

## Redwood Coast Montessori

Board of Directors

1611 Peninsula Dr., Manila, CA 95521

### Zoom Meeting Link:

<https://us06web.zoom.us/j/83789610088?pwd=iMTubbqWbV2jYPzhtUZanNgzBE8CDa.1>

### REGULAR MEETING

April 29, 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 and 5:

1. Approval of Draft Minutes of March 11, 2026, March 31, 2026 and April 14, 2026:

 Copy of Board Agenda March, 2026

 Copy of Board Agenda Special Meeting March 31, 2026

Will be made available at the April 29, 2026 board meeting meeting

2. Approval of new hires (certificated) -None

3. Approval of resignation (certificated)- Gabe Trepanier, Sasha Lyth, Tian-Ai Aldridge


4. Approval of new hires (classified) - None

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


1. Approval: Audit finding Corrective Action Plans-  ArcataESD LTR - edited.pdf

 2025-01 Corrective Action Plan.docx  2025-02 Corrective Action Plan.docx

2. Discussion only: Charter Petition submitted to Arcata School District for Phase 1

 Redwood Coast Montessori Charter Renewal Petition 2026-2031 Board Review.pdf

3. Discussion and Approval- after possible changes based on staff feedback: 2026-2027

Calendar:  RCM Calendar 26-27 (School-wide).xlsx

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

1. Discussion Only: Long Term Independent Study status update

2. Discussion Only- Possible structural changes for 2026-2027


3. Discussion only- Michelle Dobrowolski, Sheree Shapiro, and Janean Weekly-Embree are discussing the terms for the stipend job description and appropriate compensation for MMUN and the different levels of involvement.

4. Discussion only: Public Relations committee and efforts- Sheree and Janean attended and represented RCM at the College Corp Matching event, Color Run Community event planning continues and is scheduled for June 6th, Community Breakfast Fundraiser is be coordinated by Amelya Madrigal (High School math teacher) and is scheduled for May 9th, Scent Trial Fundraiser is schedule for May 2nd and 3rd and is being hosted by the high school fundraising students. The AFS-USA Volunteer-Northwest California Team will be hosting an orientation followed by a county-wide meeting on the Arcata campus on Sunday, May 3rd.

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

1. Staff Report :

Michelle Leonard:

Janean Weekly-Embree:  RCM Board meeting report April 29, 2026.pdf

2. Directors Report:

## **H. CLOSED SESSION:**

**Public Employee Performance Evaluation -Director**

**I. Report Out any Actions Taken in Closed Session:**

## **FUTURE AGENDA ITEMS:**

1. Charter Petition update
2. School Restructuring/Positions
3. Salary Schedules
4. Stipend

## **ADJOURNMENT OF OPEN SESSION NOTICE:**

Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254. 7, 6254.15, 6254.16, OR 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Redwood Coast Montessori School 1611 Peninsula Drive, Arcata, CA 95521. In compliance with Government Code section 54954.2(a) Redwood Coast Montessori will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Redwood Coast Montessori at 707-832-4194.

**Redwood Coast Montessori**

Board of Directors

1611 Peninsula Dr., Manila, CA 95521

**Zoom Meeting Link:**

<https://us06web.zoom.us/j/81245813295?pwd=NZjWvQF9jLcnvac60SnzsMsRzjVMKb.1>

**Special MEETING**

March 31, 2026 6:30 p.m.

**Minuets**

Roll Call: **Michelle Ellis (Vice President, James Braggs, Susann Goodman**

Board Members Absent: **Kim Bonine, Gabe Ferreria**

A. CALL TO ORDER OF OPEN SESSION: 6:33pm

B. OPEN SESSION:

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1. Approval of Draft Minutes: Not Applicable
2. Approval of new hires (certificated) -Not Applicable
3. Approval of new hires (classified)- Not Applicable

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

**Approval: James @ 6:37pm, Susann 2nd, the motion passes**

1. Approval-Governing Board Resolution and Certification, Authorization for Account Access, Signatory Authority, and Removal of Authorized Signers

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

1. N/A

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

1. Staff Report : Not Applicable  
Michelle Leonard:  
Janean Weekly-Embree:
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**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

April 6, 2026

Luke Biesecker, Superintendent  
Arcata Elementary School District  
1435 Buttermilk Lane  
Arcata, CA 95521-6909

Dear Superintendent Biesecker:

**Subject: 2024–25 Audit Findings Resolution**

Pursuant to California *Education Code (EC)* Section 41020, the State Superintendent of Public Instruction is responsible for ensuring that local educational agencies (LEAs) correct or develop acceptable corrective action plans for all federal and state compliance audit exceptions identified in the annual audit of their books and accounts. In addition, the California Department of Education (CDE) is required by federal regulations, Title 2 of the *Code of Federal Regulations* §200.332, to issue a management decision and ensure LEAs take appropriate and timely action to correct audit findings affecting federally funded programs.

During our review of the findings and recommendations reported in your 2024–25 fiscal year audit report, we determined the following finding(s) require(s) resolution by our office: 2025-02. Within three weeks from the date of this letter, please let us know the additional corrective action you have taken or are planning to take to address the finding(s) identified in the enclosed Management Decision List and provide any requested supporting documentation. Send your response to the following, together with a completed Certification of Corrective Action form (enclosed), and a copy of the documents that evidence the corrective actions:

Audit Resolution Office  
School Fiscal Services Division  
California Department of Education  
Email: [leaaudits@cde.ca.gov](mailto:leaaudits@cde.ca.gov) or  
FAX: (916) 327-6157

We will determine from the information and documentation you submit if the actions taken appropriately address the audit findings so we can clear them.

You may also receive separate communication from your county office of education (COE) with regard to certain audit findings. The COE, rather than the CDE, is responsible for reviewing and resolving LEA audit exceptions related to attendance, inventory of equipment, internal control issues, and other miscellaneous items (*EC* Section 41020[i][1]), as well as audit exceptions related to local control and accountability plans,

Luke Biesecker, Superintendent  
April 6, 2026  
Page 2

classroom teacher salaries (*EC* Section 41372), teacher misassignments, information reported on the school accountability report card, and sufficiency of textbooks and instructional materials (*EC* sections 41020[i][2] and 41344.4). In addition, a COE pursuant to *EC* Section 41020(k) will require an LEA whose audit report includes attendance-related audit exception(s) involving state funds to submit appropriate reporting forms for processing by the CDE.

