

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Plan for Students who are Academically High Achieving

Engaging age-appropriate work, a multi-age classroom and long periods of independent work are foundational to the Montessori approach to education. In this environment, students have few restrictions to their progress. Academically high achieving students are not limited by their grade level, once mastery with a concept has been achieved, they shall be guided towards more abstract and challenging work that is age-appropriate and provides unlimited access to academic advancement and achievement. In addition, with the multi-age classroom approach to education, high achieving students often become “teachers” for their classmates, helping to internalize their own personal knowledge and confidence.

Plan for students who are English Learners

Redwood Coast Montessori will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners and students at risk of becoming Long-Term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Redwood Coast Montessori will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Redwood Coast Montessori will administer the home language survey upon a student’s initial enrollment into a California public school (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

Students with EL designation will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results. This ensures our ability to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Redwood Coast Montessori will notify all parents of its responsibility for ELPAC assessment and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process

and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The self-correcting materials used in a Montessori classroom are designed for children of all literacy levels including EL students. Redwood Montessori teachers shall design lessons that allow for full access to classroom materials and all concepts studied.

All credentialed RCM teachers responsible for teaching EL students will hold the appropriate credential including one of the following: CLAD or BCLAD.

Redwood Coast Montessori teachers will include, but are not limited to, the following best practices in working with EL students:

- Implement curricula targeting higher order thinking skills
- EL students will receive daily small group instruction in English language development
- EL students will receive daily instruction based on best practices including modeling, scaffolding, accessing and building upon prior knowledge and vocabulary development
- Make sure EL students have access to English speaking peers
- Evaluate the proper timing of English development and do not force it upon students before they demonstrate their readiness
- Use of a wide variety of literature sources
- Show respect for EL student's primary language and culture
- Offer designated ELD through dedicated, protected instructional time focused solely on English language development, and integrated ELD by embedding language development support across all content area instruction throughout the school day.

In addition, Redwood Coast Montessori shall adhere to the following:

- RCM will report the number of EL students attending the Charter School to the District and the state.
- An ELPAC-trained staff member will administer all assessments for language proficiency for EL students as outlined above.
- Parents will receive written notification of their child's ELPAC scores.
- EL students who are not making appropriate academic progress will be referred to the SST process for additional support.

ELPAC Proficiency levels will be used as a benchmark to evaluate English Language Development, effectiveness of instruction and ability of EL students to access content based on the following levels:

Level 4 — Well Developed Students at this level have well developed English skills. They can usually use English to learn new things in school and to interact in social situations. They may occasionally need help using English.

Level 3 — Moderately Developed Students at this level have moderately developed English skills. They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

Level 2 — Somewhat Developed Students at this level have somewhat developed English skills. They usually need help using English to learn new things at school and to interact in social situations. They can often use English for simple communication.

Level 1 — Beginning Students at this level are at a beginning stage of developing English skills. They usually need substantial help using English to learn new things at school and to interact in social situations. They may know some English words and phrases.

Each student’s EL plan will be modified as needed based on teacher and parent input, evaluation of progress based on ELD standards and annual ELPAC testing.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for EL students in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Plan for students with Special Education Needs

Montessori education is founded on a principle of inclusion. Redwood Coast Montessori believes strongly that classroom communities become stronger and education of the whole child is better served by an environment that is based on diversity including special needs children with an Individualized Education Program (“IEP”) or 504 plan as identified through Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Section 504 Special Needs

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the School Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The School Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

The Charter School and the District shall adhere to the terms of the special education Memorandum of Understanding (MOU) governing the provision of special education and related services and the flow of special education funding to students of the School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval

prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the School Director and/or the Charter

School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as progress reports are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district

within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Plan for students who choose to withdraw from RCM

For any student that chooses to withdraw from Redwood Coast Montessori, the School Director will make every effort to assist the parents/guardians of the child to find an acceptable school placement that better suits their needs. RCM will also make sure to forward the complete cumulative file for the student to his/her new school within 30 days from their last day of attendance at RCM.

Element B. Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

A reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each 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 LCAP.

The current LCAP is on file with the District and is also attached as Appendix A.

