

Urban Montessori 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.



Krishna Feeney, Head of School

Principal, Urban Montessori Charter

About Our School

Urban Montessori is a tuition-free TK-8 public charter school located in Oakland. Our school is based on the teachings of Maria Montessori, in combination with Design Thinking, and Arts Integration, and authorized by the Alameda County Board of Education. As the only public Montessori school in Oakland, we are committed to providing a high fidelity Montessori education for our students. Our methods include understanding student development, how it changes as a student grows, and preparing a school and classroom environment to match each stage of development, allowing students to reach their full potential. We believe that in the right prepared environment, that meets individual student needs and provides adults chances for collaboration and support, ALL students and adults that work with them can thrive.

Our staff meet regularly to collaborate on best practices and to fine tune their Montessori pedagogy. This year we have begun to implement Lesson Studies and Child Studies, to give grade levels structure around sharing best practices and standardizing the Montessori curriculum across classrooms. Child study allows teachers to collaborate around the best ways to support students, reducing the number of students that get referred unnecessarily to special education. Child study allows for a wide range of needs to be met in the classroom, using student data and creative solutions to drive the process.

Beyond the Montessori curriculum, we offer additional music, physical education, and design thinking programming to students at all grade levels. We also have our own in house after school programming, Urban Montessori After Care, where we provide additional exploration of concepts and activities for working families until 6pm.

UMCS has many opportunities for parents to get involved not only in the classroom, but through various informational nights, supporting the school in different fundraising ventures, and to gather to discuss larger organizational decisions that need to be made. In this way, we build a strong community of families that along with staff can best support the learning and growth of all of our students.

We hope that through this School Accountability Report Card, our community can learn more about our school and how we best serve all of our students. If you have any questions, please feel free to reach out through our webpage: www.urbanmontessori.org. We are always happy to address any questions and to clarify any of the details contained in this report.

Contact

Urban Montessori Charter
5328 Brann St.

Oakland, CA 94619-3312

Phone: 510-842-1181

E-mail: info@urbanmontessori.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L Karen Monroe
E-mail Address	lmonroe@acoe.org
Web Site	http://www.acoe.org

School Contact Information (School Year 2018—19)	
School Name	Urban Montessori Charter
Street	5328 Brann St.
City, State, Zip	Oakland, Ca, 94619-3312
Phone Number	510-842-1181
Principal	Krishna Feeney, Head of School
E-mail Address	info@urbanmontessori.org
Web Site	www.urbanmontessori.org
County-District-School (CDS) Code	01100170125567

Last updated: 1/17/2019

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

Urban Montessori is a tuition-free TK-8 public charter school located in Oakland. Our school is based on the teachings of Maria Montessori, in combination with Design Thinking, and Arts Integration, and authorized by the Alameda County Board of Education.

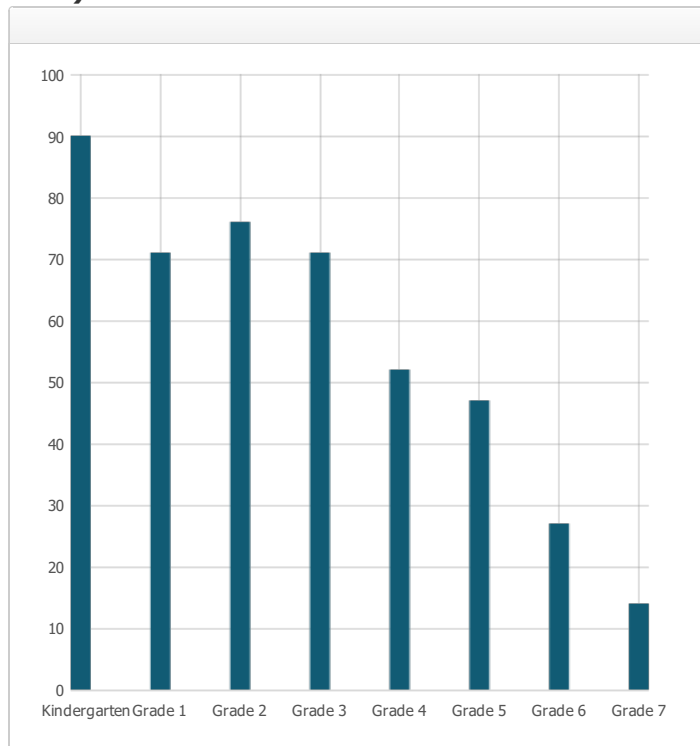
Our mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

We serve a socio-economically, racially and culturally diverse community of children because we believe that all children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives. We are actively creating a truly inclusive school community reflective of the racial and socioeconomic diversity of Oakland. We recognize that maintaining a respectful community where all students achieve, differences are valued, voices are heard, and power is shared requires constant dialogue and hard work; that we must create the safe spaces to openly check each others' biases and assumptions, and talk openly about power and privilege, in order to model the society and community we wish our children to become part of. We hope that families choosing to apply to Urban Montessori will share our dedication to these values and goals.

