

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year) Input Sections

Input Section 1: SARC Input Sections Overview	
SARC Overview	
SARC Publishing Deadline	The SARC publishing deadline is 2/1/24.
SARC Input Form Sections	<p>Use the SARC Input Sections to update SARC information that is not populated by DTS.</p> <p>The information you enter in the SARC Input Sections will automatically update the full SARC.</p> <p>Where available, the section header is linked to detailed guidance from CDE.</p> <p>A full version of CDE’s Data Elements Document can be downloaded by clicking here. The most up-to-date version is linked, but will be updated when the 2023 version is released by CDE.</p>
SARC PDF from DTS	Once your updates are complete, please notify your district’s SARC Coordinator (or DTS if you are a Single School District). DTS will provide a PDF export of the SARC with data and initiate translations (if applicable).
SARC Data from CDE	SARC data is typically released by CDE in December. DTS populates the data to your SARC as soon as it becomes available.
Summary of Updates	<ol style="list-style-type: none"> 1. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template. 2. Physical Fitness Test (PFT) tables continue to be updated by the LEA.
SARC Submission to CDE	SARC Coordinators are required to register using MyCDEConnect . The LEA must submit the URL to the webpage on which the SARC is hosted to CDE. Please provide DTS with <u>your</u> “Authorizer” or “Alternate Authorizer” credentials and link to the webpage where your SARCs are available to the public. We’ll be happy to submit the SARC links to CDE on your behalf.
DTS SARC Support	
Update Data for Multiple Sites	You can update data for multiple schools by clicking “ Update Data - All Locations ” in your Coordinator Menu (Coordinators only).
FIT Results	<p>DTS will import FIT Results for one or all schools on your behalf. You may send your completed CDE MS Excel FIT report to DTS by clicking here. Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered.</p> <p>When downloading, please note that you may need to “Keep” the file based on your browser settings.</p>

PFT Results	<p>LEAs are required to populate their own Physical Fitness Test Participation Percentages. We've created an import request spreadsheet to make it easy for you to provide the data to DTS. You can download the spreadsheet by clicking here. Please provide one spreadsheet for all schools. You may send your results to DTS by clicking here.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
DTS SARC Support	Please feel free to contact the DTS Support Team by clicking here .

SARC Data

SARC Data Updated by LEA	<ul style="list-style-type: none"> • SARC Input Sections Overview • School Information • District Information • School Overview • Opportunities for Parental Involvement • School Safety Plan • School Facility Conditions and Planned Improvement • Textbooks • Expenditures per Pupil • Types of Services Funded • California Physical Fitness Test Participation • Professional Development • CTE (Grades 9-12 Only)
CDE SARC Data Populated by DTS	<ul style="list-style-type: none"> • Student Enrollment by Grade Level • Student Enrollment by Student Group • Teacher Preparation and Placement • Teachers Without Credentials and Misassignments • Credentialed Teachers Assigned Out-of-Field • Class Assignments • California Assessment of Student Performance and Progress (CAASPP) Test Results in English language arts/literacy (ELA) and Mathematics for All Students • CAASPP Test Results in ELA by Student Group • CAASPP Test Results in Mathematics by Student Group • CAASPP Test Results in Science for All Students • CAASPP Test Results in Science by Student Group • Career Technical Education (CTE) Participation • Course Enrollment/Completion for University of California (UC) and/or California State University (CSU) Admission Requirements • Dropout Rate and Graduation Rate (Four-Year Cohort Rate) • Graduation Rate by Student Group • Chronic Absenteeism by Student Group • Suspensions and Expulsions • Suspensions and Expulsions by Student Group • Average Class Size and Class Size Distribution (Elementary) • Average Class Size and Class Size Distribution (Secondary) • Ratio of Pupils to Academic Counselor • Student Support Services Staff • Expenditures Per Pupil and School Site Teacher Salaries CDE provides State Expenditures Per Pupil (Unrestricted), and District and State Average Teacher Salary data. The remaining data is to be provided by the LEA. • Teacher and Administrative Salaries • Advanced Placement (AP) Courses

