instructional materials, or intervention program to be used.

Submission of a request does not guarantee approval.

Student Enrollment and Attendance Thresholds

To initiate a stipend-funded program, at least 10 students must be enrolled with documented parent or guardian consent. Average attendance must be at least 8 students per session when no paraprofessional support is provided. If student enrollment exceeds 10 students and average weekly attendance is at least 10 students, the Director may consider assigning a paraprofessional for grades 1–12. For programs that include TK students, if enrollment exceeds 10 students, the Director shall either assign a paraprofessional or reduce the number of available student slots.

If average weekly attendance falls below the established threshold of 8 students without paraprofessional support, or 10 students when a paraprofessional has been provided, the staff member must notify the Director in writing. The Director will determine whether the stipend assignment will continue, be modified, or be discontinued.

Attendance Reporting and Documentation

Attendance must be taken daily for each stipend-funded session and submitted to the Director on each day the intervention is in session. Staff are responsible for maintaining accurate attendance records, instructional logs, and student work samples as required for Attendance Recovery, Independent Study, and Credit Recovery compliance and audit purposes.

Non-Binding Notice and Policy Authority

This policy establishes the Board's intent and framework for Academic Intervention, Attendance Recovery, and Credit Recovery stipends. All stipend assignments are subject to Board policy, administrative regulations, and applicable law. The Director retains final authority over stipend approval, continuation, and discontinuation.

Staff Stipend Proposal Request Form

Title: Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Proposal

Staff Name:

Credential(s):

Proposed Subject Area (ELA, Math, Credit Recovery, Other):

Grade Level(s) to be Served:

Proposed Schedule (minimum one hour per week when school is in session or intersession if applicable):

Anticipated Start and End Dates:

Curriculum / Instructional Materials to be Used:

Target Student Population (at-risk indicators):

Estimated Number of Students:

Staff Signature and Date:

Teacher Compliance Sign-Off Checklist (Required)

Credentialed teachers approved for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend must confirm the following prior to and during implementation:

- ☐ I hold an appropriate California credential authorizing instruction in the subject area.
- ☐ I provide direct supervision of any paraprofessional supporting this program (Ed. Code § 41422.5).
- ☐ I deliver or direct standards-aligned academic instruction tied to identified student needs.
- ☐ I maintain accurate daily attendance records for Attendance Recovery and Credit Recovery (Ed. Code §§ 46200–46208).
- ☐ I ensure Attendance Recovery time is instructional and not supervision-only.
- ☐ I certify academic work and credit recovery completion; paraprofessionals do not certify attendance or credit.
- ☐ I retain student work samples and documentation required for audit purposes.
- ☐ I notify the Director if attendance falls below required thresholds or program conditions change.

Teacher Signature/Date:

Stipend Application and Implementation Flowchart

1. Staff or School Director identifies student need aligned to intervention, attendance recovery, or credit recovery.
 2. Staff completes and submits the Stipend Proposal Request Form to the School Director.
 3. Director reviews proposal based on student need, compliance requirements, funding, and staffing capacity.
 4. If approved, the School Director establishes duration, hours, compensation rate, and attendance thresholds.
 5. Program begins with parent consent, daily attendance tracking, and standards-aligned instruction.
 6. Staff submits attendance daily and maintains required documentation and work samples.
 7. If attendance drops below required thresholds, staff notifies the School Director in writing.
 8. The School Director determines continuation, modification, or discontinuation of the stipend assignment.
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Board Policy (BP) 4161.9 / 4261.9 / 4361.9 – Academic Intervention, Attendance Recovery, and Credit Recovery Stipends

The Governing Board authorizes the Director to establish and approve stipend-based academic intervention positions to support at-risk students, including students with chronic absenteeism and students requiring academic intervention in English Language Arts (ELA) and mathematics. Priority for these stipends shall be given to certificated staff. These stipends are distinct from other stipend opportunities because they directly address identified academic needs, require

credentialed instructional staff, and may support Attendance Recovery, Independent Study work completion, and Credit Recovery for grades 9–12.

Eligible activities must provide California standards-aligned academic intervention and may include Attendance Recovery or Credit Recovery services. Attendance Recovery activities must be conducted by a credentialed teacher, include accurate daily attendance accounting, provide standards-aligned instruction, and retain student work samples and documentation for audit and compliance purposes. Credit Recovery activities for grades 9–12 must be aligned to graduation requirements, course standards, and Independent Study requirements where applicable.