Last updated: 1/20/2019

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	71
Grade 2	76
Grade 3	71
Grade 4	52
Grade 5	47
Grade 6	27
Grade 7	14
Total Enrollment	448



Last updated: 1/22/2019

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

Student Group	Percent of Total Enrollment
Black or African American	19.4 %
American Indian or Alaska Native	0.7 %
Asian	5.6 %
Filipino	0.9 %
Hispanic or Latino	26.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	30.4 %
Two or More Races	16.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.0 %
English Learners	17.2 %
Students with Disabilities	9.2 %
Foster Youth	0.2 %

A. Conditions of Learning

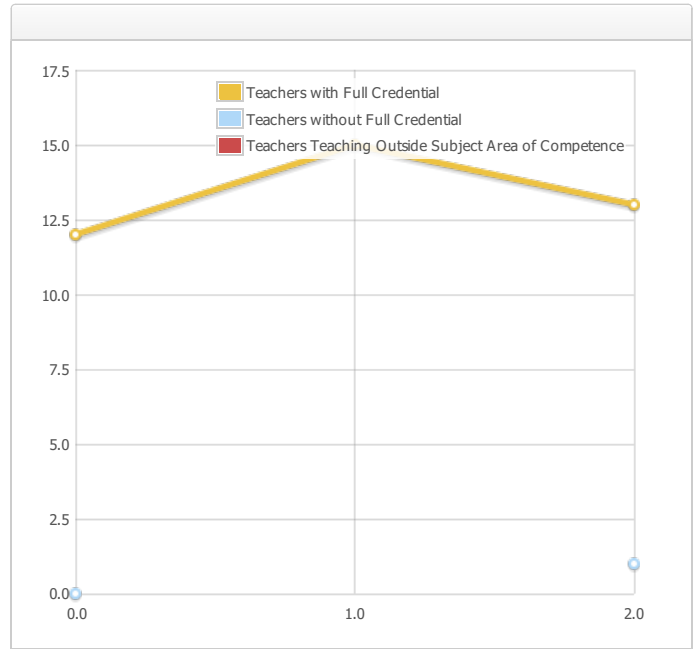
State Priority: Basic

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

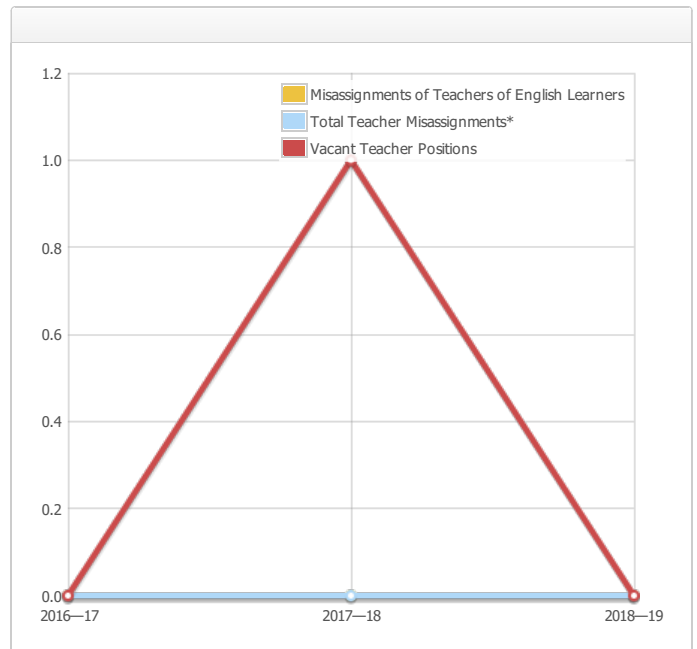
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	15	13	13
Without Full Credential	0		1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/24/2019

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	1	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: 1/24/2019