You may appeal apportionment significant findings contained in the audit report. These are state compliance findings involving one or more units of average daily attendance or a value equivalent to the Local Control Funding Formula funding for one or more units of average daily attendance. Upon receipt of the State Controller's Office (SCO) letter certifying that your audit report met specified standards, you have 30 days to file a written request for summary review (*EC* Section 41344.1[d]) or 60 days to file for formal appeal (*EC* Section 41344[d]) with the Education Audit Appeals Panel (EAAP). A summary review is a voluntary, informal, appeals process for audit exceptions that clearly constitute substantial compliance as that term is defined in *EC* Section 41344.1(c). If you request a summary review, you may appeal the findings included in that review by filing a formal appeal with the EAAP within 30 days after receiving a determination of the review.

The timelines and procedures to follow for the appeal process are posted on the EAAP web site at <http://www.eaap.ca.gov>. If you have any questions on the summary review or formal appeal process, please contact the EAAP staff by email at [filing@eaap.ca.gov](mailto:filing@eaap.ca.gov).

You may request a plan to repay an apportionment significant audit exception or to pay a penalty arising from an audit exception. To request a repayment plan you must submit a letter to the CDE within 90 days of the SCO letter or within 30 days of withdrawing or receiving a determination of a summary review if there is no appeal, or within 30 days of withdrawing or receiving a final determination regarding an appeal (*EC* Section 41344[a]). More information on the audit resolution process, audit appeals, and repayment plans can be found on the CDE web page at <https://www.cde.ca.gov/fg/au/ag>.

Thank you for your attention to this matter. If you need further information, please contact the Audit Resolution Office at [LEAAudits@cde.ca.gov](mailto:LEAAudits@cde.ca.gov).

Sincerely,

**Raquel Tucker**

Digitally signed by Raquel  
Tucker

Date: 2026.04.06 06:10:21

Raquel Tucker, Education Fiscal Services Consultant  
Categorical Allocations and Audit Resolution Office  
School Fiscal Services Division

RT:th  
Enclosure

cc: Michael Davies-Hughes, Superintendent, Humboldt County Office of Education  
Chief Business Official, Arcata Elementary School District

**CERTIFICATION OF CORRECTIVE ACTION**  
**Resolution of 2024–25 Audit Findings**

April 6, 2026

LEA:           Arcata Elementary School District

County:       Humboldt

CDS #:        12-62679

Superintendent or Designee's Signature: \_\_\_\_\_  
(The Superintendent certifies that all corrective action(s) specified on the attached page(s) have been implemented and assures that the corrective procedures will be used in ensuing years.)

Contact Person: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

.....

**INSTRUCTIONS**

On a separate sheet, please describe the specific corrective action which has been taken for each audit finding identified on the enclosed Management Decision List and provide any requested documentation. Be certain that your responses are clear and concise. You will need to provide all documentation that confirms specific actions resolving the problem, i.e., copies of amended reports, certification number of the amended P-2 or Annual Reports of Attendance, revised procedures, corrective action plans, etc.

Please sign and date this Certification of Corrective Action form and submit the certification form, response, and corresponding documentation to:

Audit Resolution Office  
School Fiscal Services Division  
California Department of Education  
Email: [leaaudits@cde.ca.gov](mailto:leaaudits@cde.ca.gov) or  
FAX: 916-327-6157

Your response must be submitted **within three weeks of the date of this letter.**

If the Superintendent, Chief Business Officer, or mailing address shown in our letter is incorrect, please report any updated information on our web page at <https://www3.cde.ca.gov/opuscds/default.aspx>.

MANAGEMENT DECISION LIST

LEA: Arcata Elementary

County: Humboldt

CDS#: 12-62679

Finding

CDE Decision

2025-02 Instructional Minutes

Corrective Action/  
Documentation  
Required:

Provide a copy of the State Board of Education waiver request, or advise if LEA will plan for the reduction in apportionment or appeal the audit finding with the Education Audit Appeals Panel.

Redwood Coast Montessori is planning for reduction in apportionment and is not seeking a waiver for the apportionment penalty

## 2024-2025 AUDIT FINDING CORRECTIVE ACTION

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**DISTRICT NAME:** Arcata School District (ASD) – Redwood Coast Montessori (RCM)

**FINDING CATEGORY:** SIGNIFICANT DEFICIENCY- INTERNAL CONTROL  
(from audit)

**FINDING NUMBER:** 2025-01      **AUDIT PAGE NUMBER:** 83-84      (from matrix)

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

**The following items will be completed prior to June 30, 2026:**

- The ASD Business Manager will establish a holding account at Coast Central Credit Union (CCCU) to be used by RCM for depositing receipts of funds for school related activities including but not limited to adult meal sales and extended day student fees.
- The ASD Business Manager (or delegate) will perform RCM site reviews and provide specialized training on operating procedures to ensure proper fund handling.
- RCM Management and the ASD Business Manager will receive and analyze the statements for accounts outside of the school control which were used to receive school funds for the past two fiscal years to determine if further corrective measures are necessary.
- Remaining funds for school related activities currently in accounts outside of school/district control will be transferred to ASD to be distributed to the appropriate RCM school program.
- All future payments for RCM school activities will be deposited into the CCCU RCM school activity account to ensure funds are credited to the appropriate program.
- The RCM charter director will be formally added to the RCM side account previously outside of school control and this access will be maintained in perpetuity while the account exists.

