

River Montessori Elementary Charter
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	3880 Cypress Dr. Ste. B Petaluma, CA , 94954-5613	Principal:	Ms. Kelly Griffith Mannion, Executive Director
Phone:	(707) 778-6414	Grade Span:	K-6

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Ms. 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. 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

Email: kmannion@rivermontessoricharter.org

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)

District Name	Old Adobe Union
Phone Number	(707) 765-4322
Superintendent	Conte, Craig
Email Address	cconte@oldadobe.org
Website	www.oldadobe.org

School Contact Information (School Year 2021–2022)

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	Ms. Kelly Griffith Mannion, Executive Director
Email Address	kmannion@rivermontessoricharter.org
Website	http://www.rivermontessoricharter.org
County-District-School (CDS) Code	49708470119750

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021–2022)

***ACHIEVEMENT/TESTING SCORES:** Please note that for small school populations at each level and demographic group, percentages are greatly impacted by and individual score and can reflect lower overall school achievement percentages and school climate results.

SCHOOL DESCRIPTION & MISSION STATEMENT

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 or 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 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 persona 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.

We believe that a person educated in the 21st Century possesses the personal and language skills needed to respectfully communicate across cultures and generations. As a life-long learner, her 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 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 are 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 when students learn and the real world in which they live;
- Individual plans and support plan an intrinsic part of the educational program;
- Students have a 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 a sense of discovery, as well as an 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 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 Attributes of Successful Learners (listed below) 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 (Growth & Learning Plans), 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 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.
- 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 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.

***REGARDING LOCAL ASSESSMENTS/TESTING:** Due to the unprecedented COVID pandemic, River Montessori Charter implemented remote local assessment procedures to track academic progress of enrolled students. All enrolled students during the 2020-2021 school year participated in the local assessments in May 2021. The overall results indicate that 62% of students were above or near proficiency of California state standards for both ELA and Math. Plans were designed for in-person intervention instruction across the grades during the 2021-2022 school year to help students build their academic skills to reach their potential. Per the local assessment results at the mid-year December 2021, there is an average 67% learning growth across the grades in ELA and Math combined toward California Common Core State Standards. A key focus of support is in place across the grades for social-emotional well-being which stands in the forefront to enable the students to access academic content learning growth.

Pupil Outcomes CAASPP ELA/Math:

State Assessments results for 2020-2021: both ELA and Math N/A

Note: *The 2020-2021 data are not available. Due to the COVID-19 pandemic, the state of California was granted relief of reporting requirements by the U.S. Department of Education in April 2021. <https://www.cde.ca.gov/nr/ne/yr21/yr21rel26.asp>*

Pupil Outcomes CAASPP Science:

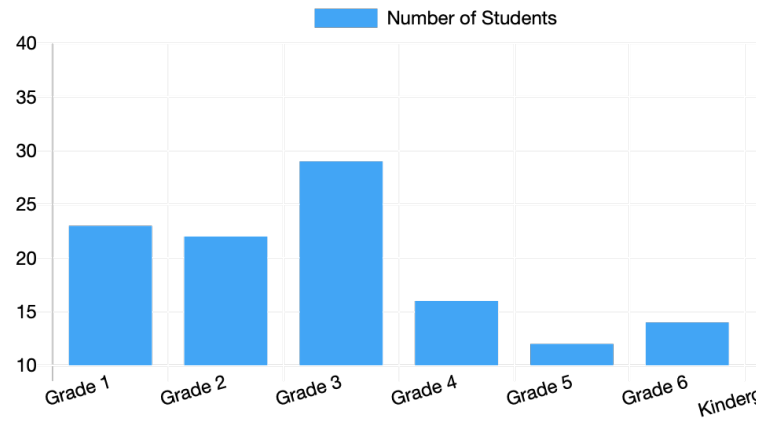
State Assessments results for 2020-2021: Science N/A

Note: *The 2020-2021 data are not available. Due to the COVID-19 pandemic, the state of California was granted relief of reporting requirements by the U.S. Department of Education in April 2021. <https://www.cde.ca.gov/nr/ne/yr21/yr21rel26.asp>*

California Fitness Test: N/A -

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	23
Grade 2	22
Grade 3	29
Grade 4	16
Grade 5	12
Grade 6	14
Kindergarten	39
Total Enrollment	155



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	44.52%
Male	55.48%
Non-Binary	0.00%
American Indian or Alaska Native	0.65%
Asian	2.60%
Black or African American	5.16%
Filipino	1.29%
Hispanic or Latino	19.35%
Native Hawaiian or Pacific Islander	1.94%
Two or More Races	15.48%
White	65.81%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.32%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	22.58%
Students with Disabilities	14.84%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020–2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020–2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>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.</p> <p>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.</p>	0%
Mathematics	<p>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.</p> <p>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.</p>	0%
Science	<p>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.</p> <p>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.</p>	0%
History-Social Science	<p>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.</p> <p>The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts</p>	0%

(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.

Foreign Language	<p>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.</p> <p>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.</p>	0%
Health	<p>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.</p> <p>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.</p>	0%
Visual and Performing Arts	<p>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.</p> <p>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.</p>	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A 0%

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

Last updated: 2/1/22

School Facility Conditions and Planned Improvements

- RMCS operates in a corporate/industrial building inspected and approved facility by city and state officials, and in conjunction with property landlord.
- All repairs and maintenance were part of the renovations of establishing a school in an industrial building, and designed by a school architect and implemented by licensed contractors.
- In 2016, RMCS upgraded energy efficient lighting under Proposition 39 funding. In collaboration with UCP, RMCS upgraded (completion 2017) to solar power for the facility.