At Redwood Coast Montessori, teachers and staff work to develop individualized learning goals and objectives for each student based on their developmental and academic readiness. True to the Montessori Method, individualized learning goals are set based on a student-centered approach in which the teacher makes careful observations of student activity and performance in the classroom and then works with the child to help guide them towards curriculum that is age appropriate and at a level that will provide appropriate academic challenge. Using time-tested, high quality manipulatives and Montessori curriculum, students are able to select those materials and learning strategies that best fit their needs and interests within the guidelines set by the trained Montessori teacher. By aligning Montessori pedagogy and curriculum with the State Standards, Redwood Coast Montessori is able to provide highly individualized Montessori instruction that can be assessed through measurable, grade-level outcomes. Student outcomes are based on subject specific goals and objectives.

Subject specific Goals and Objectives

Pupil outcomes assessed by Redwood Coast Montessori staff are based on our vision for each child as outlined at the beginning of this charter. Classroom-level skills and attitudes are used to help determine student outcomes listed in Table 3 and are carefully aligned with State Standards.

Student outcomes and assessments for students with special needs will be adapted as appropriate to their Individualized Education Programs. Student outcomes and assessments for English Learner students will be in accordance with the state adopted ELPAC.

Students of Redwood Coast Montessori will demonstrate the following skills, attitudes and knowledge upon exit from each grade:

Language Arts:

- Mastery of the CCSS

- Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience.
- Students will comprehend and critically interpret multiple forms of expression, including expository and narrative writing as well as literature from various time periods and cultures.
In addition:
- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of Language arts will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Creative and expository writing exercises
 - Reading comprehension
 - Cooperative group work
 - Direct instruction

Mathematics:

- Mastery of the CCSS
- Students will pursue mathematical concepts at a concrete level until mastery and able to move to higher more abstract thought
- Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects based on the CCSS.
In addition:
- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of mathematics will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Integrated math practice
 - Cooperative group work
 - Direct instruction

History/Social Studies:

- Mastery of the CCSS and remaining State Standards
- Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- Increase depth of study in order to help students to integrate social studies and history into their lives and prior experiences
In addition:
- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of history/social studies will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Research papers
 - Field trips to local and state historical sites
 - Cooperative group work
 - Direct instruction

Science:

- Mastery of the NGSS
- Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which will include physics, chemistry, biology, ecology, astronomy and earth sciences.
- Utilize inquiry-based learning as a basis for understanding core content standards In addition:
- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of science will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Research papers
 - Science labs
 - Cooperative group work
 - Direct instruction

World Language:

- Mastery of the CCSS
- Students will gain proficiency in content, communication, cultures, structures and settings of world languages
- Students will focus on early stage development for the five categories

Physical Fitness:

- Mastery of the State Standards
- Students will engage in healthy activity while learning sportsmanship and fair nonaggressive competition
- Students will demonstrate improved understanding of healthy living, including proper diet, exercise and personal habits

Visual and Performing Arts:

- Mastery of the State Standards
- Students will engage in dance, music, theatre and visual arts based on the five primary strands including: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications
- Students will utilize skills that are woven into daily curriculum options available to the students and through direct instruction from art teachers

Health Education:

- Mastery of the State Standards
- Students will participate in daily activities (e.g. morning meeting & extended academic work time) designed to promote personal productivity and responsibility
- Students will utilize interpersonal communication skills to promote personal ethics and accountability

Technology:

- Explore core academic content standards through the use of appropriate technology
- Students will gain an understanding of cultural issues associated with the use of technology

- Students will learn how to use appropriate equipment and software as a tool of life-long learning

Personal/Social Responsibility

True to the Montessori method of instruction, students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives. Each of these skills is fostered in the Montessori classroom through an emphasis on individual responsibility and choice in learning based on setting goals according to developmental readiness, direct instruction, long periods of uninterrupted work time, multi-aged classrooms and guided practice.