**ATTACH ALL PERTINENT DOCUMENTATION.**

**Number of pages attached for this finding:** 3

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## 2024-2025 AUDIT FINDING CORRECTIVE ACTION

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**DISTRICT NAME:** Arcata School District (ASD) – Redwood Coast Montessori (RCM)

**FINDING CATEGORY:** SIGNIFICANT DEFICIENCY – STATE COMPLIANCE–  
INSTRUCTIONAL MINUTES (40000)

(from audit)

**FINDING NUMBER:** 2025-01      **AUDIT PAGE NUMBER:** 86-87      (from matrix)

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

**The following items will be completed prior to June 30, 2026:**

- The ASD Business Manager will inform the CDE that RCM is planning for reduction in apportionment and is not seeking a waiver for the apportionment penalty
- The RCM Charter Director will follow the CDE process to request a repayment plan for the loss of apportionment
- Beginning January 20, 2026 RCM updated its bell schedule for Grades 9-12. The updated bell schedule contains sufficient instructional minutes to allow RCM to meet annual instructional minute requirements starting with the 2026-27 school year
  - Because the change was made mid-year, a deficit of 1,950 minutes is still expected for the 2025-26 school year
- To ensure future compliance with instructional minute requirements
  - The Charter Director will annually calculate the total instructional minutes in a detailed manner, in reference to the bell schedules.
  - By April of the preceding school year, the proposed calculations will be shared with the ASD Business Manager and the independent auditor to be reviewed for compliance with Ed Code.
  - By May of the preceding school year, the calculations and bell schedules will be presented to the Board of Directors for review and approval to ensure compliance with state requirements.

**ATTACH ALL PERTINENT DOCUMENTATION.**

**Number of pages attached for this finding:** 1



Redwood Coast Montessori Charter Renewal Petition  
Submitted April 15, 2026  
For the Term July 1, 2026 through June 30, 2031

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# CHARTER

## OF

### REDWOOD COAST MONTESSORI: A CALIFORNIA PUBLIC CHARTER SCHOOL

#### **Affirmations and Declaration**

Redwood Coast Montessori (“RCM” or the “Charter School”) hereby certifies that the information presented in this petition for renewal of RCM, located within the boundaries of the Arcata School District (“ASD” or the “District”), is true to the best of our knowledge and belief; and further, we understand that if awarded a charter, Redwood Coast Montessori:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other state-wide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Declares that it shall be deemed the exclusive public school employer of the employees of Redwood Coast Montessori for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined based upon the residence of the pupil or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- RCM shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- RCM shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- RCM shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- RCM shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- RCM shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- RCM shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- RCM shall meet or exceed the legally required minimum number of school days.[Ref. Title 5 California Code of Regulations 11960].

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**Janean Weekly-Embree, Lead Petitioner**

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**Date**

## **Introduction**

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

Redwood Coast Montessori is a TK–12th grade public charter school whose continued growth reflects the ongoing dedication of its families, students, staff, governing board, and collaborative partnership with Arcata School District. The school's sustained success and strong community reputation have created an increasing demand for expanded grade-level opportunities, and the addition of high school has allowed Redwood Coast Montessori to extend the exceptional benefits of the Montessori method of instruction to more students and families throughout the community. Looking ahead, Redwood Coast Montessori is exploring the option of offering Long-Term Independent Study as an additional instructional pathway, further expanding the flexibility and diversity of the school's approach to meeting the needs of its students and families.

### **Criteria for Renewal**

#### **Evidence of Meeting Charter Renewal Criteria Pursuant to:**

Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”).

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. The Charter School fits into the middle tier, as determined by law and the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

*(1) For all charter schools for which [top tier and bottom tier] do not apply, the*

- RCM shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the school hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.[Ref. Education Code Section 47605(l)(1)] Shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- RCM shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).

**Schoolwide Performance 2025 Dashboard – Distance from Standard and Performance Level**

Performance Category	Redwood Coast Montessori	State
English Language Arts	Green 16.1	Yellow -8.1
Math	Yellow -20.1	Yellow -42.4
Suspension	Orange 3.5%	Green 2.9%
Chronic Absenteeism	Green 9.6%	Yellow 17.1%

**Schoolwide Performance 2024 Dashboard – Distance from Standard and Performance Level**

Performance Category	Redwood Coast Montessori	State
English Language Arts	Green 23.4	Yellow -13.2
Math	Yellow -18.8	Orange -47.6
Suspension	Blue 1%	Green 3.2%
Chronic Absenteeism	Green 16.4%	Yellow 18.6%

**RCM Student Subgroup Performance 2025 Dashboard – Distance from Standard and Performance Level**

Subgroup	English Language Arts	Math	Suspension	Chronic Absenteeism
Socioeconomically Disadvantaged	Yellow -0.6	Orange -46	Orange 3.4%	Yellow 16.1%
White	Green 12.8	Orange -28.6	Orange 3.4%	Green 9.3%

Students w/ Disabilities	No performance color	No performance color	Orange 5.1%	Yellow 12.2%

### RCM Student Subgroup Performance 2024 Dashboard – Distance from Standard and Performance Level

Subgroup	English Language Arts	Math	Suspension	Chronic Absenteeism
Socioeconomically Disadvantaged	Green 9.2	Yellow -26.3	Yellow 1.1%	Red 20.8%
White	Green 16.2	Orange -28	Yellow 1.5%	Red 20.6%
Students w/ Disabilities	No performance color	No performance color	Green 1.9%	Red 37.1%

#### English Language Arts

Redwood Coast Montessori continued to demonstrate strong performance in English Language Arts, earning a Green rating in both the 2024 and 2025 California School Dashboard. While the Distance from Standard score declined from 23.4 in 2024 to 16.1 in 2025, a decrease of 7.3 points, RCM students remain above standard and continue to significantly outperform the state average. The state remained at a Yellow rating across both years, moving from -13.2 to -8.1. RCM attributes its sustained ELA strength to a language-rich Montessori learning environment, small class sizes that allow for individualized literacy support, and consistent implementation of structured core literacy instruction across all grade levels. To address the narrowing margin and maintain Green status, RCM will continue to monitor student progress data, provide targeted intervention for students approaching standard, and invest in ongoing professional development for instructional staff.

