

Executive Summary School Accountability Report Card, 2010–11

For River Montessori Charter School

Address: 3880 Cypress Drive, Suite B Petaluma, CA 94954

Phone: (707) 778-6414

Executive Director (Principal): Kelly Griffith Mannion, M.Ed

Grade Span: First through Fifth

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2010–11 school year, except the School Finances and School Completion data that are reported for the 2009–10 school year. River Montessori Charter School opened in the fall of 2009; therefore data in certain sections will not be applicable.

For additional information about the school, parents and community members should review the entire SARC or contact the current Executive Director & Superintendent.

About This School

River Montessori Charter School (RMCS) educates students in California from first through sixth grade. RMCS is committed to the development of each student’s full human potential in a learning environment based on Montessori pedagogy.

Mission

Our mission at River Montessori Charter School is to provide students with a learning culture, which is grounded in Montessori Philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery; a love of learning; and respect for self, others, and the environment.

Vision

Our vision at River Montessori Charter School is a Montessori learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.

Core Values

Collaboration: Working together, respect for others, and a global perspective enlighten students, teachers, families, and the larger community.

Academic Excellence: A prepared and rigorous Montessori academic environment allows children to be challenged at their own developmental level and experience the freedom to progress at their individual pace.

Individuality: The potential of the individual is unlimited and our diversity is our strength.

Community: The shared experience fosters lifelong commitment to social responsibility.

Respect: An uncompromising responsibility for self, others, and the environment.

Peace: The all-encompassing goal—inner contentment, self-actualization, and global harmony.

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	69.8%
Mathematics	60.4%
Science	91.3 %
History-Social Science	N/A %

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2010 Growth API Report)	849
Statewide Rank (from 2010 Base API Report)	6
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2010–11 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

RMCS moved to adjoining vacant suite (of the same building) in summer of 2010 and was inspected and approved by city and state officials. RMCS passed most recent annual site inspection by City of Petaluma Fire Department in 2011.

Repairs Needed

In cooperation with the lease-owner, all building and systems repair and maintenance are conducted on a quarterly basis to ensure good repair and condition of school.

Corrective Actions Taken or Planned

None.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Visual and Performing Arts	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances (2009-2010)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,107
District	\$ 5,107
State	\$ 5,445

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Student Enrollment

Group	Enrollment
Number of students	121
Black or African American	0%
American Indian or Alaska Native	0%
Asian	5%
Filipino	0%
Hispanic or Latino	13.2%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	71.9%
Two or More Races	8.3%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	0%

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

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School Accountability Report Card

Reported Using Data from 2010–11 School Year

Published During 2011–12

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About River Montessori Charter School

Contact Information (School Year 2011–12)

This section provides the school's contact information.

School		District	
School Name	River Montessori Charter School	District Name	SBE – River Montessori Elementary Charter
Street	3880 Cypress Drive Suite B	Phone Number	(707) 778-6414
City, State, Zip	Petaluma, CA 94954	Web Site	www.rivermontessori.org
Phone Number	(707) 778-6414	Superintendent	Kelly Griffith Mannion, M.Ed
Principal	Kelly Griffith Mannion, M.Ed	E-mail Address	kmannion@rivermontessori.org
E-mail Address	kmannion@rivermontessori.org	CDS Code	49 76604 0119750

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs, and its goals.

River Montessori Charter School (RMCS) educates students in California from first through sixth grade. RMCS is committed to the development of each student's full human potential in a learning environment based on Montessori pedagogy.

Mission

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Peace: The all-encompassing goal—inner contentment, self-actualization, and global harmony.

PROGRAMS AND GOALS

RMCS is host to a diverse population of students in 1st through 4th Grade in California who have an interest in attending a school with a rigorous, self-paced, academic framework that meets California state standards and is based on the Montessori pedagogy.