Life-Long Learning Skills

- Study skills and habits, e.g., note-taking, library research skills, studying strategies
- Ability to plan, initiate, and complete a project
- Ability to reflect on and evaluate one's own and others' learning

Social/Interpersonal Skills

Students will demonstrate:

- Strong citizenship and leadership and communication skills
- Ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and use of the peace table.
- Ability to collaborate and work effectively with others in cooperative groups

Table 2 Pupil Outcomes, Measurement Tool, Grade Levels and Timeline

English/Language Arts			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the CCSS	3 – 8 & 11	CAASPP	Yearly
	TK – 12	ELPAC	Upon enrollment and then yearly
	TK – 12	Other Federal and State Mandated Standards Tests, as applicable	Yearly
	TK – 12	<ul style="list-style-type: none"> • Classroom-based tests, quizzes and assignments • Portfolios of written work evaluated with school rubrics Public presentation of projects evaluated pursuant to school developed rubrics 	Weekly & Monthly
Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression	TK – 8	<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) • K-2- Multitudes RDRS screener is administered to all K-2 students at the beginning of the year. 	Upon enrollment and each trimester

with communication skills appropriate to the setting and

audience	TK-12	<ul style="list-style-type: none"> • Class-based tests & assign. • Portfolios of written work evaluated with school rubrics • Public presentation of projects developed rubrics 	Weekly & Monthly
Students will comprehend and critically interpret multiple forms of expression (expository and narrative writing, literature from various time periods)			

Mathematics			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the CCSS	3 – 8 & 11	CAASPP	Yearly
	TK – 12	Other Federal and State Mandated Standards Tests, as applicable	Yearly
Students will pursue mathematical concepts at a concrete level until mastery and able to move to higher more abstract thought	TK – 12	Teacher observation and data recording	Daily
Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects based on the California Core Content Standards.	TK – 12	<ul style="list-style-type: none"> • Classroom-based tests, quizzes and assignments • Portfolios of written work evaluated using school rubrics • Public presentation of projects evaluated pursuant to school developed rubrics 	Weekly & Monthly
History/Social Studies			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the State Standards	8-11	Public presentation of projects evaluated pursuant to school developed rubrics	Yearly
Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures	TK – 12	<ul style="list-style-type: none"> • Classroom-based tests, quizzes and assignments • Portfolios of written work evaluated pursuant to school developed rubrics 	Weekly & Monthly

Increase depth of study in order to help students to integrate social studies and history into their lives and prior experiences	TK – 12	Public presentation of projects evaluated pursuant to school developed rubrics	Monthly
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Science			
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Outcome	Grades	Measurement Tool	Timeline
Mastery of the NGSS	5, 8, 10 - 12	CAST	Yearly
	TK – 12	Other Federal and State Mandated Standards Tests, as applicable	Yearly
Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science including physics, chemistry, biology, ecology, astronomy and earth sciences	TK – 12	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school developed rubrics Maintain Lab notebook Lab reports 	Weekly & Monthly
Utilize inquiry-based learning as a basis for understanding core content standards	TK – 12	<ul style="list-style-type: none"> Maintain Lab notebook Successful completion of inquiry-based lab activities pursuant to school rubrics Public presentation of projects evaluated pursuant to school developed rubrics 	Weekly & Monthly

World Languages			
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Outcome	Grades	Assessment	Timeline
Mastery of the State Standards	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Monthly
Students will gain proficiency in content, communication, cultures, structures and settings of world languages	TK – 12	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics 	Weekly & Monthly
Students will focus on early stage development for the five categories.	TK – 12	Public presentation of projects evaluated pursuant to school developed rubrics	Monthly

Physical Fitness			
Outcome	Grades	Assessment	Timeline
Mastery of the State Standards	5, 7, 9	Physical Fitness Test (<i>FITNESSGRAM</i> [®])	Annually (spring)
Students will engage in healthy activity while learning sportsmanship and fair non-aggressive competition	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly
Students will demonstrate improved understanding of healthy living, including proper diet, exercise and personal habits	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly

Visual and Performing Arts			
Outcome	Grades	Assessment	Timeline
Mastery of the State Standards	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will engage in dance, music, theatre and visual arts based on the five primary strands including: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications.	TK – 12	School developed assessments and projects	End of unit or trimester
Students will utilize skills that are woven into daily curriculum options available to the students and through direction from art teachers.	TK – 12	Student Portfolios	Monthly

Health Education			
Outcome	Grades	Assessment	Timeline
Mastery of the State Standards	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly

