River Montessori Elementary Charter

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Kelly Griffith Mannion, Executive Director

⚲ Principal, River Montessori Elementary Charter

About Our School

Welcome to River Montessori Charter School! We are pleased to introduce you to our educational philosophy and school community in the hopes that RMCS might be a match for your child and your family. As a public, tuition-free charter school, we are dedicated to educational choice and are proud to serve children in their individual growth with an authentic Montessori program.

In advocating for every child to flourish in their learning environment and to assist you with understanding your school options, we invite you to peruse our website, attend a prospective parent meeting, and come observe a classroom — nothing demonstrates Montessori education better than the children learning and interacting in their classrooms.

We look forward to welcoming you in person and further introducing the Montessori methodology and our unique public school!

Sincerely,
Kelly
- - - - - - - - - - - - - - - - - -
Kelly Griffith Mannion, M.Ed.
Executive Director & Superintendent

Contact

River Montessori Elementary Charter
3880 Cypress Dr. Ste. B
Petaluma, CA 94954-5613

Phone: 707-778-6414
E-mail: kmannion@rivermontessoricharter.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Old Adobe Union
Phone Number	(707) 765-4322
Superintendent	Jason Yamashiro
E-mail Address	jyamashiro@oldadobe.org
Web Site	http://www.oldadobe.org

School Contact Information (School Year 2016-17)	
School Name	River Montessori Elementary Charter
Street	3880 Cypress Dr. Ste. B
City, State, Zip	Petaluma, Ca, 94954-5613
Phone Number	707-778-6414
Principal	Kelly Griffith Mannion, Executive Director
E-mail Address	kmannion@rivermontessoricharter.org
Web Site	www.rivermontessoricharter.org
County-District-School (CDS) Code	49708470119750

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

School Description and Mission Statement – Most Recent Year

River Montessori Charter School (RMCS) educates students in California from transitional kindergarten through sixth grades utilizing the Montessori Methodology which is fully aligned with California Common Core State Standards.

RMCS Mission and Vision
Our mission at River Montessori Charter School is to provide students with a learning culture 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.

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

RMCS Core Values
Collaboration: Working together, respecting others, and maintaining a global perspective enlighten students, teachers, families, and the larger community.

Academic Excellence: a prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially and provides each student with the freedom to progress at their own developmental level and pace.

Individuality: the limitless potential of every child contributes to the strength and diversity of our school community.

Community: Shared experiences foster lifelong commitment to social responsibility.

Respect: uncompromising responsibility for self, others, and the environment is critical to overall success.

Educating For Peace: Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

Educational Program

RMCS believes that the Educated Person of the 21st Century is a person who is self-actualized with an individually developed balance of cognitive, social, emotional, physical, and personal strengths. The 21st century learner 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 21st century learner is prepared for life. He or she 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
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.

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 for over a century 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 a holistic curriculum. Teachers blend learning modalities (e.g. kinesthetic, visual, and auditory) as children learn about language, math, 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 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 choice in the structure of their own projects and plans;
• Work is accomplished individually and as members of a group;
• Activities are integrated, interdisciplinary, and meaningful;
• Work is developmentally appropriate, leads to success, and is progressively complex;
• Students are encouraged and expected to learn;
• Students are encouraged to help others learn and to learn from others, which leads to an improvement of communication skills and positive social behavior.
• Teachers, family, mentors, and advocates support the students;

Educational Program
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

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.

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
• Facilitate Staff Development

a. Promote Academic Excellence (Proficiency and Beyond)
In today's culture and education system, the pace of change has put schools under terrific pressure to re-evaluate 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. Academic Excellence is defined by the Montessori Attributes of Successful Learners described below.