River Montessori Charter School is particularly interested in attracting students who hold the following characteristics:

- a. The interest and motivation to be educated in the Montessori approach
- b. The ability and capability to work independently
- c. The propensity to be self-motivated in learning and achievement.

“What it means to be an “Educated Person in the 21st Century”

The school believes that an educated person in the 21st Century is a person who is self-actualized with an individually developed balance of cognitive, social, emotional, physical, and spiritual strengths. The educated person of the 21st Century uses a variety of means to acquire knowledge to solve problems in a socially responsible fashion for the good of society. Faced with what may appear to be

insurmountable challenges, including those of a global nature, the educated person is prepared by a strong academic base to approach problems with an attitude of collaboration, openness, and confidence. He or she should be able to identify problems, be self-motivated to evaluate them, and then become a catalyst for change because of the ability to think creatively.

The school believes that an educated person in the 21st Century possesses the personal and language skills needed to respectfully communicate across cultures and generations. As a life-long learner, he or she is continuously pursuing individual passion and growth while exploring diplomatic answers to world problems that impact individuals, cultures, and the natural world. The educated person in the 21st Century is a person who competently balances work, leisure, family, and community. He or she seeks peace, appreciates the arts, is proficient in English as well as at least one other language, is prepared to productively participate in our economy, is self-motivated to set and achieve goals, and finds something of value in every human being.

“How Learning Best Occurs”

The Montessori Method is an historically proven model of education that has consistently demonstrated its merit. With its conception and early success in serving children with special needs, it has since flourished worldwide as a means to meet the needs of all children. Student learning best occurs when children are successfully connected to the materials and curriculum. Through repetition and exploration, various concepts and ideas are explored. Montessori materials are self-checking and placed in a sequential order where the students can manage and track their own progress. This design of the materials promotes self-confidence and independence, as well as academic success. Tapping into prior knowledge, learning is enriched by the repeated use of materials with which students are already familiar, and reinforced by using these materials at higher levels, eventually working toward abstraction.

Learning is also accentuated by teachers using an holistic curriculum. Teachers blend learning modalities (e.g. kinesthetic, visual, and auditory) as children learn about geography, history, science, and culture. Teachers present ideas and then encourage that they be shared, discussed, and evaluated. Children eventually engage in research and other high level thinking activities.

Appealing to the whole child, emphasis is placed on creating aesthetically beautiful classroom environments where students feel safe and secure and invited to develop themselves in all facets of their persona and growth. The Montessori method also stresses the importance of building trust and confidence that helps connect our students to the materials and curriculum. When students are offered a safe and stimulating environment where they can be challenged and successful, they are able to reach their full potential.

RMCS believes that learning best occurs when:

- Students are actively engaged in meaningful tasks;
- A connection is made between what students learn and the real world in which they live;
- Individual plans and support play an intrinsic part of the educational program;
- Students have some choice in the structure of their own projects and plans;
- Work is accomplished individually and as members of a group;
- Activities are integrated and meaningful;
- Work is developmentally appropriate, leads to success, and is progressively complex;
- Meaning is constructed from experiences;

- Students are encouraged and expected to learn;
- Teachers, family, mentors, and advocates support the students;
- Students are encouraged to help others learn and to learn from others, which leads to an improvement of communication skills and positive social behavior.

RMCS believes that this learning occurs in a Montessori Classroom, which encourages self-motivation and self-direction. Dr. Montessori's methods are based on her scientific studies of how learning best occurs. She found the following to be important aspects of positive learning:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting
- A flexible time-line which allows introduction of new material when it is most likely to impact the individual
- Individual Learning Plans
- Low student-to-teacher ratios.