Students will participate in daily activities (e.g. morning meeting & extended academic work time) designed to promote personal productivity and responsibility	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will utilize interpersonal communication skills to promote personal ethics and accountability	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Technology			
Outcome	Grades	Assessment	Timeline
Explore core academic content standards through the use of current technology and software	TK – 12	Student portfolios and projects	Monthly
Students will gain an understanding of cultural issues associated with the use of technology	TK – 12	Student produced exhibits and projects	Monthly
Students will learn how to use IT equipment and software as a tool for lifelong learning	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Monthly
Personal/Social Responsibility			
Outcome	Grades	Assessment	Timeline
Life-Long Learning Skills	TK – 12	<ul style="list-style-type: none"> • Daily teacher records and staff conferences • student/teacher conferences • parent/teacher conferences 	Daily & Monthly
Social/Interpersonal Skills	TK – 12	<ul style="list-style-type: none"> • Daily teacher records and staff conferences • student/teacher conferences • parent/teacher conferences 	Daily & Monthly

Standardized Testing and Reporting

Redwood Coast Montessori will participate in all State and Federally mandated standardized testing. RCM will use the results of all testing to help guide instruction in order to assure that RCM students will meet or make progress towards mastery of State Standards.

In a continuous effort to improve student learning, Redwood Coast Montessori will strive to:

1. Assure all students meet or exceed average proficiency (and above) levels of students in the District

2. Increase all students' performance in core subjects including math, English/language arts, science and history/social studies by at least 5% annually on California state tests
3. Maintain 95% student attendance

Element C. Methods to Assess Pupil Progress towards Meeting Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

In order to best serve our students and community, Redwood Coast Montessori teachers and staff will collaboratively review student progress towards the outcomes listed in Table 2 during regularly scheduled meetings. Data collected from external as well as internal assessments will be used to modify instruction and/or student activities when needed. All grade level outcomes are an integral component of the State aligned Montessori curriculum.

Assessment Tools

A detailed description of the assessment methods to be utilized by RCM appears in Table 2 above.

State and Federal Accountability Measures

Redwood Coast Montessori will strive to make annual progress as determined by meeting Annual Measurable Objectives for each identified subgroup and as a school as a whole (see Table 3).

- CAASPP Testing: Beginning with the third grade, Redwood Coast Montessori will administer the CAASPP tests to all students, as designated by the CDE.

The SBAC test coordinator (School Director) will coordinate CAASPP test administration and compliance based on State mandated guidelines.

Data from the CAASPP test shall be examined by RCM teachers and administrators for each sub-group. Teachers shall use this data to help guide instruction and to ensure continuing student progress and academic growth.

Table 3: CAASPP Annual Goals

	2026-2031
Participation Rate	95%
ELA	<ul style="list-style-type: none"> • No more than 20% of students will be identified as “Standard Not Met” • 40% or more of students will be identified as “Standard Nearly Met” • 40% or more of students will be identified as “Standard Met or Exceeded”
Mathematics	<ul style="list-style-type: none"> • No more than 20% of students will be identified as “Standard Not Met” • 40% or more of students will be identified as “Standard Nearly Met” • 40% or more of students will be identified as “Standard Met or Exceeded”

Annual Progress	One grade level per year per student
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- ELPAC: At the beginning of each school year all EL students shall be tested with the ELPAC test to determine their language fluency and growth. All new/incoming students shall be assessed for the first time as well as all returning students. Scores shall be compared with previous year’s scores to determine student growth. Using the ELPAC score, students will be tracked to ensure that they are achieving set goals for language development.
- Other State or Federally mandated assessments will be implemented as required including, but not limited to, the 5th, 7th, and 9th grade Physical Fitness Test, as indicated by the FITNESSGRAM®. The School Director will work closely with classroom teachers to coordinate all State and Federal testing. Appropriate subject specific teachers will administer specific tests and will work collaboratively with other subject specific and grade specific teachers to interpret the results and to modify instruction when needed.
- Daily teacher records and student/parent/teacher conferences: RCM teachers utilize daily records as a foundational assessment tool for all grade levels. The types of information recorded during daily record keeping includes information about academic activities pursued by students as well as time spent on task and notation regarding any specific successes or challenges faced by the child. In addition, teachers record daily observations relating to personal and social development.