#### Mathematics

Redwood Coast Montessori earned a Yellow rating in Mathematics in both 2024 and 2025, consistent with the state's Yellow rating; however, RCM's performance significantly exceeds the state average in absolute terms. In 2024, RCM's Distance from Standard was -18.8, compared to the state's -47.6. In 2025, RCM scored -20.1 compared to the state's -42.4, meaning RCM outperformed the state by more than 22 points in both years. While the state showed modest improvement, RCM's score declined slightly, which RCM takes seriously as an area for continued growth. RCM's Montessori approach to mathematics, emphasizing hands-on, manipulative-based learning and conceptual understanding, provides a strong instructional foundation. To strengthen outcomes further, RCM will focus on math fluency development at the upper grade levels, deepen teacher collaboration around data-informed math instruction, and provide additional support to students performing below standard.

#### Suspension Rate

Redwood Coast Montessori's suspension rate increased from 1.0% (Blue) in 2024 to 3.5% (Orange) in 2025, representing the most significant shift in performance across all Dashboard indicators. During the same period, the state moved from Green (3.2%) to Green (2.9%), reflecting a slight improvement. RCM acknowledges this increase and recognizes that, as a smaller school, even a limited number of additional incidents can produce a meaningful shift in the overall suspension rate percentage. RCM is

committed to reversing this trend through the continued implementation and strengthening of restorative justice practices, positive behavioral interventions and supports, and social-emotional learning (SEL) programs across all grade levels. Additionally, RCM will expand staff training in trauma-informed practices and de-escalation strategies and deepen partnerships with mental health and wellness providers to ensure students have access to proactive behavioral support before incidents occur.

### **Chronic Absenteeism**

Redwood Coast Montessori earned a Green rating for Chronic Absenteeism in both 2024 and 2025, and demonstrated exceptional improvement over that period. In 2024, RCM's chronic absenteeism rate was 16.4%, compared to the state's 18.6% (Yellow). By 2025, RCM's rate had decreased to 9.6%, which is nearly 7-percentage-point improvement, while the state remained at 17.1% (Yellow). This places RCM just below California's chronic absenteeism threshold of 10%, reflecting a school community where students are engaged, supported, and motivated to attend. RCM attributes this progress to proactive and consistent family outreach, a welcoming and student-centered school culture, early identification and intervention when absences begin to accumulate, and the strong sense of belonging that is central to the Montessori model. RCM will continue to prioritize attendance as a key equity and achievement indicator, and will sustain its family engagement strategies to maintain and further improve upon this result.

### **Overall Schoolwide Performance Summary**

Across both the 2024 and 2025 California School Dashboard reporting periods, Redwood Coast Montessori demonstrated consistent academic strength and meaningful year-over-year improvement in key areas. RCM earned a Green rating in English Language Arts in both years and substantially outperformed the state in Mathematics, despite sharing the same Yellow color designation. Most notably, RCM's chronic absenteeism rate improved by nearly 7 percentage points in a single year, placing the school well below the state average and just under California's 10% chronic absenteeism threshold. The increase in suspension rate from 2024 to 2025 is an area RCM takes seriously and is actively addressing through restorative and preventative behavioral supports. Taken together, these results reflect a school that is performing above state averages in the majority of measured categories and is committed to continuous improvement across all areas of student outcomes.

As illustrated above, Redwood Coast Montessori is a middle-performing charter school, eligible for a 5-year renewal term.

## **Element A. Educational Program**

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

*If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).*

### ***Mission Statement***

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

### ***Vision Statement and Educational Goals***

Redwood Coast Montessori maintains, as part of its mission, a commitment to a specific vision that emphasizes the needs of the child, the community and the earth. Although each of our vision statements are interwoven together to form the foundation of our core philosophy, our vision for each child is based on key educational goals.

#### **For the Child**

- Create a positive attitude toward school and learning
- Build habits of concentration and organization for lifelong study skills
- Foster an abiding curiosity and a sense of high self-esteem
- Encourage habits of initiative and persistence
- Instill an inner discipline and sense of order
- Develop sensory motor skills to sharpen the ability to discriminate
- Cultivate peaceful interactions, empathy and compassion
- Honor the child's natural desire to learn, to be helpful, and to contribute
- Nourish the child's spirit, imagination, creativity and intellect to achieve their highest level of academic achievement
- Enable students to become self-motivated, competent and lifelong learners

## For the Community

- Build a cohesive school community
- Cultivate an understanding of our connectedness to each other
- Reach out to the community outside the school to provide opportunities for connection

## For the Earth

- Connect with nature and encourage respect for our environment
- Honor our environment and our place in the global community

## *Target School Population*

Redwood Coast Montessori is currently in its thirteenth year of operation as an independent charter school. The Charter School serves students in grades TK – 12<sup>th</sup>. RCM's existing model has enjoyed great success to date with steady growth in enrollment, throughout all grade levels.

True to our mission, Redwood Coast Montessori is targeting a diverse population of students in grades TK-12 who have an interest in pursuing a Montessori approach to education. RCM will target a wide range of students that represent both the ethnic as well as economic diversity found within the District. Based on the current population of students at Redwood Coast Montessori, we anticipate attracting students with the following unmet needs:

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

RCM will serve all grades from transitional kindergarten through twelfth grade with a total projected enrollment of approximately 219 students.

**Table 1 Five Year Enrollment Plan for RCM**

Grade/ Year	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
TK	14	14	14	14	14
K	14	14	14	14	14
1	14	14	14	14	14
2	14	14	14	14	14
3	14	14	14	14	14
4	14	14	14	14	14
5	14	14	14	14	14
6	14	14	14	14	14

7	24	24	24	24	24
8	24	24	24	24	24
9	15	15	15	15	15
10	15	15	15	15	15
11	10	15	15	15	15
12	16	13	15	15	15
Totals	216	218	220	220	220

Redwood Coast Montessori’s approach to educating children is based on creating inquisitive, independent thinkers who have a love for learning and an interest in the Montessori method. As such there is no one target population best suited to a Montessori education. The origins of Maria Montessori’s work in education were initially directed toward those students who did not fit into the traditional school system. At Redwood Coast Montessori, every effort will be made to attract a wide range of students from a variety of backgrounds that is reflective of the diversity found in the Arcata School District. RCM staff will promote our school and the opportunities it affords families by engaging in, but not limited to the following (see Element G for a full description of RCM outreach and recruitment objectives):

- Orientation sessions for prospective students and families
- Outreach and marketing
- Presentations at local civic and community groups
- Outreach to local childcare and preschool programs

Redwood Coast Montessori’s core philosophy is to encourage and nurture the whole child, true to Dr. Maria Montessori’s educational vision. Our goal is to foster competent, responsible, and independent citizens who love learning and respect themselves, other people and their environment. It is our highest honor to respect, protect and celebrate childhood.