Montessori Methodology emphasizes respect for the individual child, and his or her pace, rather than the prioritization of specified curriculum or method of instruction. Maria Montessori stated, "Education is not something which a teacher does, but... it is a natural process which develops spontaneously in the human being." Our goal, then, is to provide the child with the appropriate ability-level material and personnel resources (teacher/facilitator) to promote his/her personal achievement. It is our belief that the cultivation of each child's innate desire to learn is of primary importance. Accordingly, our pedagogical strategies embrace the concept of the child's ownership of his or her education, through the presentation of choice of activities. We also support the child's fulfillment of his/her sense of discovery, as well as his/her expanded exploration of topics of interest. Ultimately, in recognizing Maria Montessori's belief that "the most favorable time for a child to learn is when she wants to do it herself," we are promoting the child's sense of independence, resulting from his or her sense of self-sufficiency and achievement.

RMCS is committed to the goal of developing "***self-motivated, competent, life-long learners***". The Montessori curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra- and interpersonal awareness, and community involvement.

Educational Goals and Objectives

Consistent with our Mission and Vision Statements and State, District, and County objectives, and to meet our obligation of enabling students to become self-motivated, competent, and lifelong learners, the five major goals of River Montessori Charter School are:

- Promote Academic Excellence
- Develop Attributes of Successful Learners
- Create Strong Parent Involvement and Satisfaction
- Become a Model Learning Community
- Sponsor Staff Development

a. Promote Academic Excellence

Today's pace of change has put schools under terrific pressure to reevaluate what should be taught; it is difficult to predict the skills that our children will need when they reach maturity. In the past, the most efficient education consisted of lecture, drill, and memorization. In an era of rapid technological revolution and social change, the foundation of a good education is to learn how to learn.

Montessori education is first and foremost concerned with a child's whole development and character. The method inspires children toward academic excellence by nurturing the curiosity, creativity, and imagination hidden within every human being. The habit of academic excellence stems from a strong sense of self-confidence, a joyful approach to life, and pride in one's accomplishments. When held as a basic value, a passion for excellence leads children to develop to their full potential.

We believe that the vast majority of people have the intelligence and natural ability required to learn everything they need to lead full, happy, and productive lives. The Montessori method helps individuals develop a strong work ethic, self-discipline, and high personal motivation, which are needed for this success.

b. Develop Attributes of Successful Learners

RMCS provides an environment in which students develop deeply held values of independence, responsibility, self-respect, respect for others, and compassion; this results in a strong sense of self-confidence. Character development is integrated throughout the curriculum.

Children of different ages are brought together so the classroom becomes similar to an extended family in which children live and work cooperatively. In this "mini-society" children help establish the ground rules for behavior, get practice in self-government and thus become responsible for their own behavior. The aim is for children to learn to respect the rights of others, feel responsibility toward others, and gain respect for their own individuality.

To facilitate the development of independence and a sense of engagement with the community, RMCS strongly encourages participation in day-to-day classroom management, care of the environment, and decision making. We seek to help each student see the value of commitment both to our own community and to the community of humanity. Children contribute to the betterment of the world through various activities. In addition to State of California published standards, RMCS focuses on developing several attributes (listed below) of successful learners and character traits in our students. Nancy Rambusch and John Stoops identify these traits in "The Authentic American Montessori School," (American Montessori Society, 1992).

All of the attributes listed below are monitored and conveyed through Individual Learning Plans (ILPs) and biannual conferences.

1) Cognitive Understanding and Thinking Skills

- Students demonstrate an awareness of order and sequence.
- Students demonstrate the development of observation, questioning, and critical thinking skills.
- Students evidence a variety of complex thinking processes to help resolve complex issues.
- Students are able to access, evaluate, and integrate information from a variety of resources.
- Students are able to reflect upon their learning and to transfer learning to new situations. In Montessori education the students are to think for themselves, not merely learn what other people have thought.
- Students demonstrate the ability to effectively use technology.

2) Confidence and Competence

- Students are capable of correcting their own work upon observation, reflection, discussion, or completion of additional lessons.
- Students manage the available array of information with a clear sense of purpose.
- Students demonstrate the development of concentration, patience, and persistence.