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 and common core requirements, 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 for addressing the whole child as a learner 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) progress and report cards, 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.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	37
Grade 1	24
Grade 2	20
Grade 3	35
Grade 4	17
Grade 5	21
Grade 6	8
Total Enrollment	162
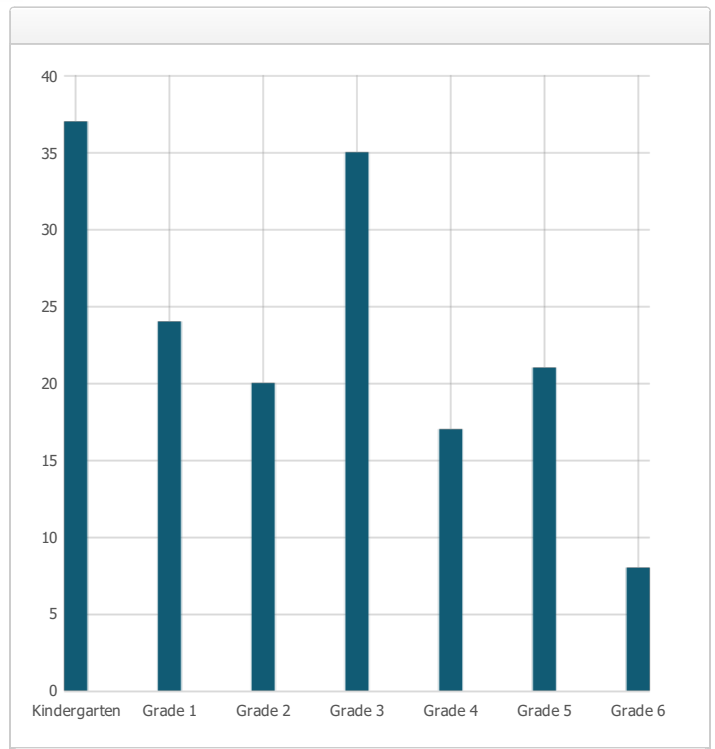
Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	4.9 %
Filipino	0.6 %
Hispanic or Latino	20.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	58.0 %
Two or More Races	11.1 %
Other	3.8 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.1 %
English Learners	17.3 %
Students with Disabilities	11.1 %
Foster Youth	0.0 %

Last updated: 1/31/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	8	10	
Without Full Credential	1	2	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
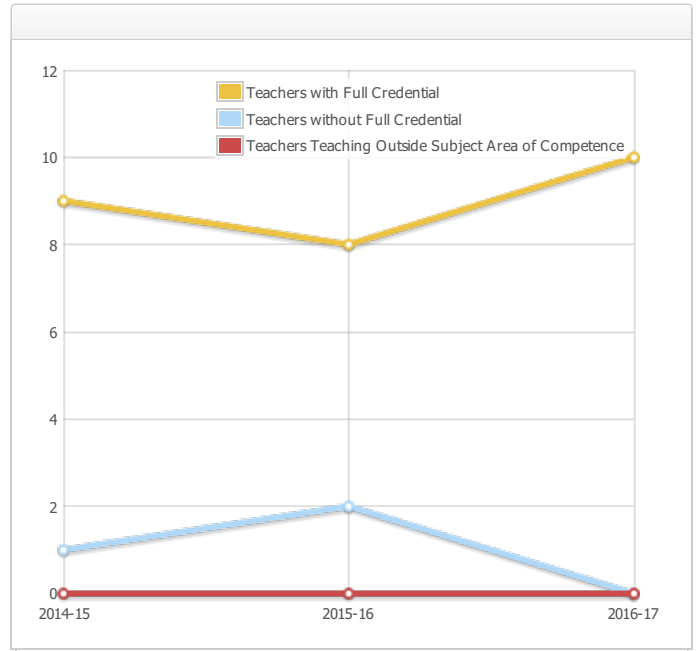
Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
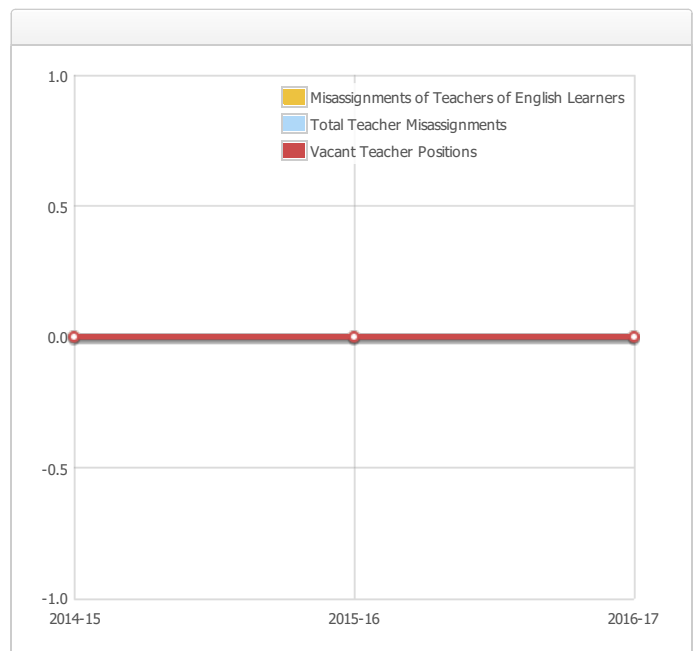
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.		0.0 %
Mathematics	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.		0.0 %
Science	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.		0.0 %
History-Social Science	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.		0.0 %
Foreign Language	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.		0.0 %
Health	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been		0.0 %

shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress.