Input Section 2: 2023-24 School Contact Information

School Name	River Montessori Charter School
Street	3880 Cypress Dr, Ste B
City, State, Zip	Petaluma, CA, 94954
Phone Number	(707) 778-6414
Principal	Kelly Griffith Mannion, M.Ed.
Email Address	admin@rivermontessoricharter.org
School Website	https://www.rivermontessoricharter.org
County-District-School (CDS) Code	49-70847-0119750

Input Section 3: 2023-24 District Contact Information

District Name	Old Adobe Union School District
Phone Number	(707) 765-4321
Superintendent	Cindy Friberg & Michele Gochberg
Email Address	district@oldadobe.org
District Website Address	www.oldadobe.org

Input Section 4: 2023-24 School Overview

River Montessori Charter School is a fully non-profit and independent organization which proudly serves a beautiful and diverse population of approximately 160 children from Transitional Kindergarten - Sixth Grade with a free and public Montessori education. RMCS meets common core standards through implementing Montessori curriculum and pedagogical philosophy. Montessori Education values academic achievement through the development of the individual in specialized and prepared classrooms which meet independence, personal development, and social emotional growth with hands-on learning materials, collaborative interactions among students, and a peaceful environment where each student develops respect for oneself as well as others. Our LEA serves our students through meaningful partnership among students, Montessori teachers, and families with a shared commitment and purpose to the RMCS core values, vision, and mission:

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.

Our Core Values are...

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.

Input Section 5: 2023-24 Opportunities for Parental Involvement

Involvement has so many possibilities at River Montessori Charter School! Families are invited to observe and volunteer in classrooms and attend important school events, such as conferences, Board and Foundation meetings, classroom events, and school presentations and trainings. Knowing that every member has something unique and special to contribute to the whole, community participation is key to the implementation of Montessori philosophy and to the success of RMCS. The role of adults and volunteers in Montessori classrooms are to prepare the environment and quietly and subtly support the child in his or her individual interactions within the environment.

Engaging educational partners is essential for the collaboration required to serve scholars well in their growth and learning. Typical participation of volunteers on campus includes convenings, meetings, events, and surveys to ensure everyone feels welcome, seen, heard, and safe to participate and contribute their perspective, feedback, and partnership. Partnership Meetings with students, families, and teaching staff are held formally and informally and support meetings are offered to students and individual families with guides/teachers, student services staff, and administrative leadership for agenda-free Q & A, specific topics, as well as individual student support. In addition, quarterly family gatherings are held for Latinx families to address concerns specific to Spanish-speaking families and the needs of multilingual learners. Student Study Teams may be requested by student, parent, guide/teacher, or Student Services. Additional meetings were offered by Special Education specialists for families with students with disabilities to ensure collaboration, support, and success for the student.

Input Section 6: 2023-24 School Safety Plan

RMCS' Comprehensive School Safety Plan (CSSP) is annually reviewed, updated, and adopted by March 1 of each year and forwarded to Old Adobe Union School District. Students, faculty, families, and staff review the required components and drive decisions with individual and collective concerns in surveys and meetings. Faculty spends time specifically at the launch of every school year with the Petaluma Police Department training, discussing concerns and strategies, and establishing a thorough understanding of community needs and support, benefiting from a partnership with the PPD.

Key elements of the RMCS Comprehensive Safety Plan include annual assessment, partnerships with emergency personnel/departments, child abuse, disaster procedures, discrimination and harassment policies and procedures, bullying, suspension and expulsion policies and procedures, mental health partnerships and community support, and an emergency management plan.

Input Section 7: 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, designed by a school architect, and implemented by licensed contractors.

Year and month of the most recent FIT report

August 2023

These fields should be reviewed and updated by the LEA/School. Please be sure that the information matches your most recent FIT report. You may send your [MS Excel FIT](#) reports to DTS by [clicking here](#). Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered.