3) Independence

- Students are able to choose their own work, apply energy to that work, complete it to agreed-upon criterion, and return material used to the place it is customarily kept in such a way that another child will be able to find and use it.
- Students participate in designing their own Individual Learning Plans.
- Students are able to locate resources to continue the self-chosen task, or are able to solicit help if necessary.

4) Autonomy

- Students are able to accept or reject inclusion in another child's work or group with equanimity.

5) Intrinsic Motivation

- Students are drawn to continue working for the apparent pleasure of so doing.
- Students, once having achieved competence, are able to move on to revel in mastery by showing others.

6) Ability to Handle External Authority

- Students are able to accept the "ground rules" of the group and abide by them.
- Students, when distant from the teacher, are able to function as if the teacher were nearby.

7) Social Responsibility

- Independent and autonomous persons are also always a part of a group and must realize independence and autonomy through participation in group activity.
- Students are able to collaborate and work effectively with others in cooperative groups.
- Students are respectful of others.

8) Stewardship, Good Citizenship

- All children are part of both a world political reality and a world ecological system. Both systems have their constitutions and the citizen must learn to live within the spirit of the laws of man and nature.
- Students demonstrate citizenship by planning and implementing a project in service to the school and/or the greater community.
- Students demonstrate an understanding of the natural world, and their interconnectedness to it.

9) Positive Self-Image

- Students are able to express feelings in a healthy manner.
- Students demonstrate the ability to solve conflicts effectively and fairly using skills of active listening and negotiation.
- Students demonstrate knowledge of pertinent issues of personal health.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent Participation and Satisfaction

Achieving high academic outcomes, teaching values, and developing character cannot be accomplished without the close partnership of parents/guardians and families. For example, the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Consequently, we believe that children learn more when their families and schools work closely together.

RMCS encourages parents to be an integral part of their child's education by learning about the Montessori philosophy, observing the classrooms, and volunteering in the school. Families are expected to make a commitment of time and energy to support the school, thus taking advantage of their skills and talents. There are many different ways in which parents and families participate: helping in the classroom, organizing and chaperoning field trips, serving on the Governing Board or school committees, organizing and directing after-school enrichment activities, and providing clerical assistance to the teachers and other staff of the school.

RMCS expects parents to fulfill 40 hours of volunteer service to the school each academic year. Parents with more than one child attending the school are expected to contribute an additional 20 hours of volunteer time for each additional child in attendance. However, no student will be removed from the program if the parent(s) fail to meet the target for volunteering. Policies address parent participation (Appendix F -Parent Involvement Pledge). A formal program of choice and options in volunteering and participation is included in our registration packet and parent handbook.

In addition to the active participation of families in RMCS, a secondary emphasis of the program is to provide parenting classes and support groups to help parents recognize the uniqueness of their child(ren) and to enhance their ability to parent and be their child's primary teacher. Parent education opportunities also enable parents to learn more about the Montessori philosophy and the classroom environments.

RMCS's Board of Directors and Director/Principal regularly consults with both parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to, annual surveys, parent-teacher conferences, and weekly staff meetings.

Parents are continuously involved in the planning, program design, and implementation of the charter school. There are opportunities for community members and parents to participate on the governing board of the school. Parents participate in the *Parent-Teacher-Student Leadership Group*, which fulfills the following functions:

- Coordination of volunteers and parent led activities
- Communication between students, parents, and school faculty/administration
- Scheduling of parent education
- Addressing the needs of the students and classrooms.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	N/A	Grade 8	N/A
Grade 1	27	Ungraded Elementary	N/A
Grade 2	28	Grade 9	N/A
Grade 3	22	Grade 10	N/A
Grade 4	22	Grade 11	N/A
Grade 5	22	Grade 12	N/A
Grade 6	0	Ungraded Secondary	N/A
Grade 7	N/A	Total Enrollment	121