Formative Assessments

Although assessments using accountability measures will be utilized at key times for determining student and school progress, formative assessment will be used as an ongoing tool by all teachers at Redwood Coast Montessori. Formative assessment will help guide instruction and target lessons based on student need. The first priority of formative assessment will be to help teachers design effective lessons that promote student learning. Formative assessments may be designed as a tool for individual students or for small group or whole class instruction.

In order to assess each student’s intellectual, physical and psychological progress, the following assessments will be used:

- Albanesi Curriculum Program for the Montessori Method of Education (benchmark assessments) for pre- and post-testing of core content areas in mathematics, language arts, and geometry
- Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans
- Participation in community academic events such as the annual county science fair and history day
- Curriculum-based assessments
- DRA Reading assessments
- Performance-based and skill demonstrations
- San Diego Quick for reading and reading comprehension (decoding)
- CBM Math for math skills

- Teacher observation and regular recording of activities in the classroom
- Parent-teacher conferences which are scheduled twice yearly and as needed
- CAASPP
- Multitudes RDRS screener is administered to all K-2 students at the beginning of the year.

Information and observations will be gathered, recorded and reviewed by each teacher on an ongoing basis in order to facilitate the optimal growth and potential for each student and will be summarized in each student's progress report in December and May.

Montessori Philosophy and Summative Assessments

Using the prepared environment, one of the foundational tenets of Montessori education, RCM students will learn self-assessment from the self-correcting materials and teacher/student modeling. Critical to the Montessori method of instruction, self-assessment, self-reflection and self-correction are skills learned by Redwood Coast Montessori students through the prepared environment of a Montessori classroom and through peer-aged tutoring. With the multi-age classroom, found in all RCM classrooms, students experience mentoring from more experienced/older students and then become mentors to the younger and/or less experienced students. This type of holistic learning style is key to the development of student's academic skills and personal growth.

Each student's progress within this system of education, will be monitored through teacher documentation. A progress report of student growth towards mastery of within the CA core content requirements will be prepared each December and May. These progress reports will be discussed and sent home with the parents/guardians during parent/teacher conferences held at the end of each semester of study. Tools used to monitor student progress and determine progress towards mastery of the core content standards will include, but not be limited to, the following:

- Daily teacher observation and data collection for each student in the classroom
- Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans
- Standardized tests
- Dynamic Indicators of Basic Early Literacy (DIBELs)
- Informal Reading Inventories
- Participation in small group and whole group activities
- Attendance records

As a public charter school, Redwood Coast Montessori staff will administer California standardized testing (CAASPP testing) on an annual basis. Assessments will administered to students in grades 3-8 and 11. All standardized testing will be overseen by the CAASPP test coordinator for RCM. Test scores will help guide instruction and to set individual academic goals for each student. Redwood Coast Montessori will provide CAASPP summary data to Arcata Schools each year.

Element D. Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Nonprofit Public Benefit Corporation

Redwood Coast Montessori is a directly funded, independent charter school and is operated as a California Nonprofit Public Benefit Corporation, pursuant to California law. RCM is organized and operated exclusively for public and educational purposes within the meaning of Internal Revenue Code Section 501(c)(3) and the California Revenue and Taxation Code Section 23701.

RCM operates autonomously from the District, with the exception for the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and RCM. Pursuant to Education Code Section 47604(d), the District is not liable for the debts and obligations of RCM, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by RCM as long as the District has complied with all oversight responsibilities required by law.

Attached as Appendices D-F, please find the Conflict of Interest Code, RCM Articles of Incorporation and corporate bylaws.

The Charter School affirms that no Board member or designated employee will enter into a contract with the Charter School in violation of the Political Reform Act or Section 1090. There will be no paid employees on the RCM Board of Directors and the Charter School will engage full governance training including conflicts of interest, ethics (AB 2158), the Brown Act, the Public Records Act, and effective Board governance.

Board of Directors

Redwood Coast Montessori will be governed by its nonprofit Board of Directors (“BOD” or “Board”) and pursuant to the adopted nonprofit bylaws (see Appendix F).