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

Input Section 7: School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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Input Section 8: 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition, materials are supplemented with books. Experiences, technology, and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress.	Yes	0

	<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>		
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>	Yes	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>	Yes	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</p>	Yes	0

	<p>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>		
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>	Yes	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>	Yes	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</p>	Yes	0

	<p>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>		
Science Laboratory Equipment (grades 9-12)			

Input Section 9: 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,092	2,886	16,206	78,690
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A		

Input Section 10: 2022-23 Types of Services Funded

Types of Services funded includes Special Education Services including Speech and Language, Occupational Therapy, School Psychologist/Counseling, and Education Specialist.

Input Section 11: 2022-23 California Physical Fitness Test Percentage of Students Participating

This field should be reviewed and updated by the LEA/School.

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should appear in the table 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.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by [clicking here](#). You may send your results to DTS by [clicking here](#).

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	94%	94%	94%	94%

Input Section 12: 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, faculty and staff, include but are not limited to Learning Strategies, Interventions, & Strategies, DEI & ABAR Education, DEIB, Strategies for Struggling Learners, Social-emotional Support, and Montessori Methodology. 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. Faculty are supported through in-class observations, observing best practices in other classrooms, level-faculty, and cross-level collaboration, teacher/director meetings, a thorough self-reflection and goal-setting process, and accountability to follow-through with the Executive Director & Superintendent.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	6

Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE UPDATES FROM YOUR INPUT SECTIONS

River Montessori Charter School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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.

2023-24 School Contact Information

School Name	River Montessori Charter School
Street	3880 Cypress Dr, Ste B
City, State, Zip	Petaluma, CA, 94954
Phone Number	(707) 778-6414
Principal	Kelly Griffith Mannion, M.Ed.
Email Address	admin@rivermontessoricharter.org
School Website	https://www.rivermontessoricharter.org
County-District-School (CDS) Code	49-70847-0119750

2023-24 District Contact Information

District Name	Old Adobe Union School District
Phone Number	(707) 765-4321
Superintendent	Cindy Friberg & Michele Gochberg
Email Address	district@oldadobe.org
District Website	www.oldadobe.org

2023-24 School Description and Mission Statement

River Montessori Charter School is a fully non-profit and independent organization which proudly serves a beautiful and diverse population of approximately 160 children from Transitional Kindergarten - Sixth Grade with a free and public Montessori education. RMCS meets common core standards through implementing Montessori curriculum and pedagogical philosophy. Montessori Education values academic achievement through the development of the individual in specialized and prepared classrooms which meet independence, personal development, and social emotional growth with hands-on learning materials, collaborative interactions among students, and a peaceful environment where each student develops respect for oneself as well as others. Our LEA serves our students through meaningful partnership among students, Montessori teachers, and families with a shared commitment and purpose to the RMCS core values, vision, and mission:

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2023-24 School Description and Mission Statement

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.

Our Core Values are...

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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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	19
Grade 2	26
Grade 3	24
Grade 4	13
Grade 5	16
Grade 6	11
Total Enrollment	137

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.6%
Male	58.4%
Asian	4.4%
Black or African American	2.2%
Filipino	0.7%
Hispanic or Latino	19%
Two or More Races	15.3%
White	58.4%
English Learners	5.1%
Socioeconomically Disadvantaged	20.4%
Students with Disabilities	5.8%

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.

2020-21 Teacher Preparation and Placement

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)	6.90	100.00	86.60	92.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.21	12115.80	4.41
Unknown	0.00	0.00	6.40	6.86	18854.30	6.86
Total Teaching Positions	6.90	100.00	93.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	6.90	100.00	82.50	91.78	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	1.11	11953.10	4.28
Unknown	0.00	0.00	5.40	6.00	15831.90	5.67
Total Teaching Positions	6.90	100.00	89.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other 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>	Yes	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,</p>	Yes	0

	geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts and crafts.		
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>	Yes	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>	Yes	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,</p>	Yes	0

	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.		
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>	Yes	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>	Yes	0