### ***What Does it Mean to be an Educated Person in the 21<sup>st</sup> Century?***

A key element of an educated person in the 21<sup>st</sup> century is an intrinsic motivation for lifelong learning and critical thought. Montessori education fosters an innate desire present in all children for a better understanding of the world around them. Through collaborative and independent work, Montessori children are encouraged to explore their world around them and to take an active part in their own education.

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

Essential to a well-educated person is the ability to be creative and pursue original thought. The basic format of Montessori education relies heavily on extended academic work sessions in which students are provided the opportunity to challenge themselves academically and creatively based on their own

needs and interests. Montessori students traditionally excel in an environment that requires independent thought and motivation. Redwood Coast Montessori teachers provide students with the opportunity to take a creative approach to learning in a prepared environment that challenges students to master new concepts at their own pace.

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

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

RCM students will develop each of these characteristics through:

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

Each of these attributes of RCM will foster a sense of confidence among the students as they progress from concrete to abstract thought. With increased understanding of the material, Montessori students are well positioned for mastery of the concepts(s) as they transition into becoming teachers within the community. This natural progression that Redwood Coast Montessori teachers foster with their students is the critical element of becoming a self-motivated, competent and educated person in the 21st century.

### ***School Year***

Redwood Coast Montessori shall adhere to the required minimum annual instructional minutes for all grade levels served.

**Manila Campus (TK–8th Grade)** Students in transitional kindergarten through 3rd grade will begin at 8:30 a.m. and end at 2:30 p.m. each day. Students in grades 4 through 8 will begin at 8:30 a.m. and end at 3:00 p.m. each day. Each school day will include a 30-minute lunch period. In accordance with state law, students in TK through 6th grade will receive a minimum of 30 minutes of recess daily. Physical education will be provided at an average of no less than 20 minutes per day (200 minutes per every 10 school days) for students in grades TK through 6, and an average of no less than 40 minutes

per day (400 minutes per every 10 school days) for students in grades 7 and 8, in compliance with California Education Code.

**Arcata Campus (7th–12th Grade)** Students in 7th and 8th grade will begin at 8:45 a.m. and end at 3:15 p.m. each day. Students in grades 9 through 12 will begin at 8:45 a.m. and end at 3:45 p.m. each day. Each school day will include a 30-minute lunch period. Physical education will be provided at an average of no less than 40 minutes per day (400 minutes per every 10 school days) for students in grades 7 through 10, in compliance with California Education Code.

*Note: The bell schedule for grades 9–12 is currently under review to ensure full compliance with California's required minimum instructional minutes. The schedule will be adjusted as needed prior to finalization.*

**Minimum Days** On Mondays, minimum days are observed at both campuses, with dismissal at 1:00 p.m. at the Manila campus and 2:30 p.m. at the Arcata campus.

The academic year will begin on or before September 10 each year and will include Arcata School District designated holidays. There shall be at least 175 instructional days per year, barring emergency school closure(s), which will provide at least 50,400 annual instructional minutes for students TK – 3rd grade, a minimum of 54,000 annual instructional minutes for the 4th through 8th grade, and a minimum of 64,800 annual instructional minutes for the 9th through 12th grade students per academic year pursuant to Education Code Section 47612.5(a)(1)(A)-(D).

### ***School Attendance***

School attendance is critical to the academic and social success of each student and the development of the school community. Redwood Coast Montessori will strive for a minimum of 95% attendance among all students. Parents and students will be informed about the RCM attendance policies and expectations. If attendance becomes a concern, the following steps will be followed:

1. Parents and/or guardians will be contacted by the teacher and/or director
2. Redwood Coast Montessori will assist the family to overcome attendance obstacles
3. If attendance continues to be a problem, RCM will follow Arcata School District's SARB protocol

### ***Description of how Learning Best Occurs***

Redwood Coast Montessori was founded based on the teachings and pedagogy of Maria Montessori. Her philosophy of education is the guiding principle behind our method of instruction and the design of our school. The Montessori approach to education is one of the most respected and well-established pedagogies throughout the world. Montessori schools have been successfully nurturing and educating children from all walks of life, all socio-economic backgrounds, and all levels of academic skills for over 100 years.

#### **The Student**

Montessori saw children as far more than simply scholars. In her view, each child is a full and complete human being, the creator of the adult man or woman he or she will become. Even when very

young, the child shares with the rest of humanity hopes, dreams, fears, emotions, and longing. From her perspective, this goes beyond mental health to the very core of one's inner spiritual life. Montessori consciously designs social communities and educational experiences that cultivate the child's sense of independence, self-respect, love of peace, passion for self-chosen work done well, and ability to respect and celebrate the individual spirit within people of all ages and the value of all life.

## The Environment

The environment is designed to meet the needs, interests, abilities, and development of the children in the class. The teachers will design and adapt the environment with this community of children in mind, rapidly modifying the selection of educational materials available, the physical layout, and the tone of the class to best fit the ever-changing needs of the children.

Adapted from Tim Seldin and Jonathan Wolff's "Building a World-Class Montessori School," the three core concepts, used by Redwood Coast Montessori as a basis for how learning best occurs, are as follows:

### Concept 1: A child-centered environment

- **Active Learning:** In RCM classrooms, children not only select their own work most of the time, but also continue to work with tasks, over many weeks or months, until finally the work is "so easy for them" that they can teach it to younger children. Observing and making note of student's progress through the stages from first lesson to mastery is one of many ways that RCM teachers use to confirm that students have reached mastery of each skill.
- **Hands On Learning:** In Redwood Coast Montessori, students rarely learn from texts or workbooks. In nearly all cases, direct personal hands-on contact with either real things under study or with concrete models that bring abstract concepts to life allow children to learn with much deeper understanding.
- **Spontaneous Activity:** It is natural for children to wiggle, touch things, and explore the world around them. At RCM, we encourage children to move about freely, within reasonable limits of appropriate behavior. Much of the time they select academic work that captures their interest and attention, although teachers also strive to draw their attention and capture their interest in new challenges and areas of inquiry. Within this atmosphere of spontaneous activity, students are expected to master the basic academic skills and standards of their grade level.
- **Self-directed Activity:** One of Montessori's key concepts is the idea that children are driven by their desire to become independent and competent beings in the world, to learn new things and master new skills. For this reason, outside rewards to create external motivation are both unnecessary and potentially can lead to passive adults who are dependent on others for everything from their self-image to permission to follow their dreams. In the process of making independent choices and exploring concepts largely on their own, Redwood Coast Montessori children get support and encouragement to construct their own sense of individual identity and right and wrong.