The Board consists of five (5) directors which includes parents/guardians of children attending Redwood Coast Montessori and members of the community with a vested interest in the success of Redwood Coast Montessori. Additionally, the District may appoint a representative to the Board as allowed under Education Code Section 47604(c). All directors shall have full voting rights, and all directors, with the exception of the authorizer appointed representative (if any) shall be designated by the RCM Board of Directors. Directors will serve terms of service as outlined in the bylaws, attached here as Appendix F.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.1(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. As student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, selecting the RCM School Director and resolving all student expulsion and involuntary removal matters

The Board meets at least monthly (except during the summer) to review, adjust or implement changes designed to improve the mission of Redwood Coast Montessori.

All meetings of the Board shall operate in accordance with the Brown Act and Education Code Section 47604.1(c).

All directors shall work in good faith to support the mission and vision of Redwood Coast Montessori.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Redwood Coast Montessori Operations

The day-to-day operations of Redwood Coast Montessori are the responsibility of the School Director. The duties of the School Director include, but are not limited to the following:

- Report to the BOD concerning school issues such as progress, events, programs, and concerns
- Meet with parents as needed
- Oversee curriculum and instruction
- Meet with Arcata School District
- Oversee the budget and purchasing
- Evaluate, promote, discipline, hire and terminate teachers and staff
- Negotiate salaries
- Develop short and long range plans
- Facilitate grant writing and grant applications
- Oversee the operations of a safe and productive school
- Talk with students encountering problems and help resolve problems
- Inspect teacher and paraprofessional credentials and maintain filing system to ensure that all teachers are appropriately credentialed

In addition to the School Director, an office manager helps maintain the day-to-day operations of the RCM. The duties of the office manager include, but are not limited to the following:

- Compile and maintain the student cumulative files, attendance reports grade reports and other school records
- Greet visitors to RCM and direct visitors to the appropriate destination within the school
- Answer the telephone, emails, faxes directed to RCM
- Accept and deposit funds for student events and school events
- Maintain a calendar of school events;
- Oversee playground and classroom activities during temporary staff absence
- Assist the director with all administrative tasks as appropriate
- Possess skills necessary to run office software including, but not limited to word processing, spreadsheets, school database and Internet
- Facilitate donor and family mailings
- Data management

Teaching staff at Redwood Coast Montessori are primarily responsible for the management and education of RCM students. Additional duties of the teaching staff include, but are not limited to the following:

- Assist with school wide events as needed
- Assist with fundraisers as needed
- Maintain daily attendance of assigned students
- Communicate with parents as needed
- Provide a safe and productive school environment
- Communicate with students and parents about academic progress and methods of improvement
- Provide regular grade updates to parents and the Director

Parent and Family Engagement

Redwood Coast Montessori benefits from the active support of Friends of Redwood Coast Montessori (FoRCM), an independent parent organization governed by its own board that conducts fundraising on behalf of the school. FoRCM represents the deep commitment of RCM's families to the school's mission and long-term success.

In addition to FoRCM, Redwood Coast Montessori is committed to meaningful and ongoing engagement with parents and guardians as required by law. Pursuant to Education Code Section 47606.5, charter schools are required to consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the Local Control and Accountability Plan (LCAP). In fulfillment of this requirement, Redwood Coast Montessori holds regular Parent Advisory Committee meetings to gather input from educational partners on the school's goals, actions, and expenditures as documented in the LCAP.

Prior to the governing board's adoption of the LCAP, the school presents the LCAP to the Parent Advisory Committee for review and comment and provides an opportunity for the public to submit written comments about the actions and expenditures contained within the plan. This process ensures that the voices of RCM's families and community members are meaningfully reflected in the school's planning and decision-making each year.

Element E. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Redwood Coast Montessori will retain or employ teaching staff who hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. In addition to California teaching credential, we will actively seek teaching professionals who are trained in Montessori education. These teachers will teach the "core" academic classes of mathematics, language arts, science, history/social studies, world languages and visual/performing arts. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All employees of Redwood Coast Montessori shall provide:

- Proof of a current and negative TB risk assessment or examination
- Fingerprinting/background screening
- Copies of teacher/administrative credentials/certificates when applicable

Current copies of these documents will be kept on file at the RCM office and available for audit and compliance purposes.