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, designed by a school architect, and implemented by licensed contractors.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	63	72	45	46	47	46
Mathematics (grades 3-8 and 11)	60	44	40	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	64	98.46	1.54	71.88
Female	28	27	96.43	3.57	81.48
Male	37	37	100.00	0.00	64.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	75.00
White	41	40	97.56	2.44	72.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	57.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	64	98.46	1.54	43.75
Female	28	27	96.43	3.57	48.15
Male	37	37	100.00	0.00	40.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	41	40	97.56	2.44	47.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	84.62	56.25	19.15	21.82	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	16	100.00	0.00	56.25
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	94%	94%	94%	94%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Involvement has so many possibilities at River Montessori Charter School! Families are invited to observe and volunteer in classrooms and attend important school events, such as conferences, Board and Foundation meetings, classroom events, and school presentations and trainings. Knowing that every member has something unique and special to contribute to the whole, community participation is key to the implementation of Montessori philosophy and to the success of RMCS. The role of adults and volunteers in Montessori classrooms are to prepare the environment and quietly and subtly support the child in his or her individual interactions within the environment.

Engaging educational partners is essential for the collaboration required to serve scholars well in their growth and learning. Typical participation of volunteers on campus includes convenings, meetings, events, and surveys to ensure everyone feels welcome, seen, heard, and safe to participate and contribute their perspective, feedback, and partnership. Partnership Meetings with students, families, and teaching staff are held formally and informally and support meetings are offered to students and individual families with guides/teachers, student services staff, and administrative leadership for agenda-free Q & A, specific topics, as well as individual student support. In addition, quarterly family gatherings are held for Latinx families to address concerns specific to Spanish-speaking families and the needs of multilingual learners. Student Study Teams may be requested by student, parent, guide/teacher, or Student Services. Additional meetings were offered by Special Education specialists for families with students with disabilities to ensure collaboration, support, and success for the student.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	148	141	55	39.0
Female	62	60	24	40.0
Male	86	81	31	38.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	4	2	50.0
Black or African American	3	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	29	26	15	57.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	4	16.7
White	87	84	31	36.9
English Learners	9	9	4	44.4
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	37	34	22	64.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	12	3	25.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.08	0.00	0.14	1.55	1.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
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

2023-24 School Safety Plan

RMCS' Comprehensive School Safety Plan (CSSP) is annually reviewed, updated, and adopted by March 1 of each year and forwarded to Old Adobe Union School District. Students, faculty, families, and staff review the required components and drive decisions with individual and collective concerns in surveys and meetings. Faculty spends time specifically at the launch of every school year with the Petaluma Police Department training, discussing concerns and strategies, and establishing a thorough understanding of community needs and support, benefiting from a partnership with the PPD.

Key elements of the RMCS Comprehensive Safety Plan include annual assessment, partnerships with emergency personnel/departments, child abuse, disaster procedures, discrimination and harassment policies and procedures, bullying, suspension and expulsion policies and procedures, mental health partnerships and community support, and an emergency management plan.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	0	0
1	9	3	0	0
2	7	3	0	0
3	10	3	0	0
4	8	2	0	0
5	6	2	0	0
6	7	2	0	0
Other	0	0	0	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	4	0	0
1	9	3	0	0
2	7	3	0	0
3	5	3	0	0
4	10	2	0	0
5	8	2	0	0
6	4	2	0	0
Other	0	0	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	4	0	0
1	6	3	0	0
2	9	3	0	0
3	8	3	0	0
4	7	2	0	0
5	8	2	0	0
6	6	2	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,092	2,886	16,206	78,690
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Types of Services funded includes Special Education Services including Speech and Language, Occupational Therapy, School Psychologist/Counseling, and Education Specialist.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	31.86%	29.34%
Percent of Budget for Administrative Salaries	6.29%	5.99%

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, faculty and staff, include but are not limited to Learning Strategies, Interventions, & Strategies, DEI & ABAR Education, DEIB, Strategies for Struggling Learners, Social-emotional Support, and Montessori Methodology. 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. Faculty are supported through in-class observations, observing best practices in other classrooms, level-faculty, and cross-level collaboration, teacher/director

Professional Development

meetings, a thorough self-reflection and goal-setting process, and accountability to follow-through with the Executive Director & Superintendent.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	6