### Concept 2: A responsive prepared environment

- **Mixed age groups:** Redwood Coast Montessori classrooms gather together children of two, three, or more age levels into a group. Children remain together for several years, with only the oldest students moving on to the next class at year's end.
- **A Family Setting:** RCM classrooms are communities of children and adults. As children grow older and more capable, they assume a greater role in helping to care for the environment and meet the needs of younger children in the class. The focus is less on the teachers and more on the entire community of children and adults, much like one finds in a family setting.
- **Cooperation and Collaboration Rather Than Competition:** Redwood Coast Montessori students are taught and encouraged to treat one another with kindness and respect. Insults and shunning behavior tends to be rare. Instead RCM children typically have a great fondness for one another, and resist the urge for one-up-manship and needless interpersonal competition. When conflicts do arise, students use the peace table communication process to resolve the conflict. Similarly, teachers recognize that children are learning at their own pace and refrain from comparing students against one another.

### Concept 3: A focus on individualized progress

- **Freedom Within Limits:** Redwood Coast Montessori children enjoy considerable freedom of movement and choice, however their freedom always exists within carefully defined limits on the range of their behavior. They are free to work and behave within the ground rules of the community, but are redirected promptly and firmly if they cross over the line.
- **Intrinsic motivation to learn:** At RCM, children do not work for grades or external rewards, nor do they simply complete assignments given them by their teachers. Children learn because they are interested in things, and because all children share a desire to become competent and independent human beings.
- **Universal virtues:** Children attending Redwood Coast Montessori learn not only appropriate patterns of polite behavior, but they learn to instill basic universal virtues within their core personality. These virtues include self-respect, acceptance of the uniqueness and dignity of each person we meet, kindness, peacefulness, compassion, empathy, honor, individual responsibility, and courage to speak from our hearts.
- **Global Understanding:** Redwood Coast Montessori students are encouraged to develop an international outlook of the world. By attracting a diverse student body, representing many ethnic, religious and international backgrounds, RCM students learn to appreciate diversity within the school and community and to develop a global perspective.
- **Service to Others:** Based on the core philosophy of Montessori education, RCM students are encouraged to consciously organize programs of community service ranging from daily contributions to others within the class or school setting, to community outreach programs that allow children and adults to make a difference in the lives of others. The fundamental idea is one of stewardship.

## ***Benefit of Montessori Education***

Montessori education was founded in 1907 by Italian physician, Dr. Maria Montessori. The goal of Montessori education is to develop the whole personality of the child which lies dormant within, waiting to be brought forth. This is the original intended meaning of the word 'education' from its Latin root word 'educare', which means 'to lead forth'. Dr. Montessori believed that children learn best by doing, not by passively accepting other people's ideas and pre-existing knowledge. She also believed that each child is born with a unique potential that is waiting to be revealed with guidance, rather than as a "blank slate" waiting to be written upon. "A child's work," she wrote, "is to create the man he will become. An adult works to perfect the environment, but a child works to perfect himself."

Montessori education has a long history of success with children of all academic levels and cultural backgrounds. Key elements of the Montessori Method have remained largely unchanged for over 100 years, including an emphasis on: a child-centered environment, a responsive prepared environment, and a focus on individual progress and development. Extensive research has been conducted on Montessori programs in a variety of school districts across the U.S. including underserved and low performing districts and with children of all age groups. Based on this research, Montessori education provides many impactful opportunities for students in which "[Montessori] students perceived their schools as a more positive community for learning, with more opportunities for active, rather than passive, learning" Rathunde, K. (2003). Similar findings by Dohrmann, K. (2003) support the hypothesis that "Montessori education has a positive long-term impact [on student progress]."

## ***Standards Based Education***

Redwood Coast Montessori shall be a standards-based school, where research-based instructional methods and strategies are implemented to deliver standards-aligned curricula. The Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, "State Standards") are designed to provide focus and direction to all public school instruction. Montessori Education provides an outstanding opportunity for teachers to meet these standards in a child-centered environment designed to promote self-motivated, competent, life-long learners.

The curriculum used by Redwood Coast Montessori teachers is carefully aligned with California State Standards. Development of the RCM curriculum is based on the work of Norman Lorentz, an expert in the field of public Montessori education. The model has proven itself to be highly effective for RCM and with public Montessori schools in California for over 15 years.

## ***Curriculum and Content***

Students enrolled in Redwood Coast Montessori will follow an educational sequence based on the model established by Maria Montessori. In this model, students pursue an enriched education in three-year, multi-age classrooms. For Redwood Coast Montessori students, this will begin with a TK/K class. Following the successful completion of the Kindergarten program, students advance to the lower elementary level (1<sup>st</sup> – 3<sup>rd</sup> grades). Following the lower elementary program, RCM students progress to the upper elementary program (grades 4<sup>th</sup> – 6<sup>th</sup>), followed by the adolescent program (grades 7<sup>th</sup> & 8<sup>th</sup>), and eventually to the high school program (grades 9<sup>th</sup>-12<sup>th</sup>).

RCM's TK program adheres to the classroom size, adult to student ratio, and teacher qualifications set forth in Education Code Section 48000.