The length of time, duration, and hourly requirements for each stipend position shall be established based on student need and at the sole discretion of the Director prior to the start of the assignment. Approved stipend work shall be compensated at the employee's regular hourly rate of pay. Stipends may be paid monthly. All stipends are processed through payroll and are considered taxable income, unless explicitly exempt.

Retirement Contributions (Optional / Varies)

- **Teachers (certificated):** If participating in **CalSTRS**, the stipend may be **reportable for retirement contributions**. Usually, extra pay counts as "creditable compensation," but it depends on the board policy wording.

Stipend participation is voluntary and extra duty work is to be performed outside the teachers' contract hours and not replacing contractual duties.

Participation in stipend-funded activities requires a minimum of ten (10) enrolled students with documented parent/guardian consent and an average attendance of at least eight (8) students per session. If average weekly attendance meets or exceeds ten (10) students, the Director may assign a paraprofessional for grades 1–12. For activities including TK students, if enrollment exceeds ten (10) students, the Director shall either assign a paraprofessional or reduce the number of student slots available.

The certificated staff member shall notify the Director in writing if average weekly attendance falls below eight (8) students when no paraprofessional is assigned, or below ten (10) students when a paraprofessional is assigned. The Director shall determine whether the stipend position will continue, be modified, or be discontinued.

Attendance must be submitted to the Director for each day the intervention is in session. Stipend positions are offered solely at the discretion of the Director. If more qualified staff apply than positions available, selection shall be based on factors including credential authorization, relevant experience, and program need.

Administrative Regulation (AR) 4161.9 / 4261.9 / 4361.9 – Procedures for Academic Intervention, Attendance Recovery, and Credit Recovery Stipends

1. Staff Request Process: Certificated staff seeking to provide stipend-based academic intervention must complete a "Academic Intervention & Attendance Recovery Stipend Request Form." The form shall include the proposed subject area, target student population, schedule (minimum of one hour per week), instructional curriculum or materials, and whether the request includes Attendance Recovery or Credit Recovery.
 2. Approval Criteria: Requests are reviewed by the Director based on alignment with LCAP priorities, student need, credential authorization, fiscal capacity, and compliance requirements. Approval is not guaranteed.
 3. Attendance Recovery Requirements: Programs must meet CDE Attendance Recovery guidance, including credentialed instruction, documentation of student participation, daily attendance records, standards-aligned academic work, and retention of work samples for audit purposes.
 4. Credit Recovery Requirements: Credit Recovery services for grades 9–12 must support course completion or remediation aligned to graduation requirements and Independent Study rules when applicable.
 5. Monitoring and Reporting: Attendance shall be submitted daily. Staff must alert the Director in writing if attendance thresholds are not met. The Director will determine continuation or discontinuation.
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Footnotes (Audit & Compliance References)

1. California Education Code §§ 37252, 42238.01, 42238.02 (Attendance accounting and instructional time)
 2. California Education Code §§ 51745–51749.6 (Independent Study requirements)
 3. California Department of Education, Attendance Recovery Guidance (COVID-era and post-pandemic instructional recovery clarifications)
 4. California Education Code § 52060 (Local Control and Accountability Plan priorities)
 5. CDE Audit Guide – Attendance Accounting and Instructional Time
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Supplemental Program Stipend Framework (ASES, ELO-P, and Grant-Funded Interventions)

This section applies to stipend positions funded through the After School Education and Safety (ASES) Program, Expanded Learning Opportunities Program (ELO-P), or other state, federal, or private grants that support academic intervention, attendance support, enrichment, or extended learning time.

Scope and Priority Priority for ASES, ELO-P, and grant-funded stipends shall be given to certificated staff and paraprofessionals supporting programs that serve at-risk students, including students with chronic absenteeism, students requiring academic intervention in Math or ELA, and students needing credit recovery or academic acceleration. All stipend positions must align with the purpose and allowable uses of the specific funding source.

Teacher Stipend Positions – Supplemental Programs Credentialed teachers approved for ASES, ELO-P, or grant-funded stipends may provide direct instruction, academic intervention, enrichment, attendance recovery (if allowable), and credit recovery (grades 9–12, if allowable by funding source). Teachers are responsible for standards-aligned instruction, supervision of paraprofessionals, accurate attendance accounting, retention of student work samples, and compliance with all grant and CDE requirements.

Paraprofessional Stipend Positions – Supplemental Programs Paraprofessionals may support ASES, ELO-P, or grant-funded programs only under the direct supervision of a credentialed teacher or program lead, consistent with Education Code §§ 41422.5 and 45340–45349. Duties are limited to instructional support, supervision, small-group assistance using teacher-directed materials, and documentation support. Paraprofessionals may not provide independent instruction, certify attendance, assign grades, or certify academic credit.