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0%	White	71.9%
American Indian or Alaska Native	0%	Two or More Races	8.3%
Asian	5%	Socioeconomically Disadvantaged	0%
Filipino	0%	English Learners	0%
Hispanic or Latino	13.2%	Students with Disabilities	0%
Native Hawaiian/Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A				N/A				N/A			
1	N/A				N/A				N/A			
2	N/A				N/A				N/A			
3	N/A				N/A				N/A			
4	N/A				N/A				N/A			
5	N/A				N/A				N/A			
6	N/A				N/A				N/A			
K-3	N/A				19	3	0	0	19	4	0	0
3-4	N/A				20	1	0	0	22	0	2	0
4-8	N/A				N/A				N/A			
Other	N/A				N/A				N/A			

III. School Climate

School Safety Plan (School Year 2010–11)

This section provides information about the school's comprehensive safety plan.

Health and Safety policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed annually for compliance with California law.

1. Procedures for Background Checks

The charter school shall comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or any more than limited or unsupervised contact with students of the charter school. The Executive Director/Principal of the charter school shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

2. Role of Staff as Mandated Child Abuse Reporters

All classified and certified staff will be mandated child abuse reporters and follow all applicable reporting laws and the same policies and procedures used by the District.

3. Health

a. TB Testing

RMCS shall follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

b. Immunizations

RMCS shall adhere to all law related to legally required immunizations for entering students pursuant to health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

c. Medication in School

RMCS shall adhere to Education Code Section 49423 regarding administration of medication in school.

d. Vision/Hearing/Scoliosis

RMCS shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

e. Bloodborne Pathogens

The charter school shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

f. Drug Free/Smoke Free Environment

The school shall maintain a drug, alcohol, and smoke free environment.

4. Safety

a. Emergency Preparedness

RMCS shall adhere to the Emergency Preparedness Handbook, which contains emergency procedures and shall be tailored specifically to the needs of the campus site. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situation, and biological and chemical release.

b. CPR/First Aid

RMCS shall require all administrative and instructional staff receive training in emergency response, including “first responder” training, which includes First Aid and CPR.

c. Facility Safety

RMCS shall have a policy that it is housed in facilities that have received fire marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

d. Annual Site Evaluation for Safety

RMCS shall have an annual site safety evaluation.

e. Student Emergency Information

The charter school shall require that a current Emergency Information Card for each enrolled child is on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child. Parents are informed of what to do in case of an emergency in the Student-Family Handbook.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Suspensions	N/A	0	0	N/A	0	0
Expulsions	N/A	0	0	N/A	0	0

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IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Facility Conditions

RMCS moved to adjoining vacant suite (of the same building) in summer of 2010 and was inspected and approved by city and state officials. All repairs and maintenance were part of the renovations of establishing a school in an industrial building and were designed by a school architect and implemented by licensed contractors. RMCS passed its most recent annual site inspection by City of Petaluma Fire Department in 2011.

Planned Improvements

In cooperation with the lease-owner, all building and systems repair and maintenance are conducted on a quarterly basis to ensure good repair and condition of school. Building improvements may be required to repurpose existing space to create additional classrooms in future years to accommodate student enrollment growth.

School Facility Good Repair Status (School Year 2011–12)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓				In cooperation with the lease-owner, all building and systems repair and maintenance are conducted on a quarterly basis to ensure good repair and condition of school.
Interior: Interior Surfaces	✓				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓				
Electrical: Electrical	✓				
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓				
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/Doors/Gates/Fences	✓				
Overall Rating	✓				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008–09	2009–10	2010–11	2010–11
With Full Credential	N/A	4	6	6
Without Full Credential	N/A	0	0	0
Teaching Outside Subject Area of Competence	N/A	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.25 (Volunteer)	76
Speech/Language/Hearing Specialist	.12	N/A
Resource Specialist (non-teaching)	0.25 (Volunteer)	N/A
Other	0	N/A