In the event that any personnel changes occur, Redwood Coast Montessori will notify the District in writing within 10 business days. As enrollment increases, Redwood Coast Montessori will hire additional staff as needed to accommodate the growing student population. The Charter School may, with the approval of the RCM Board of Directors, create new full-time or part-time job positions that are not currently outlined in this petition.

All hiring of RCM personnel, except for the School Director Position, will be the sole responsibility of the RCM School Director. The Board of Directors will be responsible for hiring the RCM School Director.

All employees of Redwood Coast Montessori will be at-will employees and can be terminated with or without cause by the RCM Board of Directors.

Non-Discrimination Statement

Redwood Coast Montessori shall select its own staff. The selection procedure 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 staff shall consist of persons who are committed to Redwood Coast Montessori's mission and vision.

Staff Qualifications

Director qualifications:

The qualifications of the School Director of Redwood Coast Montessori shall include, but are not limited to the following:

- A Bachelor's degree from an accredited university
- A California Clear Credential with at least 5 years of teaching experience
- A Tier 1 or Tier 2 Administrative Credential or a certificate of eligibility
- Strong support and understanding of the mission of Redwood Coast Montessori
- A working knowledge of charter school law and the responsibilities of RCM to abide by these laws
- A comprehensive understanding of budget development, financial planning and fiduciary accountability
- Strong oral and written communication skills
- Ability to utilize assessment data to evaluate school performance
- Ability to foster an open and productive atmosphere within the school community
- Ability to advise, support, and inspire teachers, staff, students and parents

Teaching staff qualifications:

The qualifications of the Teaching Staff of Redwood Coast Montessori shall include, but not limited to the following:

- A Bachelor's degree from an accredited university;
- The CTC certificate, permit, or other document required for the teacher's certificated assignment
- Possess a Montessori teacher diploma/certificate or willingness to obtain Montessori diploma/certificate within two years of hire, unless specific arrangements are approved by the Board.
- CLAD or BCLAD
- Basic first aid and CPR training
- Core academic subject matter competence
- Commitment to student success and ability to work with the target population
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to work as a member of a learning community
- Willingness to attend all mandatory professional development training
- Ability to be reflective and adapt instruction to the needs of the students using assessment data

Office Manager qualifications:

The qualifications of the Office Manager of Redwood Coast Montessori shall include, but not limited to the following:

- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori

- Ability to work independently
- Possess good basic computer and technology skills
- Possess strong oral and written communication skills
- Possess strong organizational and time management skills
- Basic computer skills necessary for the successful operation of the School office
- Basic bookkeeping and financial management skills are strongly encouraged

Teaching/Afterschool Aides qualifications:

The qualifications of the Teaching/Afterschool Aides of Redwood Coast Montessori shall include, but not limited to the following:

- Successful completion of the Paraprofessional Exam and hold a Certificate for Title I classrooms
- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to enforce administrative polices and rules governing students
- Ability to work independently
- Possess strong oral communication skills
- Ability to work with children in a compassionate and thoughtful manner
- Ability to supervise children in a variety of different situations including outdoors, classroom, multi-purpose room, etc.

Redwood Coast Montessori may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments.

Redwood Coast Montessori will seek administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

Element F. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3 Education Code Section 47605(c)(5)(F).*

RCM's health and safety policies will be developed in consultation with the school's insurance carriers and at a minimum include the following considerations:

Procedures for Campus Visitors

All visitors are required to register with the director or designee upon entering the campus.

Procedures for Background Checks

Employees and contractors of the charter school are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Director shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Individuals who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by Arcata School District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TB Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Whooping Cough (Pertussis)

All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Pursuant to *Education Code* Section 49452.7, Redwood Coast Montessori shall provide an information sheet regarding type 2 diabetes to parents and guardians of incoming seventh grade students. The information sheet shall include, but not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes
- 3) A recommendation that students displaying or possible suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4) A description of treatments and prevention methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O)

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Director and, if there is merit to the concern, the School Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Medication in School

Redwood Coast Montessori will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Redwood Coast Montessori will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Food Service

The school may contract with the District or any other source to provide food services.

Drug Free/Alcohol Free/Smoke Free Environment

Redwood Coast Montessori shall function as a drug, alcohol and tobacco free workplace.