Hours, Compensation, and Funding Restrictions Stipend hours for both teachers and paraprofessionals are contingent upon student enrollment, attendance, and funding source requirements. Hours are not guaranteed and may not exceed the time during which students are present and participating. Compensation shall be at the employee's regular hourly rate of pay or the applicable stipend rate established by the Director, consistent with grant rules and minimum wage requirements. Total daily hours across all assignments may not exceed eight (8) hours.

Attendance and Documentation Requirements For programs requiring attendance accounting (including ASES and ELO-P), daily attendance must be recorded accurately and retained for audit. When academic intervention or recovery is provided, instruction must be standards-aligned and supported by work samples or other documentation required by the funding source. Paraprofessionals may assist with documentation but may not certify attendance or outcomes.

Monthly Certification for Payroll (Supplemental Programs) Teachers and program leads must complete a monthly certification statement affirming compliance with program requirements, accurate attendance reporting, and supervision of paraprofessionals, if applicable. Stipend payment is contingent upon submission and approval of this certification.

Director Oversight and Audit Readiness The Director or designee shall ensure that stipend positions funded through ASES, ELO-P, or grants are aligned to allowable uses, supported by appropriate documentation, and reviewed regularly for compliance. Separate tracking of stipend hours, attendance records, and funding sources shall be maintained for audit purposes.

LCAP and Grant Alignment ASES, ELO-P, and grant-funded stipend positions shall be explicitly aligned to LCAP goals, actions, and metrics addressing pupil engagement, extended learning time, academic achievement, and support for at-risk students. Alignment documentation shall be included in board materials and grant reports, as applicable.

Frequently asked questions:

What is this stipend? This stipend supports certificated teachers who provide extra academic intervention for students who need help in math, ELA, attendance recovery, or credit recovery.

Who can apply? Certificated staff with appropriate credential authorization.

How is this different from other stipends? These stipends directly support instructional minutes, attendance recovery, or credit recovery and must meet state compliance requirements.

How many students are required? At least 10 students must enroll, with average attendance of 8 students per session (or 10 if a paraprofessional is assigned).

How am I paid? Approved hours are paid at your regular hourly rate.

What happens if attendance drops? You must notify the Director in writing. The Director will decide whether the stipend continues.

Does this count toward Attendance Recovery or Credit Recovery? Yes, when approved and documented correctly. Attendance and student work must be submitted and retained.

Are all stipend application approvals guaranteed? No. All stipend applications are approved at the Director's discretion based on student need, funding, and compliance requirements.

Board Policy (BP) 4217 – Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend – Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend**

Purpose and Alignment

The Governing Board authorizes a Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend to support credentialed teachers approved under the School's Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Policy. This stipend supports LCAP State Priorities related to student achievement, pupil engagement, and support for at-risk students, including students with chronic absenteeism and students requiring academic or credit recovery in grades TK–12.

Eligibility and Priority

This stipend is available to paraprofessionals employed by Redwood Coast Montessori School who are assisting a credentialed teacher approved for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend. Approval is at the sole discretion of the School Director and is not guaranteed.

Permissible Duties (Compliance with California Education Code)

Paraprofessionals may perform duties permitted under California Education Code and applicable CDE guidance, including but not limited to (Ed. Code §§ 41422.5, 45340–45349; 5 CCR § 13020): providing instructional support under the direct supervision of a credentialed teacher; assisting with classroom management and student supervision; supporting small groups or individual students using teacher-directed, standards-aligned materials; assisting with documentation, organization, and collection of student work samples. Paraprofessionals shall not provide independent instruction, assign grades, determine academic credit, certify attendance for Attendance Recovery or Independent Study, or replace the role of a credentialed teacher.

Hours, Compensation, and Limitations

Stipend hours are not guaranteed and are strictly based on student enrollment and attendance for each session taught by the credentialed teacher. Paid hours may not exceed the amount of time during which the minimum average student attendance requirement is met for that session. Total hours worked by a paraprofessional in any and all positions at Redwood Coast Montessori School may not exceed eight (8) hours in a single workday. This stipend is compensated monthly at the paraprofessional's regular hourly rate of pay or \$20.00 per hour, whichever is greater. The stipend hourly rate applies only to this stipend assignment and does not alter compensation for any other position. All stipends are processed through payroll and are considered taxable income, unless explicitly exempt.

Retirement Contributions (Optional / Varies)

- **Classified staff:** If participating in CalPERS or a 403(b) plan, employer/employee contributions may apply depending on policy.