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VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	New Purchased Montessori Didactic Apparatus	0%	Yes
Mathematics	New Purchased Montessori Didactic Apparatus	0%	Yes
Science	New Purchased Montessori Didactic Apparatus	0%	Yes
History-Social Science	New Purchased Montessori Didactic Apparatus	0%	Yes
Foreign Language	New Purchased Montessori Didactic Apparatus	0%	Yes
Health	New Purchased Montessori Didactic Apparatus	0%	Yes
Visual and Performing Arts	New Purchased Montessori Didactic Apparatus	0%	Yes
Science Laboratory Equipment (grades 9-12)	N/A	N/A%	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,542	\$435	\$5,107	\$48,911
District	\$5,542	\$435	\$5,107	\$48,911
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	\$8,452	N/A	\$5,445	\$65,524
Percent Difference – School Site and State	-35%	N/A	-6%	-25%

Teacher and Administrative Salaries (Fiscal Year 2009–10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	N/A
Mid-Range Teacher Salary	\$47,463	N/A
Highest Teacher Salary	\$53,193	N/A
Average Principal Salary (Elementary)	\$82,000	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$82,000	N/A
Percent of Budget for Teacher Salaries	22.8%	N/A
Percent of Budget for Administrative Salaries	17%	N/A

According to the CDE, there is not another district in the same category as RMCS.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found under the STAR 2010-11 Program Information at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy—this data will be indicated by a * and N/A indicates that testing was not required and is non-applicable. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	63.6	69.8	N/A	63.6	69.8	49	52	54
Mathematics	N/A	56.1	60.4	N/A	56.1	60.4	46	48	50
Science	N/A	N/A	91.3	N/A	N/A	91.3	50	54	57
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	41	44	48

Standardized Testing and Reporting Results by Student Group – Most Recent Year (2010-2011)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	69.8	60.4	91	N/A
All Students at the School	69.8	60.4	91	N/A
Male	73.6	64.8	100	N/A
Female	66	56	83	N/A
Black or African American	*	*	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A
Asian	*	*	N/A	N/A
Filipino	*	*	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A
White	84	53	89	N/A
Two or More Races	*	*	N/A	N/A
Socioeconomically Disadvantaged	*	*	N/A	N/A
English Learners	*	*	N/A	N/A
Students with Disabilities	*	*	N/A	N/A
Students Receiving Migrant Education Services	*	*	N/A	N/A

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.1%	30.4%	26.1%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	N/A	N/A	6
Similar Schools	N/A	N/A	N/A

River Montessori Charter School opened in the fall of 2009; therefore full Three-Year Comparison data is currently compiling.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2008–09	2009–10	2010–11
All Students at the School	N/A	N/A	40
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

River Montessori Charter School opened in the fall of 2009; therefore full Three-Year Comparison data is currently compiling.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	849	849	779
Black or African American	N/A	N/A	696
American Indian or Alaska Native	N/A	N/A	733
Asian	N/A	N/A	898
Filipino	N/A	N/A	859
Hispanic or Latino	N/A	N/A	729
Native Hawaiian/Pacific Islander	N/A	N/A	764
White	847	847	845
Two or More Races	N/A	N/A	836
Socioeconomically Disadvantaged	N/A	N/A	726
English Learners	N/A	N/A	706
Students with Disabilities	N/A	N/A	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	YES	YES
Participation Rate - English-Language Arts	YES	YES
Participation Rate - Mathematics	YES	YES
Percent Proficient - English-Language Arts	YES	YES
Percent Proficient - Mathematics	YES	YES
API	YES	YES
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0%	0%

XI. School Completion and Postsecondary Preparation

N/A – River Montessori Charter School is an elementary school with grade levels one through six; therefore data is only applicable to Secondary Schools.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the 2009-10 School Year, four (4) days were dedicated to staff development through on-site training. For the 2010-11 School Year, four (4) days were dedicated to staff development through on-site training. For the 2011-12 School Year, four (4) days were dedicated to staff development through on-site training and three (3) days were dedicated to attending the AMS (American Montessori Society) Annual Conference in San Francisco.