The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.

Visual and Performing Arts	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition. materials are supplemented with books. experiences. technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

RMCS operates in an industrial building inspected and approved facility 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.

In 2016 upgraded Energy Efficient lighting under Proposition 39 funding; and in collaboration with UCP/RMCS is upgrading to Solar power for the facility.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Safety for students and staff is a priority. School facilty is inspected on an ongoing basis.Repairs are completed as the need arises.
Interior: Interior Surfaces	Good	Interior serfaces are inspected on an ongoing basis. Repairs are completed as the need arises.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School facilty is inspected and cleaned on a daily basis.
Electrical: Electrical	Good	Safety for students and staff is a priority. School facilty is inspected on an ongoing basis. Repairs are completed as the need arises.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	School facilty is inspected on an ongoing basis. Repairs are completed as the need arises.
Safety: Fire Safety, Hazardous Materials	Good	Safety for students is a priority. School facilty is inspected on an ongoing basis. Repairs are completed as the need arises.
Structural: Structural Damage, Roofs	Good	Safety for students is a priority. School facilty is inspected on an ongoing basis. Repairs are completed as the need arises.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Safety for students is a priority. School facilty is inspected on an ongoing basis. Repairs are completed as the need arises.

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	43.0%	46.0%	50.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	48.0%	34.0%	33.0%	36.0%	34.0%	36.0%

Note: Percentages are not calculated 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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	38.2%
Male	17	17	100.0%	23.5%
Female	17	17	100.0%	52.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	26.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	17	100.0%	43.8%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	46.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	19	90.5%	47.4%
Male	--	--	--	--
Female	12	11	91.7%	45.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	35.3%
Male	17	17	100.0%	41.2%
Female	17	17	100.0%	29.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	21.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	17	100.0%	47.1%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	53.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	19	90.5%	26.3%
Male	--	--	--	--
Female	12	11	91.7%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	79.0%	70.0%	63.0%	79.0%	51.0%	52.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/30/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	21	19	90.5%	63.2%
Male	--	--	--	--
Female	12	11	91.7%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/30/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	15.0%	35.0%

Note: Percentages are not calculated 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.

Last updated: 1/30/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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 encouraged to make a commitment of time and energy to support the school, thus utilizing their skills and talents and demonstrating a model community of supportive members. 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 encourages 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. A formal program of choice and options in volunteering and participation is included in 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 Executive 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