Attendance Recovery and Credit Recovery Compliance

All Attendance Recovery and Credit Recovery activities supported by a paraprofessional must occur under the direct supervision of a credentialed teacher and comply with applicable CDE requirements, including accurate daily attendance records, California standards-aligned academic intervention, retention of student work samples for audit purposes, and alignment with Independent Study requirements where applicable (Ed. Code §§ 46200–46208; 51745–51749.6; CDE Attendance Accounting and Independent Study Guidance). Paraprofessionals may assist with documentation but may not certify attendance or academic completion.

Application and Approval Process

Paraprofessionals seeking this stipend must complete a Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Application. A credentialed teacher approved for the corresponding stipend must review and sign the application. Final approval rests solely with the School Director.

Duration and Termination

This stipend agreement may be terminated by either the School Director or the paraprofessional at any time, without cause.

Administrative Regulation (AR) 4217 – Implementation Procedures – Implementation Procedures**

1. The credentialed teacher submits and receives approval for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend.
2. The paraprofessional submits a completed stipend application with teacher sign-off.
3. The School Director reviews enrollment, attendance projections, staffing needs, and budget availability.
4. Approved paraprofessionals provide support only during sessions meeting attendance thresholds.
5. Attendance and hours worked are submitted daily to the Director or designee.
6. Stipends are paid monthly based on verified hours.

Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Application (One Page)

Name:

Position Title:

Credentialed Teacher Supported:

Program Type (check all that apply): Academic Intervention ☐ Attendance Recovery ☐ Credit Recovery ☐

Grades Served:

Proposed Schedule (days/times):

Acknowledgement of Hour Limitations and Non-Guarantee of Hours (initial):

Acknowledgement of Duties and Restrictions per Ed Code (initial):

Paraprofessional Signature/Date:

Credentialed Teacher Signature/Date:

School Director Approval/Date:

Teacher Compliance Sign-Off Checklist (Required)

Credentialed teachers approved for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend must confirm the following prior to and during implementation:

- ☐ I hold an appropriate California credential authorizing instruction in the subject area.
- ☐ I provide direct supervision of any paraprofessional supporting this program (Ed. Code § 41422.5).
- ☐ I deliver or direct standards-aligned academic instruction tied to identified student needs.
- ☐ I maintain accurate daily attendance records for Attendance Recovery and Credit Recovery (Ed. Code §§ 46200–46208).
- ☐ I ensure Attendance Recovery time is instructional and not supervision-only.
- ☐ I certify academic work and credit recovery completion; paraprofessionals do not certify attendance or credit.
- ☐ I retain student work samples and documentation required for audit purposes.
- ☐ I notify the Director if attendance falls below required thresholds or program conditions change.

Teacher Signature/Date:

Common Questions:

What is this stipend?

This stipend allows paraprofessionals to support a credentialed teacher who is providing academic intervention, attendance recovery, or credit recovery for students.

Who decides if I get it?

The School Director makes the final decision. Approval is not guaranteed and depends on student enrollment, attendance, and school needs.

What can I do in this role?

You can support students and the teacher, help with small groups, supervision, and organization, and assist with collecting work. You cannot teach independently, assign grades, or certify attendance or credit.

How are hours determined?

Hours depend on how many students attend each session. If attendance drops, paid hours may be reduced or end.

How much does it pay?

You are paid monthly at your regular hourly rate or \$20 per hour, whichever is higher, only for this stipend work.

Can I work more than 8 hours a day total?

No. All work combined at RCM may not exceed 8 hours in a day.

Can this stipend end early?

Yes. Either you or the Director may end the stipend at any time.

-
- **Supplemental Program Stipend Framework (ASES, ELO-P, and Grant-Funded Interventions)**
 - This section applies to stipend positions funded through the After School Education and Safety (ASES) Program, Expanded Learning Opportunities Program (ELO-P), or other state, federal, or private grants that support academic intervention, attendance support, enrichment, or extended learning time.
 - **Scope and Priority** Priority for ASES, ELO-P, and grant-funded stipends shall be given to certificated staff and paraprofessionals supporting programs that serve at-risk students, including students with chronic absenteeism, students requiring academic intervention in Math or ELA, and students needing credit recovery or academic acceleration. All stipend positions must align with the purpose and allowable uses of the specific funding source.
 - **Teacher Stipend Positions – Supplemental Programs** Credentialed teachers approved for ASES, ELO-P, or grant-funded stipends may provide direct instruction, academic intervention, enrichment, attendance recovery (if allowable), and credit recovery (grades 9–12, if allowable by funding source). Teachers are responsible for standards-aligned instruction, supervision of paraprofessionals, accurate attendance accounting, retention of student work samples, and compliance with all grant and CDE requirements.
 - **Paraprofessional Stipend Positions – Supplemental Programs** Paraprofessionals may support ASES, ELO-P, or grant-funded programs only under the direct supervision of a credentialed teacher or program lead, consistent with Education Code §§ 41422.5 and 45340–45349. Duties are limited to instructional support, supervision, small-group assistance using teacher-directed materials, and documentation support. Paraprofessionals may not provide independent instruction, certify attendance, assign grades, or certify academic credit.
 - **Hours, Compensation, and Funding Restrictions** Stipend hours for both teachers and paraprofessionals are contingent upon student enrollment, attendance, and funding source requirements. Hours are not guaranteed and may not exceed the time during

