

# River Montessori Elementary Charter

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

### 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. 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

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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](mailto:kmannion@rivermontessoricharter.org)*

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Old Adobe Union
<b>Phone Number</b>	(707) 765-4322
<b>Superintendent</b>	Craig Conte
<b>E-mail Address</b>	<a href="mailto:cconte@oldadobe.org">cconte@oldadobe.org</a>
<b>Web Site</b>	<a href="http://www.oldadobe.org">http://www.oldadobe.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	River Montessori Elementary Charter
<b>Street</b>	3880 Cypress Dr. Ste. B
<b>City, State, Zip</b>	Petaluma, Ca, 94954-5613
<b>Phone Number</b>	707-778-6414
<b>Principal</b>	Kelly Griffith Mannion, Executive Director
<b>E-mail Address</b>	<a href="mailto:kmannion@rivermontessoricharter.org">kmannion@rivermontessoricharter.org</a>
<b>Web Site</b>	<a href="http://www.rivermontessoricharter.org">www.rivermontessoricharter.org</a>
<b>County-District-School (CDS) Code</b>	49708470119750

Last updated: 1/15/2019

### School Description and Mission Statement (School Year 2018—19)

*\*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 and 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 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.

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, 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.

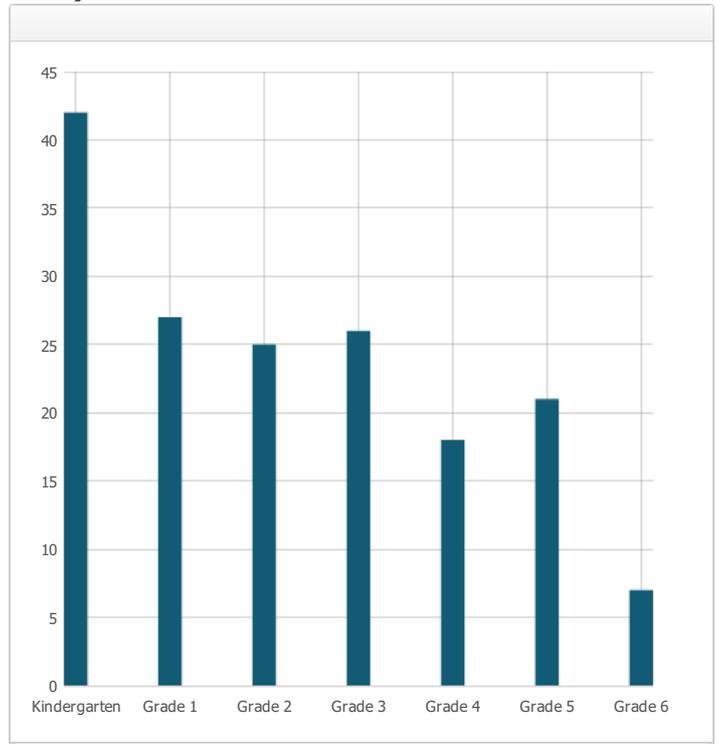
#### **9) Positive Self-image**

- 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: 1/15/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	42
Grade 1	27
Grade 2	25
Grade 3	26
Grade 4	18
Grade 5	21
Grade 6	7
<b>Total Enrollment</b>	<b>166</b>



*Last updated: 1/15/2019*

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.0 %
American Indian or Alaska Native	%
Asian	1.2 %
Filipino	0.6 %
Hispanic or Latino	28.9 %
Native Hawaiian or Pacific Islander	%
White	56.6 %
Two or More Races	9.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	25.3 %
English Learners	21.1 %
Students with Disabilities	9.6 %
Foster Youth	%