Throughout all grade levels, Redwood Coast Montessori will focus on the CCSS, including English/language arts, mathematics, science, history/social studies, world languages and visual/performing arts. Montessori curriculum, used by RCM, is designed to be self-correcting with an emphasis on mastery before moving on to more advanced levels. In addition, RCM also provides students with a fully enriched environment that includes physical education, community building, collaboration and respect for self, peers and the environment. All core-subject curriculum is carefully aligned with the State Standards. Similarly, the educational program used by Redwood Coast Montessori is based on key Montessori elements:

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

Adherence to these key elements and use of Standards-based curriculum, allows teachers to differentiate instruction to meet the needs of all students enrolled in Redwood Coast Montessori.

Instructional activities for Redwood Coast Montessori take place primarily in a traditional classroom that has been carefully designed with high quality materials. For Montessori students, there is also a strong emphasis on learning about the world outside the classroom. With this in mind, regularly scheduled field trips are included in the curriculum to expose students to cultural as well as educational opportunities in the local area.

When appropriate, students are encouraged to make use of the Internet and student computers during the daily academic periods. While studying topics of individual interest, students have the opportunity to use computers for Internet research. Word processing and/or presentation software is available to enhance a student's report to the class. Students are able to gain experience with these valuable resources and acquire important computer literacy skills. Beyond the need for student computers and associated hardware, technology does not play a key role in Montessori education, rather there is a much greater emphasis on active learning through the use of high quality, self-correcting materials and hands-on activities.

At its core, Montessori education is a pedagogical strategy that encompasses the needs of all learners regardless of their educational level. Montessori education emphasizes mastery of specific skills with high quality self-correcting materials. With this approach to instruction, RCM is designed to accommodate students of all levels including remedial and accelerated learners. One important aspect of this approach to education is the multi-age classroom that provides the opportunity for children to learn from and teach each other. With this format, students become teachers once they have mastered specific skills. This provides enhanced opportunities for those students that are working at an accelerated pace to assist those students that have not yet fully mastered what they are working on. The “teaching” student reinforces his/her knowledge of the topic while presenting it to the “learning” student. There is also no upper limit to the level of the curriculum. Once students have mastered a skill or a concept, they are welcome to move on with their work at a pace that is comfortable and engaging. Similarly, for those students that are struggling with a particular concept or area of the curriculum, there is ample opportunity for repeated practice as the student learns from other students as well as the teacher. As students transition into the Adolescent Program and the High School Program, there is an increasing emphasis on student independence, higher-level thinking, and problem solving. This sets students up for success at school and beyond.

Students enrolled in the High School Program are offered the following sequence of courses that meet the University of California a-g requirements.

#### 9<sup>th</sup> Grade

- Integrated Math (meets Algebra I requirement)
- Integrated Science I (meets Biology requirement)
- English
- Humanities (U.S History and Geography)
- Spanish I
- General Art (one semester) – not U-C aligned
- PE

#### 10<sup>th</sup> Grade

- Integrated Math (Intermediate Algebra)
- Integrated Science II (meets Chemistry requirement)
- English
- Humanities (US History/Civics)
- Spanish II
- General Art (one semester) – not U-C aligned
- PE

#### 11<sup>th</sup> Grade

- Math (Geometry)
- Physics
- English
- Humanities
- Art (U-C aligned)
- Internship or Core Project
- Elective

## 12<sup>th</sup> Grade

- Math
- Science (lab based)
- English
- Senior Concentration
- Senior Project
- College Preparatory Elective

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

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

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

In addition to Montessori-trained, California credentialed teachers, RCM classrooms will make use of qualified classroom aides to provide more opportunities for one-on-one instruction with those students that are in need of additional focused attention. Similarly, daily classroom instruction will be augmented by qualified teachers who will provide instruction in art, music and PE.

RCM will provide after-school care for families that need child-care beyond the regularly scheduled school day. The after-school care program will be a fee-based program. Fees will be used to cover the cost of after school aides and the program director not listed in the budget. RCM will seek State and Federal grant funding to help defray costs of the after-school program for families that meet the Income Eligibility Guidelines as outlined in the National School Lunch Program.

### ***Long-Term Independent Study***

RCM may permit students to participate in long-term independent study. The Charter School will offer its full educational program through the use of a nonclassroom-based model for no more than 20% of its total average daily attendance. In offering a nonclassroom-based model, the Charter School complies with all provisions of Education Code Section 51744, et seq. and all implementing regulations. The long-term independent study program's capacity will be limited based on staffing availability. The Charter School will meet the requirement related to the ratio of ADA to full-time equivalent ("FTE") certificated employees as prescribed under Education Code Section 51745.6(a)(1).

Students participating in long-term independent study shall be assigned lessons and work consistent with the classroom-based program at RCM and will have a teacher or teachers of record who will monitor daily engagement, time value, and participation in synchronous instruction as required by law for the relevant grade level. Additionally, subject matter expert teachers will be made available to students, as needed.

A student with disabilities, as defined in Education Code Section 56026, may participate in independent study if the student's IEP specifically provides for such participation. If a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education ("FAPE") in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement.

The independent study program is designed to serve all students, including students who are high achieving, low achieving, and students with credit recovery needs. Independent study is tailored individually to ensure the success of each enrolled student. Students and families in the independent study program are offered all educational and academic evaluations and support as students who attend in the classroom. Once a student enrolls into the long-term independent study program, they may only change their program designation to classroom-based (in-person) at RCM if the relevant grade level cluster has available capacity at the time of the request.

Prior to offering Long-Term Independent Study as an instructional option, Redwood Coast Montessori shall ensure that a board-approved policy governing Long-Term Independent Study is developed and adopted in full alignment with the California Education Code, and submitted to the Arcata School District for review in accordance with oversight requirements.

### ***Educating Special Populations***

Maria Montessori's study of education and the development of what has grown into one of the most respected methods of educating children began with 60 unruly children who were considered to be beyond the normal systems of education available at the time. The model Maria Montessori created has grown in popularity and success throughout the world in part because of its concrete approach to educating the whole child in a carefully prepared environment. This type of education based on independent work in multi-age classrooms is ideally suited for children of all academic levels.

### ***Plan for Students who are Academically Low Achieving***

The very foundation of Montessori instruction is ideally suited students of all academic levels. Montessori teachers are trained to use their observational skills to match students' developmental needs with age-appropriate materials and activities. Children who are low achieving are directed to work with manipulatives that are engaging and allow the child to develop mastery before moving on to more abstract thought and work.