which students are present and participating. Compensation shall be at the employee's regular hourly rate of pay or the applicable stipend rate established by the Director, consistent with grant rules and minimum wage requirements. Total daily hours across all assignments may not exceed eight (8) hours.

- **Attendance and Documentation Requirements** For programs requiring attendance accounting (including ASES and ELO-P), daily attendance must be recorded accurately and retained for audit. When academic intervention or recovery is provided, instruction must be standards-aligned and supported by work samples or other documentation required by the funding source. Paraprofessionals may assist with documentation but may not certify attendance or outcomes.
- **Monthly Certification for Payroll (Supplemental Programs)** Teachers and program leads must complete a monthly certification statement affirming compliance with program requirements, accurate attendance reporting, and supervision of paraprofessionals, if applicable. Stipend payment is contingent upon submission and approval of this certification.
- **Director Oversight and Audit Readiness** The Director or designee shall ensure that stipend positions funded through ASES, ELO-P, or grants are aligned to allowable uses, supported by appropriate documentation, and reviewed regularly for compliance. Separate tracking of stipend hours, attendance records, and funding sources shall be maintained for audit purposes.
- **LCAP and Grant Alignment** ASES, ELO-P, and grant-funded stipend positions shall be explicitly aligned to LCAP goals, actions, and metrics addressing pupil engagement, extended learning time, academic achievement, and support for at-risk students. Alignment documentation shall be included in board materials and grant reports, as applicable.

Montessori Training Curriculum Stipend

This item proposes the development of an on-site Montessori training curriculum to be created and facilitated by staff. The intent is to provide structured, standards-aligned Montessori instructional support in Math and Science and English Language Arts and Social Studies, including clear expectations for reporting, scheduling, and portfolio-based evidence of implementation. The training would benefit six current teachers and members of the administrative team and could be expanded to support paraprofessionals and future staff. Montessori training is typically costly and requires off-site participation; this proposal is not intended to replace formal certification programs, but rather to provide accessible, on-site instructional support that strengthens classroom practice and builds internal capacity.

Redwood Coast Montessori 9-12 Schedule Fall (2025-26)

Monday				Tuesday				Wednesday				Thursday				Friday								
9th	10th	11th	12th	All Grades	9th	10th	11th	12th	All	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th			
Advisory (9-12) Optional Breakfast					Advisory (9-12) Optional Breakfast					Advisory (9-12) Optional Breakfast					Advisory (9-12) Optional Breakfast					Advisory (9-12) Optional Breakfast				
PE (Mezz)					PE (Mezz)					PE (Mezz)					PE (Mezz)					Spanish (3)				
Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR				
ELA (3)					ELA (3)					ELA (3)					ELA (3)					ELA (3)				
World History (3)					World History (3)					World History (3)					World History (3)					World History (3)				
Chemistry (8)					Chemistry (8)					Chemistry (8)					Chemistry (8)					Chemistry (8)				
Math III (9)					Math III (9)					Math III (9)					Math III (9)					Math III (8)				
ELA (5)					ELA (5)					ELA (5)					ELA (5)					ELA (5)				
Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR				
Art (7) - or - Shop (6)					Art (7) - or - Shop (6)					Art (7) - or - Shop (6)					Art (7) - or - Shop (6)					Art (7) - or - Shop (6)				
Econ (9)					Econ (9)					Econ (9)					Econ (9)					Econ (9)				
On Course (3)					On Course (3)					On Course (3)					On Course (3)					On Course (3)				
Leadership (8) - or - Work Period					Leadership (8) - or - Work Period					Leadership (8) - or - Work Period					Leadership (8) - or - Work Period					Leadership (8) - or - Work Period				
Int. Math (9)					Int. Math (9)					Int. Math (9)					Int. Math (9)					Int. Math (9)				
Spanish (3)					Spanish (3)					Spanish (3)					Spanish (3)					Spanish (3)				
Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR				
ELA (6)					ELA (6)					ELA (6)					ELA (6)					ELA (6)				
Writer's Workshop (3) - or - Ceramics & Jewelry (7)					Writer's Workshop (3) - or - Ceramics & Jewelry (7)					Writer's Workshop (3) - or - Ceramics & Jewelry (7)					Writer's Workshop (3) - or - Ceramics & Jewelry (7)					Writer's Workshop (3) - or - Ceramics & Jewelry (7)				
Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR					Project Time or CR				
Minimum Day (2:30 Dismissal)					Minimum Day (2:30 Dismissal)					Minimum Day (2:30 Dismissal)					Minimum Day (2:30 Dismissal)					Minimum Day (2:30 Dismissal)				
Clubs/Sports					Clubs/Sports					Clubs/Sports					Clubs/Sports					Clubs/Sports				