## A. Conditions of Learning

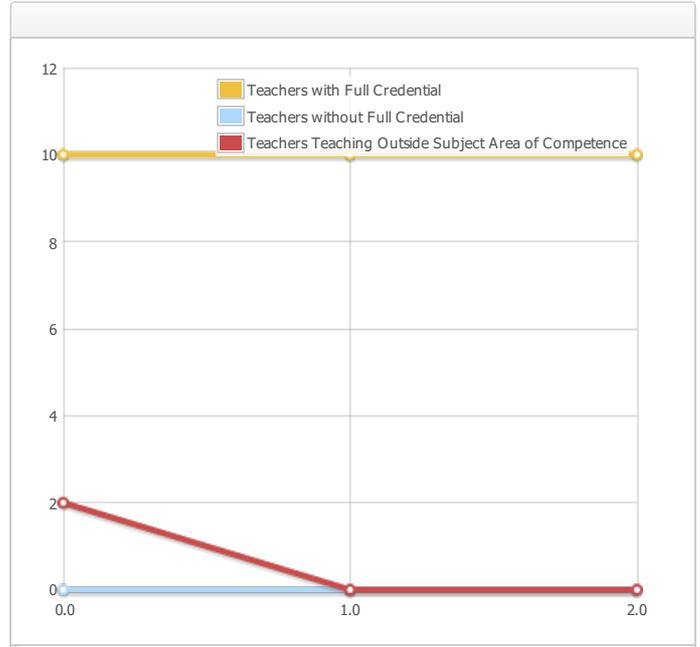
### State Priority: Basic

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

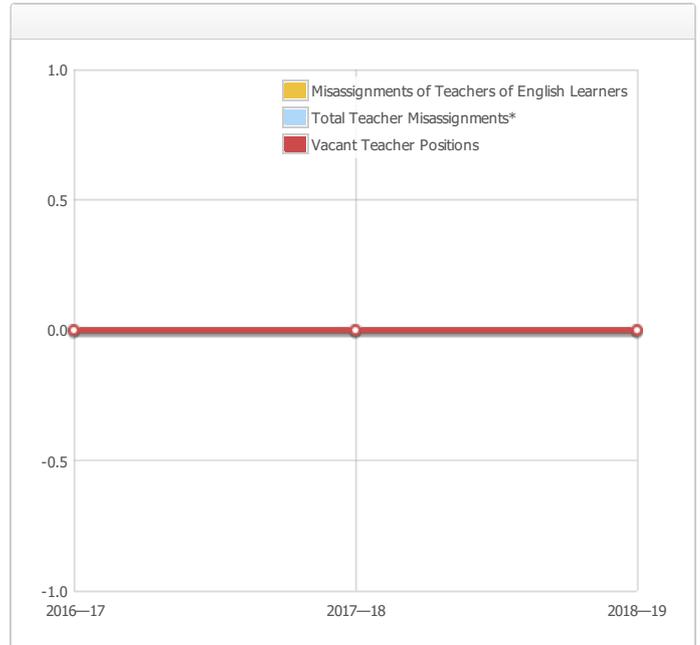
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	10	10	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	



Last updated: 1/15/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/15/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent 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>		0.0 %
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>		0.0 %
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>		0.0 %
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 (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>		0.0 %
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>		0.0 %
Health	<p>Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been</p>		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	<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 an 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>	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A 0.0 %

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

Last updated: 1/15/2019

## 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, were 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: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> 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.
<b>Interior:</b> 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.
<b>Cleanliness:</b> 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.
<b>Electrical:</b> 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.
<b>Restrooms/Fountains:</b> 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.
<b>Safety:</b> 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.
<b>Structural:</b> 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.
<b>External:</b> 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: December 2018

Overall Rating	Good
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*Last updated: 1/15/2019*

## 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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	52.0%	48.0%	50.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	23.0%	42.0%	45.0%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/15/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	69	95.83%	52.17%
Male	39	39	100.00%	43.59%
Female	33	30	90.91%	63.33%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	27	26	96.30%	30.77%
Native Hawaiian or Pacific Islander				
White	37	37	100.00%	62.16%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	23	23	100.00%	26.09%
English Learners	18	18	100.00%	22.22%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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: 1/15/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	69	95.83%	23.19%
Male	39	39	100.00%	28.21%
Female	33	30	90.91%	16.67%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	27	26	96.30%	23.08%
Native Hawaiian or Pacific Islander				
White	37	37	100.00%	21.62%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	23	23	100.00%	13.04%
English Learners	18	18	100.00%	11.11%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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: 1/15/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/15/2019*

# 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 2017—18)

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	85.0%	85.0%	60.0%

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: 1/15/2019*

## 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 2018—19)

#### 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, the Charter School. Policies address parent participation and a formal program of choice and options in volunteering and participation is 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 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, 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, which coordinates volunteers and parent led activities and facilitates communication between students, parents, and school faculty/administration.