State Priority: Pupil Engagement

Last updated: 1/30/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27

| Dropout/Graduation Rate (Four-Year Cohort Rate) Chart |
|---|
| |
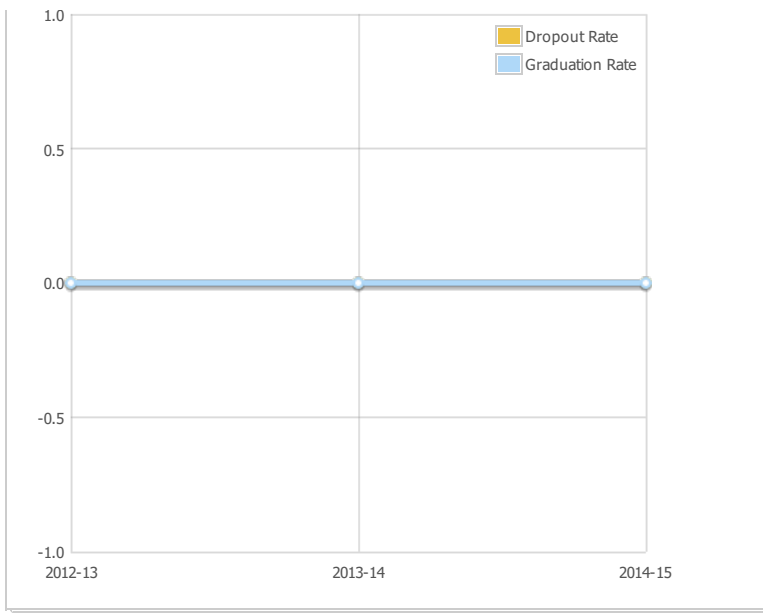
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	3.0	0.6	2.5	1.4	1.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
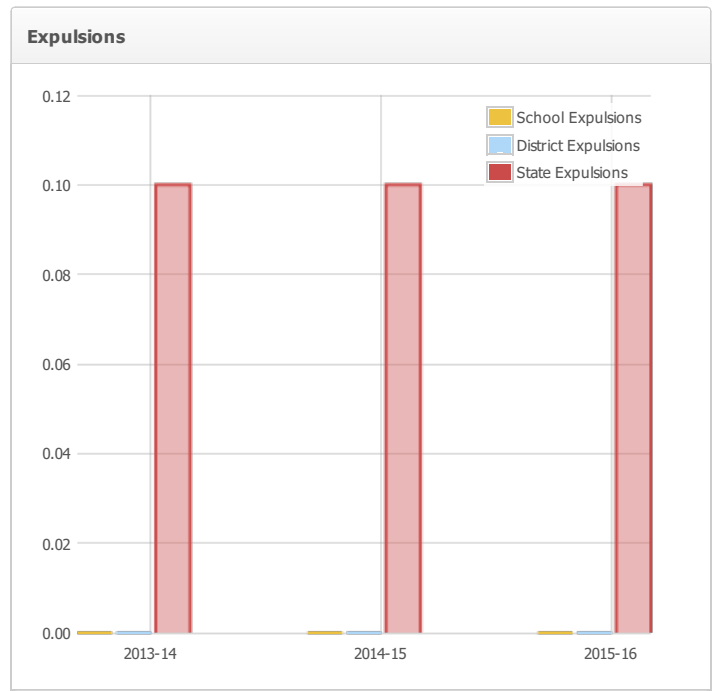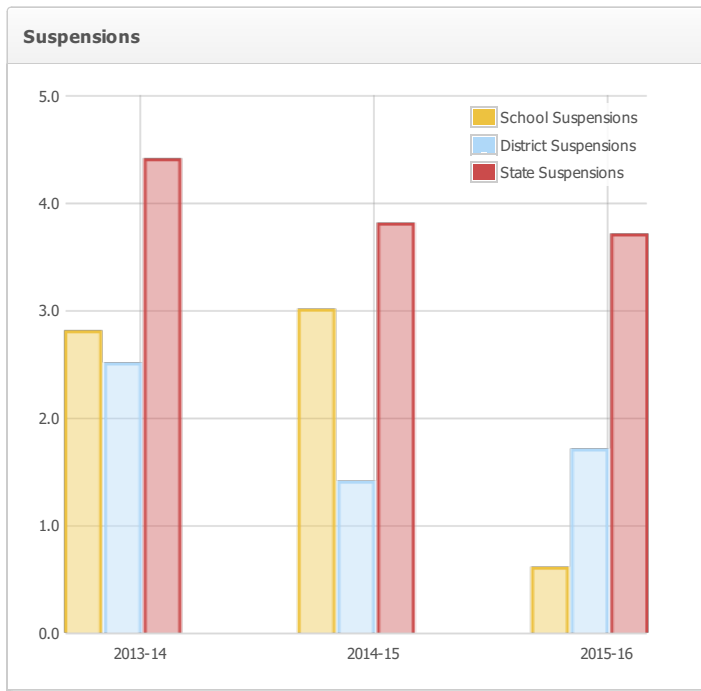
School Safety Plan (School Year 2016-17)

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 blood borne 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.

Last updated: 1/30/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	14.0	1	1	0				
1	10.0	4	0	0	5.0	4	0	0				
2	7.0	4	0	0	9.0	4	0	0				
3	6.0	4	0	0	6.0	4	0	0				
4	8.0	3	0	0	13.0	2	0	0				
5	10.0	3	0	0	10.0	2	0	0				
6	5.0	3	0	0	11.0	2	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Secondary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$0.0	$69695.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$71610.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category