A1	fx											
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1												
2												
3	8:45-9:00											
4												
5	9:00-10:30											
6												
7												
8	10:30-12:00											
9	12:00-12:45											
10	12:45-2:15											
11												

Redwood Coast Montessori 2025 - 2026 Calendar

School Months	Mon	Tues	Wed	Thurs	Fri	Days Taught	Notes
August 21 to September 12	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	16	Duty Days (8/19-8/20); First Day of School (8/21) Labor Day (9/1)
September 15 to October 10	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	20	 Student/Parent Conferences 10/6 - 10/10
October 13 to November 7	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	19	
November 10 to December 5	10 17 24 1	11 18 25 2	12 19 26 3	13 20 27 4	14 21 28 5	14	Staff Day (11/10); Veterans Day (11/11); End of Trimester (11/14) Fall Break 11/24 - 11/28
December 8 to January 2	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2	10	 Winter Break (12/22 - 1/2)
January 5 to January 30	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	19	 End of Semester (1/16) MLK Holiday (1/19)
February 2 to February 27	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	15	 Presidents' Break (2/16 - 2/20)
March 2 to March 27	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	19	Staff Duty Day (3/2) / End of Trimester (3/6)
March 30 to April 24	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	15	Student/Parent Conferences (3/30 - 4/3) Spring Break (4/13 - 4/17)
April 27 to May 22	27 4 11 18	28 5 12 19	29 6 13 20	30 7 14 21	1 8 15 22	20	
May 25 to June 12	25 1 8	26 2 9	27 3 10	28 4 11	29 5 12	13	Memorial Day (5/25) Last Day of School (6/11) / H.S. Graduation (6/12)
						180	Total Student Days
							Staff Duty Days (No School) Holiday

Manila Campus	Regular School hours: 8:30 a.m. - 2:30 p.m. (TK-3rd grade) & 8:30 a.m. - 3:00 p.m. (4th - 8th grade)
Minimum Days	Every Monday (1:00 p.m. dismissal)
Parent Conferences	October 6th - 10th (early dismissal) March 30th - April 3rd (early dismissal)
Last Day of School	June 11th - Moving Up Ceremony (early dismissal)

Arcata Campus	Regular School hours: 9:00 a.m. - 3:30 p.m. (6th - 12th grade) (Early start for 9-12 at 8:30 a.m.)
Minimum Days	Every Monday of the month (2:30 p.m. dismissal)
Parent Conferences	October 6th - 10th (Adolescents only early dismissal) March 30th - April 3rd (early dismissal)
Exhibitions	Open House: October 16 (4-6 p.m.) Winter Exhibition: January 15 (4-6 p.m.) Spring Exhibition: April 30 (4-6 p.m.)
Last Day of School	June 11th - Moving Up Ceremony (early dismissal)
High School Graduation	June 12th (10:00 a.m.)