# State Priority: Pupil Engagement

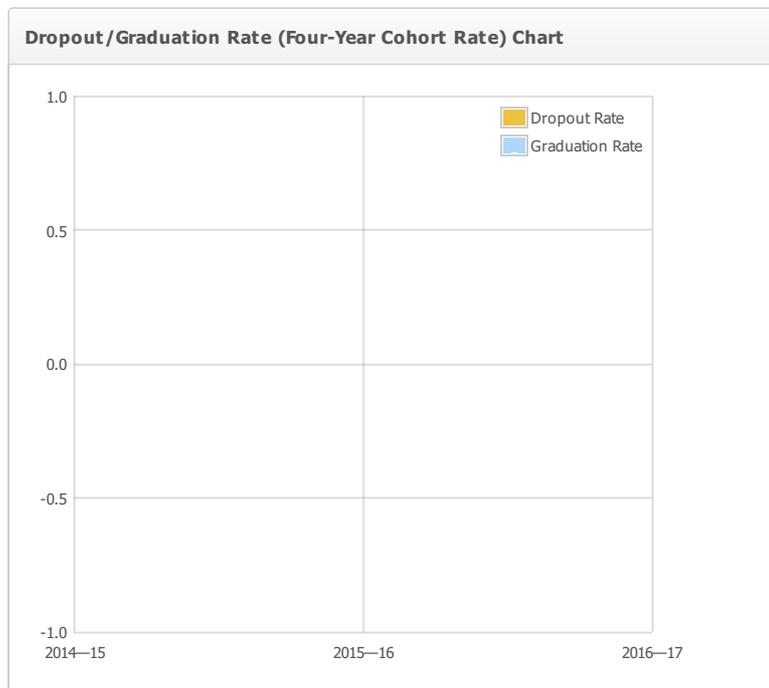
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2019

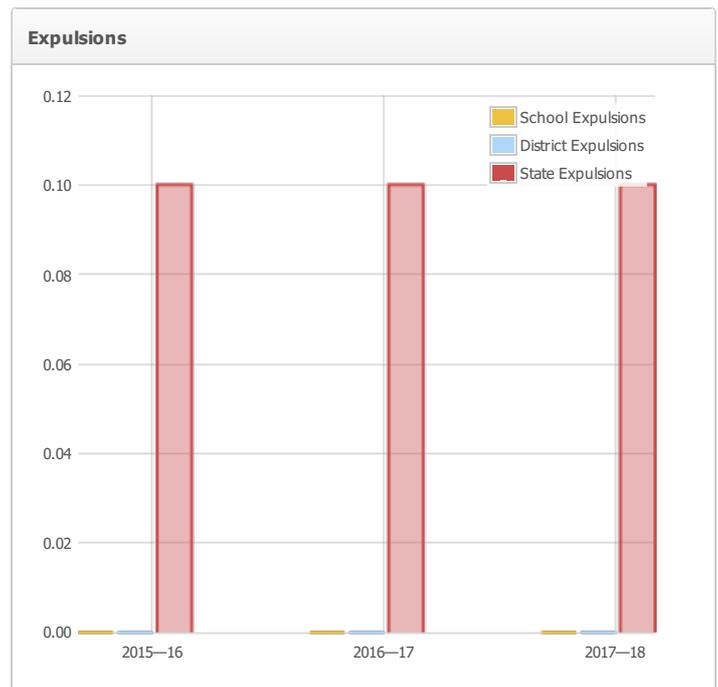
# State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.6%	1.5%	0.5%	1.7%	2.1%	1.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

## School Safety Plan (School Year 2018—19)

Health and Safety policies are incorporated, as applicable to charter school laws, into the community and faculty handbooks, and are reviewed annually for 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 contact 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 infection materials in the workplace. All RMCS staff participate n 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 shall 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 scheduled 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 in 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.

Last updated: 1/15/2019

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	9.0	2		
1	8.0	3		
2	7.0	3		
3	12.0	3		
4	9.0	2		
5	11.0	2		
6	4.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	0	2	
1	9.0	3		
2	9.0	3		
3	7.0	3		
4	13.0	1		
5	7.0	2		
6	5.0	2		
Other**	15.0	1		

\* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	0	2	
1	9.0	3		
2	8.0	3		
3	9.0	3		
4	9.0	2		
5	11.0	2		
6	4.0	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.