For those children who are underachieving, based on established assessment tools (see Assessment Tools Section C), a Student Study Team (“SST”) will be formed. Although the SST process will be targeted towards low performing students, an SST can be recommended for any student by teachers, parents or administrators.

The formation of the SST will be based on input from all stakeholders including, but not limited to the following:

- **Students:**  
Participate in the development of their SST with direction and support from parents/families and school personnel practice the skills to become self-directed advocates for their own learning
- **Educators:**  
Active participants in the SST process will share responsibility for facilitating development and implementation of the SST to ensure students have regular and multiple opportunities to review and revise goals, plans, and reflections
- **School counselors, administrators, staff:**  
Actively engage with each educator to provide support in the form of resources, testing and collaboration with the goal of creating the SST that is responsive to the needs of each student and to help monitor its effectiveness.
- **Families:**  
Will actively participate in all SST meetings and will have full access to their child’s SST. Family members will be encouraged to engage in conversations with their children about their choices, learning experiences, and their education.

Each SST meeting will address the following criteria:

- Student performing more than one level below his/her actual grade level
- Student not on track to make at least one grade level of growth in reading, writing, and math
- Student does not meet the two criteria above but has persistent challenges with the school’s academic or behavioral expectations

Additional support will be recommended for any student with an SST that indicates that he/she is at risk of one these criteria. Additional support will include, but not necessarily limited to the following:

- Reading intervention – Working with a reading specialist for those students that require reading intervention in order to make at least one grade level of growth.
- Student support services – Working with a student support specialist for those students that require extra support for managing social/emotional challenges that are impacting the students ability to access the curriculum.
- Cross-age Instruction – The Montessori Method is designed to make use of cross-age instruction through multi-age classrooms. This type of instruction is a standard part of daily learning for all students. However, for the low achieving student, it may be necessary for the teacher to take a more active role in facilitating positive and productive cross-age instruction

between the low achieving student and specific students who will be able to provide high quality tutoring.

- *In-class Instruction* - Redwood Coast Montessori instructional staff will engage in a wide range of best practices in order to meet the needs of students achieving below grade level. Research based prevention/intervention curriculum will be used along with strategies such as differentiated instruction, 1-on-1 support, small group learning, and staff collaboration.
- *Mentoring* – Community volunteers, including family members of Redwood Coast Montessori children, students from local colleges, and senior citizen volunteers, will be invited to work 1on-1 and in small groups with students that would benefit from additional academic support. The director of the charter school will implement and oversee the mentoring program to ensure that the appropriate screening and background checks are administered. Students and mentors will be matched based on needs of the student and skills of the mentor, as well as compatible personalities.
- *Response to Instruction and Intervention (RtI<sup>2</sup>)* - The Core Components of the RtI<sup>2</sup> process, as outlined by the CDE, will be used for supporting below grade level students. Classroom teachers shall engage in the following RtI<sup>2</sup> strategies:
  - o Use high quality, research-based classroom instruction and materials to provide all students with culturally relevant, State Standards-based instruction. The use of a prepared environment with high quality, relevant materials is a key feature of Montessori method of instruction. All RCM teachers shall be qualified teachers, trained in the use of Montessori materials and a research-based approach to instruction.
  - o Universal screening of all students through continuous monitoring to determine their performance in relation to grade-level benchmarks, standards and potential indicators of academic and behavioral difficulties. At Redwood Coast Montessori, teachers emphasize data collection on each student on a daily basis. Data includes observations of formal and informal classroom academic and behavioral performance. Targeted assessments (Section C), portfolios, state assessments, and grade level collaborative conferences with other teachers and parent conferences. Data will be closely monitored to determine student progress and to identify the need for differentiated instruction and/or the need for further intervention.
  - o Continuous classroom progress monitoring through daily data collection. RCM teachers will use daily data collection for each student to identify those students in need of targeted or modified instruction, access to different learning materials or specialized behavioral needs. Data collected by teachers is designed to chart each student’s progress towards meeting grade specific learning and behavioral goals and expected standards including a timeline for achieving measurable goals.
  - o Use of research-based interventions for those students that are not achieving adequate progress as indicated by the RtI<sup>2</sup> process and the timeline established for achieving established goals. Similarly, response to instruction and intervention will be evaluated to determine the appropriateness of the interventions and cumulative progress.
  - o Maintain a continuous and consistent delivery of instruction and intervention specific to the learning and/or behavioral needs of the student. All Redwood Coast Montessori teachers are qualified teachers, trained in the use of multiple assessment, data analysis and

research-based instructional practices. RCM teachers and staff will work collaboratively as grade level teams to analyze student data and develop an implantation and monitoring plan for each SST.

- o Seek active parent/guardian participation in all stages of the ILP process. RCM understands that parents/guardians are essential to the academic and behavioral progress of their child. RCM teachers will use regular parent conferences and written records to keep parents informed about the progress of their child(ren), including appropriate communication with non-English speaking families.
- o Use cumulative data, collected through the RtI<sup>2</sup> process, to recommend students for special education support when appropriate. RCM teachers will use formative and summative assessments, daily learning and behavioral data, and student progress towards achieving measurable goals to assess their need for special education services.
- o Redwood Coast Montessori is in the process of developing a Multi-Tiered System of Supports (MTSS) framework to proactively identify and address the needs of all students across four key areas: attendance, social-emotional wellness, academics, and behavior. Once fully implemented, this framework will provide universal supports to all students, with increasingly targeted and intensive interventions available to those who require additional assistance. Student attendance patterns, academic progress, behavioral data, and social-emotional well-being will be regularly monitored by staff to identify students in need of support at the earliest possible stage, ensuring that every student receives the level of individualized support needed to thrive within the RCM community.

In the event of a special education referral, Redwood Coast Montessori will follow best practices (see “Plan for Students with Special Education Needs”) and will make use of Special Education Staff through Arcata Schools as the need arises and as outlined in the MOU.

### ***Charter School Goals and Actions to Achieve the Eight State Priorities***

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each numerically significant subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals address the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also attached as Appendix A. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.