Redwood Coast Montessori

2025 - 2026 Calendar

Proposed

School Months	Mon	Tues	Wed	Thurs	Fri	Days Taught	Notes
August 21 to September 12	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	16	Duty Days (8/19-8/20); First Day of School (8/21) Labor Day (9/1)
September 15 to October 10	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	20	Student/Parent Conferences 10/6 - 10/10
October 13 to November 7	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	20	
November 10 to December 5	10 17 24 1	11 18 25 2	12 19 26 3	13 20 27 4	14 21 28 5	13	Staff Day (11/10); Veterans Day (11/11); End of Trimester (11/14) Fall Break 11/24 - 11/28
December 8 to January 2	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	12 19 26 2	10	Winter Break (12/22 - 1/2)
January 5 to January 30	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	19	Student Exhibition (1/15/26) 4:00pm-6:00pm End of Semester (1/16) MLK Holiday (1/19)
February 2 to February 27	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	15	Presidents' Break (2/16 - 2/20)
March 2 to March 27	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	19	Staff Duty Day (3/2) / End of Trimester (3/6)
March 30 to April 24	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	15	Student/Parent Conferences (3/30 - 4/3) Spring Break (4/13 - 4/17)
April 27 to May 22	27 4 11 18	28 5 12 19	29 6 13 20	30 7 14 21	1 8 15 22	20	Spring Exhibition 4/30/26 4:00pm-6:00pm
May 25 to June 12	25 1 8	26 2 9	27 3 10	28 4 11	29 5 12	13	Memorial Day (5/25) Last Day of School (6/11) / H.S. Graduation (6/12)
						180	Total Student Days
							Staff Duty Days (No School) Holiday

Manila Campus

Regular School hours: 8:30 a.m. - 2:30 p.m. (TK-3rd grade) & 8:30 a.m. - 3:00 p.m. (4th - 8th grade)

Minimum Days

Every Monday (1:00 p.m. dismissal)

Parent Conferences

October 6th - 10th (early dismissal)
March 30th - April 3rd (early dismissal)

Last Day of School

June 11th - Moving Up Ceremony (early dismissal)

Arcata Campus

Regular School hours: 8:45 a.m. - 3:45 p.m. (7th - 12th grade)

Minimum Days

Every Monday of the month (2:30 p.m. dismissal)

Parent Conferences

October 6th - 10th (Adolescents only early dismissal)
March 30th - April 3rd (early dismissal)

Exhibitions

Open House: October 16 (4-6 p.m.)
Winter Exhibition: January 15 (4-6 p.m.)
Spring Exhibition: April 30 (4-6 p.m.)

Last Day of School

June 11th - Moving Up Ceremony (early dismissal)

High School Graduation

June 12th (10:00 a.m.)

Local Assignment Option and Declaration of Need

To: Governing Board, Redwood Coast Montessori

From: Janean Weekly-Embree, Director

Date: January 14, 2026

Agenda Item: Approval of Local Assignment Option and Declaration of Need – High School Psychology

Action Requested: Approval

Background

Redwood Coast Montessori is a public charter school operating as its own Local Educational Agency pursuant to Education Code §47605. As part of its secondary instructional program, the school is offering a high school Psychology course. The proposed teacher holds a valid California teaching credential and a bachelor's degree in Psychology, which is directly aligned with the course content.

Rationale

Under Education Code §44256(b) and Title 5 CCR §80005, charter schools are authorized to assign credentialed teachers to teach departmentalized secondary courses through the Local Assignment Option, provided the teacher demonstrates adequate subject matter knowledge and the assignment is approved by the Governing Board.

Additionally, Education Code §47605(l) affirms a charter school's authority to make personnel and assignment decisions consistent with state credentialing laws. At the time of assignment, a fully authorized Psychology teacher was not available. This assignment allows the school to meet student instructional needs while remaining compliant with credentialing and reporting requirements.

Compliance and Oversight

This assignment:

- Falls within charter school authority under Education Code
- Meets Local Assignment Option eligibility requirements
- Requires annual Governing Board approval
- Will be reported accurately in CALPADS
- Will be documented in the employee's personnel file
- Is limited to the approved school year only

A Declaration of Need is required by the California Commission on Teacher Credentialing to support this assignment and must be approved by the Governing Board prior to implementation.

Recommendation

Administration recommends Governing Board approval of:

1. The Local Assignment Option for the high school Psychology course, and
2. The associated Declaration of Need for the specified school year.

Approval will allow Redwood Coast Montessori to proceed in compliance with charter school authority, Education Code, CTC requirements, and CALPADS reporting standards.

Local Assignment Option (LAO)

Teacher Name: Gabe Trepanier
Credential Held: Valid California Teaching Credential
Degree: Bachelor's Degree in Psychology
Course Assigned: Psychology (High School, Grades 9–12)
School: Redwood Coast Montessori
School Year: 2025-2026

Pursuant to California Education Code §44256(b) and California Code of Regulations, Title 5, §80005(b), Redwood Coast Montessori proposes to assign the above-named teacher to teach a high school Psychology course under the Local Assignment Option.