Last updated: 1/15/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.1	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	0.4	N/A
Resource Specialist (non-teaching)	0.1	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: 1/15/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9354.0	\$2328.0	\$7026.0	\$69243.0
District	N/A	N/A	--	\$72957.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/15/2019*

## Types of Services Funded (Fiscal Year 2017–18)

Learning for Life

River Montessori Charter School is a learning community where 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, individualized discovery, and a love of learning, as well as respect for self, others, and the environment.

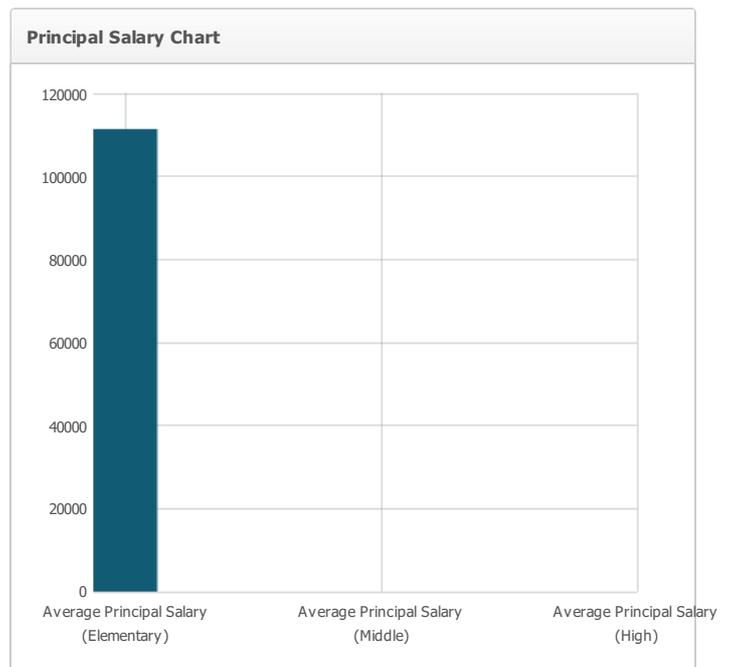
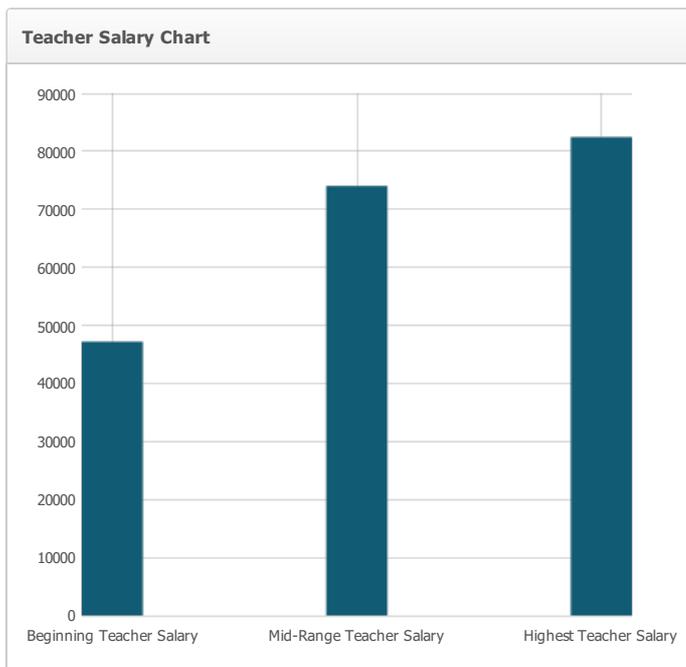
*\*\*Please note Teacher and Administrative Salaries listed below are District/State Averages.*

Last updated: 1/15/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$48,064
Mid-Range Teacher Salary	\$74,009	\$75,417
Highest Teacher Salary	\$82,446	\$94,006
Average Principal Salary (Elementary)	\$111,387	\$119,037
Average Principal Salary (Middle)	\$	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$190,754	\$183,692
Percent of Budget for Teacher Salaries	34.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/15/2019

## 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 might include (but are not limited to) CCSS, Language Strategies with Orton-Gillingham Methodology and Writers Workshop, and Interventions and Strategies for Struggling Learners, Social-emotional Support, and Montessori Methodology. 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 ED/Principal.

*Last updated: 1/15/2019*