Beginning Teacher Salary	$43,160	$44,507
Mid-Range Teacher Salary	$67,686	$68,910
Highest Teacher Salary	$75,402	$88,330
Average Principal Salary (Elementary)	$98,590	$111,481
Average Principal Salary (Middle)	$	$115,435
Average Principal Salary (High)	$	$113,414
Superintendent Salary	$165,000	$169,821
Percent of Budget for Teacher Salaries	33.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
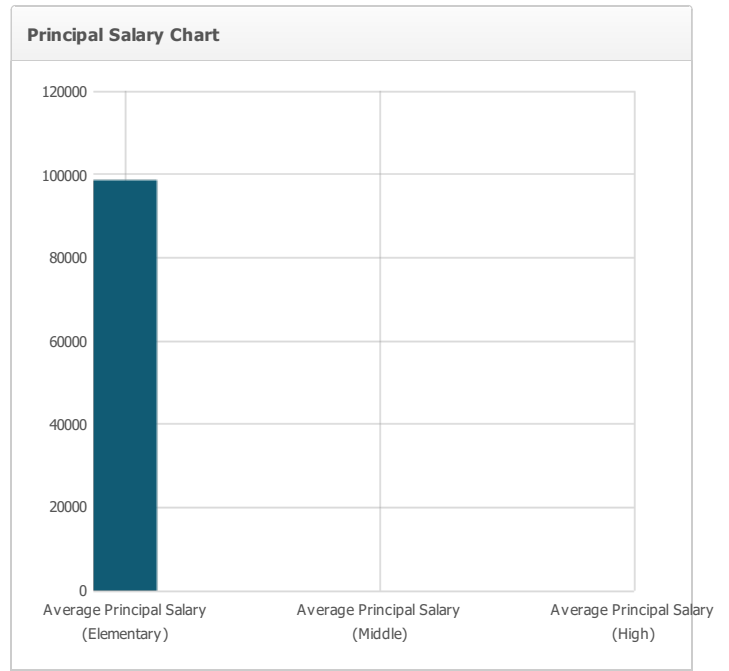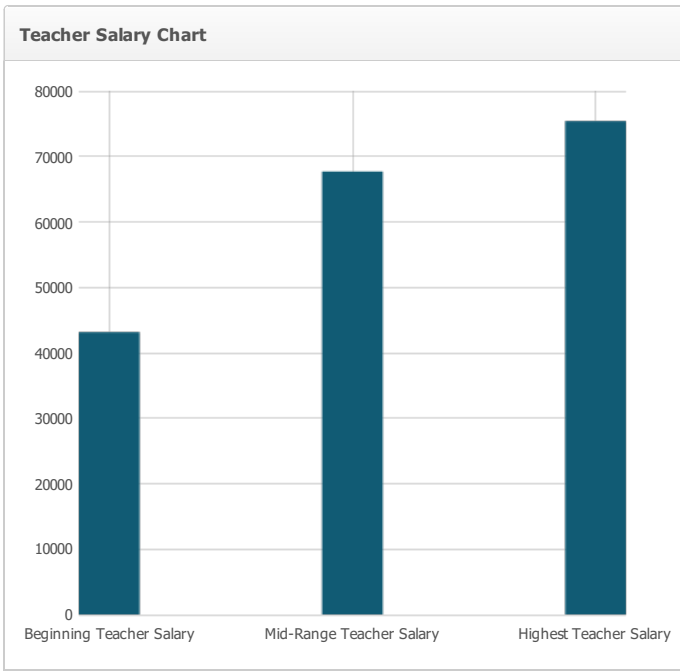
Last updated: 1/30/2017

Professional Development

Professional Development

The educational paradigm of RMCS as a learning community views all members of the school engaged in a vibrant process of exploration, discovery, and understanding. RMCS educators play a pivotal role in modeling their natural curiosity and love of learning to students. it is through professional development that educators increase their knowledge base, sharpen their skills, and re-energize.

Major areas of focus for staff development were selected by staff preference, assessment scores (student data), and surveys of students, parents, and employees and include CCSS, Language Strategies with Orton- Gillingham Methodology and Writers Workshop, and Interventions and Strategies for Struggling Learners. Mini professional development sessions occur at faculty meetings, and more comprehensive sessions are held through parent and community education events, Montessori conferences and workshops, County and Selpa training and workshops, and specifically selected trainers for calendared professional development days.

Teachers are supported through in-class observations, observing best practices in other classrooms, level-faculty, and cross-level collaboration, teacher-principal meetings, a thorough self- reflection and goal setting process, accountability to follow through with the Executive Director.

Last updated: 1/30/2017