The teacher holds a bachelor's degree in Psychology from an accredited institution, which is directly related to the content area being taught. Based on the teacher's academic preparation, subject matter knowledge, and professional experience, the school has determined that the teacher possesses adequate knowledge and skills to teach Psychology at the high school level.

This assignment meets the criteria for a Local Assignment Option because the course is a departmentalized subject at the secondary level, the teacher holds a valid California credential, and the teacher's degree is aligned with the subject matter of the assignment.

This assignment will be reported to the Governing Board for approval and recorded in the teacher's personnel file, as required.

Declaration of Need for Fully Qualified Educator

Board Approval and CTC Reporting

School: Redwood Coast Montessori
County: Humboldt
Position: High School Psychology Teacher
Credential Type: Local Assignment Option (LAO)
School Year: 2025-2026

Redwood Coast Montessori hereby declares that it is necessary to assign the above-named teacher to teach a high school Psychology course under the Local Assignment Option pursuant to Education Code §44256(b) and Title 5 CCR §80005.

The Governing Board affirms that a fully credentialed teacher with an appropriate Psychology authorization was not available at the time of assignment and that the assigned teacher holds a valid California teaching credential and a bachelor's degree in Psychology, which provides adequate subject matter competence for the course.

This Declaration of Need is made in accordance with California Commission on Teacher Credentialing (CTC) requirements and authorizes the assignment for the specified school year only. This authorization does not eliminate the requirement for the school to continue efforts to assign appropriately authorized teachers when available.

Board approval of this Declaration of Need is required prior to implementation and will be documented in the official board minutes.

Governing Board Approval Date: January 14, 2025

Authorized Signature: Kim Bonine _____ Title: _____



Board Report

January 2026



1. Overview

January at Redwood Coast Montessori is shaping up to be an exciting and productive month filled with signature events, student-centered learning opportunities, community engagement, and innovative programming enhancements. We anticipate strong participation across all activities and continued growth in student experience and community connection.

2. Student Exhibition - *January 15th (4:00 – 6:00 PM) — Arcata Campus*

Our annual Student Exhibition is scheduled for Thursday, January 15th from 4:00 – 6:00 pm on the Arcata Campus. This event represents a cornerstone of our Montessori philosophy, providing students a platform to demonstrate their learning in real-world contexts.

Students will engage visitors through:

- Presentations of their work
- Showcases of projects they've created
- Explanations of the concepts and applications behind their projects

This exhibition reflects student initiative, critical thinking, and the integration of academic knowledge with meaningful expression. We expect strong family and community turnout.



3. High School Winter Formal — *January 17th — Manila Site*

Our High School Winter Formal is planned for Saturday, January 17th at the *Manila Site*.

Key details:

- Featuring two live bands and a DJ
- Cover charge: \$10
- Open to RCM high school students
- Guests from other schools are welcome with appropriate school & parental permissions

The evening is intentionally structured to be a fun, safe, and social experience that fosters community among students. It's a celebration of student achievement and connection midway through the school year.

4. High School Semester Restart & Schedule Enhancements — *Beginning January 20th*

With the start of the new semester on January 20th, we are implementing an updated high school schedule that includes:

- Extended class hours
- Expanded course offerings
- A streamlined block schedule

These changes are designed to give students more time with instructors, deeper engagement with projects, and the flexibility to advance individualized, project-based learning. We anticipate this will lead to increased student support, stronger academic outcomes, and more meaningful exploration of interests.

5. Fundraising Initiatives — Saucy Fundraiser & Community Color Run

Fundraising planning is underway, and we're excited to introduce two creative, community-oriented events:

• Saucy Fundraiser



A fun, social event centered around sampling and judging a variety of delicious sauces. This event promises:

- Mouth-watering flavors and friendly competition
- Team building and community involvement
- A lively atmosphere for families and supporters

Everyone is invited to participate, taste, and help raise funds for student programming.

• Color Run — Community Fundraiser



We are launching a Color Run as a community fundraiser that we anticipate will draw participants from Arcata, Eureka, and across Humboldt County.

A Color Run is a fun, non-competitive community event. It's typically a 5-kilometer run or walk, where participants are playfully doused with bright, food-grade colored powder along a route and finish covered in vibrant hues. It ends with a celebratory atmosphere featuring music and activities, making it enjoyable for all ages and fitness levels.

This event supports fundraising goals while engaging the broader community and promoting health, fun, and togetherness.

6. Looking Ahead

January 2026 marks a period of growth, celebration, and community engagement for Redwood Coast Montessori. Between hallmark student events, creative fundraising, and curricular enhancements, we are fostering an environment where academic excellence, joy, and collaboration thrive.