Last updated: 2/1/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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 facility is inspected on an ongoing basis. Repairs are completed as a need arises.
Interior: Interior Surfaces	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.
Electrical: Electrical	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.
Safety: Fire Safety, Hazardous Materials	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.
Structural: Structural Damage, Roofs	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Safety for students and staff is a priority. School facility is inspected on an ongoing basis. Repairs are completed as a need arises.

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary
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Last updated: 2/1/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 2/1/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 2/1/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): easyCBM by University of Oregon aligned with CCSS

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	71	71	100	0	65
Female	33	33	100	0	73
Male	38	38	100	0	58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100	0	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	57	100	0	68
English Learners	13	13	100	0	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100	0	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): easyCBM by University of Oregon aligned with CCSS
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	71	71	100	0	54
Female	33	33	100	0	45
Male	38	38	100	0	61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100	0	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	57	100	0	58
English Learners	13	13	100	0	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100	0	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

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 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/1/22

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 school site

Opportunities for Parental Involvement (School Year 2021-2022)

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. There are many different ways in which parents and families can 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 staff of the school.

RMCS **encourages parents** to fulfill volunteer service to the school each academic year. However, no student will be removed from the program if the parent(s) fail to meet the target for volunteering. RMCS shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, RMCS. Policies address parent participation and a formal program of choice and options in volunteering and participation are included in registration and parent materials.

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 Governing Board of Directors and Executive Director & Superintendent **regularly consult** with both parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to surveys, parent-teacher conferences (Partnership Meetings), and meetings.

Parents and community members are **continuously involved** in RMCS through opportunities to participate on the governing board of the school and through the parent-teacher-student partnership group (River Montessori Foundation), which coordinates volunteers and parent-led activities and facilitates communication between students, parents, and school faculty/administration.

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	167	167	0	0.0
Female	78	78	0	0.0
Male	89	89	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	12	12	0	0.0
Black or African American	11	11	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	31	31	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	0	0.0
White	139	139	0	0.0
English Learners	21	21	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	35	35	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	0	0.0

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.00%	0.00%	1.34%	0.14%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.55%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 2/1/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Health and Safety policies are incorporated, as applicable to charter school laws, into the community and faculty handbooks, and are reviewed annually or compliance with California law.

1) Procedures for Background Checks

RMCS 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 supervised contract with students of the school. The Executive Director/Superintendent of RMCS shall monitor compliance with this policy and report to the Board of Directors annually, or if any changes or aberrations arise.

2) Role of RMCS Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters, participate in annual training, and follow all applicable reporting laws and the same policies and procedures as the authorizing district.

3) Health

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

b. Immunizations. RMCS shall adhere to all laws related to legally required immunizations for enrolling students pursuant to Health & Safety Code Section 120325-12-375, and Title 17, California Code of Regulations Section 6000-6075.

c. Medication in School. RMCS shall adhere to Education Code Section 48423 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 RMCS.

e. Bloodborne Pathogens. RMCS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. All RMCS staff participate in an annual first Aid training, which includes safe handling and disposal of BPP and is designed to protect employees and students from possible infection due to contact with bloodborne viruses, including Human Immunodeficiency Virus (HIV) and Hepatitis B (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff are to follow current protocol for disinfecting exposed areas.

f. Drug Free/Smoke Free Environment. All RMCS staff will maintain a drug, alcohol, and smoke free environment.

4) Safety

a. Emergency preparedness. RMCS shall adhere to the adopted, guiding Emergency Preparedness Handbook containing emergency procedures which can be tailored specifically to the needs of the RMCS campus. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situation, and biological & chemical release.

b. CPR/First Aid. All RMCS staff shall receive training in emergency response, including "first responder" training which includes First Aid, CPR, and a Bloodborne Pathogens handling component.

c. Facility Safety. RMCS shall maintain annual documentation by local Fire Marshall confirming that the school has been evaluated and facilities are structurally safe and present no hazard to children or adults.

Alternating fire/evacuation, earthquake/evacuation, and active threat drills are schedule for all staff and students to practice, and maintains safe routines in the event of an emergency.

d. Site Evaluation. Designated staff will conduct a monthly facilities check to determine that the facility and all working parts are in good order, and will immediately schedule repairs or maintenance, as needed.

e. Student Emergency Information. RMCS shall require that current Emergency Information for each enrolled child is on file the school so that parents/guardians may be notified promptly in case of accident or illness involving their child, or in an emergency event. Parents are informed what to do in the event of an emergency in the Community Handbook.

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	10.00	2		
1	14.00	3		
2	7.00	3		
3	7.00	3		
4	12.00	2		
5	9.00	2		
6	9.00	2		
Other**				0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	10.00	2		
1	8.00	3		
2	12.00	3		
3	7.00	3		
4	9.00	2		
5	11.00	2		
6	8.00	2		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	2		
1	8.00	3		
2	7.00	3		
3	10.00	3		
4	8.00	2		
5	6.00	2		
6	7.00	2		
Other**				

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

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0.25
Other	1.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11376.69	\$1341.42	\$10035.28	\$48645.79
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$72352.00

Percent Difference – School Site and State	N/A	N/A	--	--
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Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

River Montessori Charter School is a learning community here children are inspired to realize their academic, personal, and social potential to become global citizens. The historically-proven Montessori 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 individual discovery and a love of learning, as well as respect for self, others, and the environment.

Last updated: 2/1/22

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	11	9	11