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

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We utilize Montessori materials for our curriculum and programming. Materials have been mapped against state standards and for the most part exceed standards. In areas where Montessori curriculum does not cover state standards thoroughly, we supplement curriculum with teacher made materials. Materials are inventoried each spring and then orders for replacement materials are placed over the summer for the following year. We have adopted Lucy Caulkins Units of Study to provide instruction in the Reading and Writing Workshop model. The manuals are the latest adopted version. We use Handwriting Without Tears for handwriting instruction. Each child has their own workbook that is ordered every summer.	Yes	0.0 %
Mathematics	We utilize Montessori materials for our curriculum and programming. Materials have been mapped against state standards and for the most part exceed standards. In areas where Montessori curriculum does not cover state standards thoroughly, we supplement curriculum with teacher made materials. Materials are inventoried each spring and then orders for replacement materials are placed over the summer for the following year.	Yes	0.0 %
Science	We utilize Montessori materials for our curriculum and programming. Materials have been mapped against state standards and for the most part exceed standards. In areas where Montessori curriculum does not cover state standards thoroughly, we supplement curriculum with teacher made materials. Materials are inventoried each spring and then orders for replacement materials are placed over the summer for the following year. We augment science curriculum with teacher-made materials that represent current research and technology.	Yes	0.0 %
History-Social Science	We utilize Montessori materials for our curriculum and programming. Materials have been mapped against state standards and for the most part exceed standards. In areas where Montessori curriculum does not cover state standards thoroughly, we supplement curriculum with teacher made materials. Materials are inventoried each spring and then orders for replacement materials are placed over the summer for the following year. We augment our history, geography, and social science curriculum with teacher-made materials.	Yes	0.0 %
Foreign Language			0.0 %
Health	Our Health and Wellness curriculum is adopted from ck12 and Advocates for Youth: Rights, Respect, Responsibility 3C's Curriculum.	Yes	0.0 %
Visual and Performing Arts			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: 1/21/2019

School Facility Conditions and Planned Improvements

Urban Montessori currently operates 5328 Brann Street (the Sherman Campus). 2018-19 is the final year of a 3-year agreement with Oakland Unified School District for this site which serves grades TK through 3. We have applied for facility space through the Proposition 39 process for the 2019-20 school year.

This campus has 10 classrooms; a library used for assessment, afterschool program, and music classes; a multi-use space for lunch and assemblies; and office space. The facility also includes a playground area and garden space, but no on-site parking for staff or visitors. Street parking is used by all.

We have undergone energy efficiency upgrades to the lights, water heater and roof through a Proposition 39 efficiency grant.

In 2018, Urban Montessori entered into a two-year lease with St. Jarlath Parish to occupy the school building located at 2634 Pleasant Street. We operate grades 4 through 8 at this site and are the sole occupants.

Last updated: 1/21/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/21/2019

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)	53.0%	50.0%	34.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	36.0%	27.0%	35.0%	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: 1/22/2019

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	201	199	99.00%	49.75%
Male	105	105	100.00%	38.10%
Female	96	94	97.92%	62.77%
Black or African American	46	46	100.00%	23.91%
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	66.67%
Filipino	--	--	--	
Hispanic or Latino	47	46	97.87%	34.78%
Native Hawaiian or Pacific Islander				
White	61	60	98.36%	65.00%
Two or More Races	32	32	100.00%	71.88%
Socioeconomically Disadvantaged	50	50	100.00%	28.00%
English Learners	41	41	100.00%	34.15%
Students with Disabilities	29	29	100.00%	6.90%
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: 1/21/2019

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	201	197	98.01%	35.53%
Male	105	104	99.05%	34.62%
Female	96	93	96.88%	36.56%
Black or African American	46	46	100.00%	--
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	50.00%
Filipino	--	--	--	
Hispanic or Latino	47	46	97.87%	21.74%
Native Hawaiian or Pacific Islander				
White	61	58	95.08%	51.72%
Two or More Races	32	32	100.00%	56.25%
Socioeconomically Disadvantaged	50	50	100.00%	12.00%
English Learners	41	41	100.00%	19.51%
Students with Disabilities	29	28	96.55%	14.29%
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: 1/21/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 1/21/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/22/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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
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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: 1/24/2019

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)

FAC

The Family Advisory Council works to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture. The Family Advisory Council leads three types of meetings (1) General Council Meetings, (2) Community Input Meetings, and (3) Classroom Meetings. All school community members are welcome to all meetings. FAC representatives provide information, feedback and make recommendations to the School Administration and the FAC Board representatives, who will be charged with sharing FAC recommendations with the UMCS Board of Directors as appropriate. The FAC will select two of its members to be representatives on the UMCS Board of Directors.

Volunteer Opportunities

We regularly recruit volunteers to support our school lunch program, Reading Buddies, Fundraising Committee, Friday Montessori Coffee Mixers, Garden Team and drivers for field trips. We send out volunteer forms that allow the community to communicate where they can offer their services.

UMCS has also migrated this information into the parent portal in our student information system which allows parents to access volunteer opportunities and submit their responses much more efficiently.

Community Engagement

We regularly host community engagement events to give families opportunities to learn about different aspects of our educational programming and to give their input on larger school decisions. Event topics include Montessori pedagogy and curriculum, socio-emotional learning, testing, and parenting workshops while community input meetings can center around facilities decisions, school budget, or major staffing changes.

State Priority: Pupil Engagement

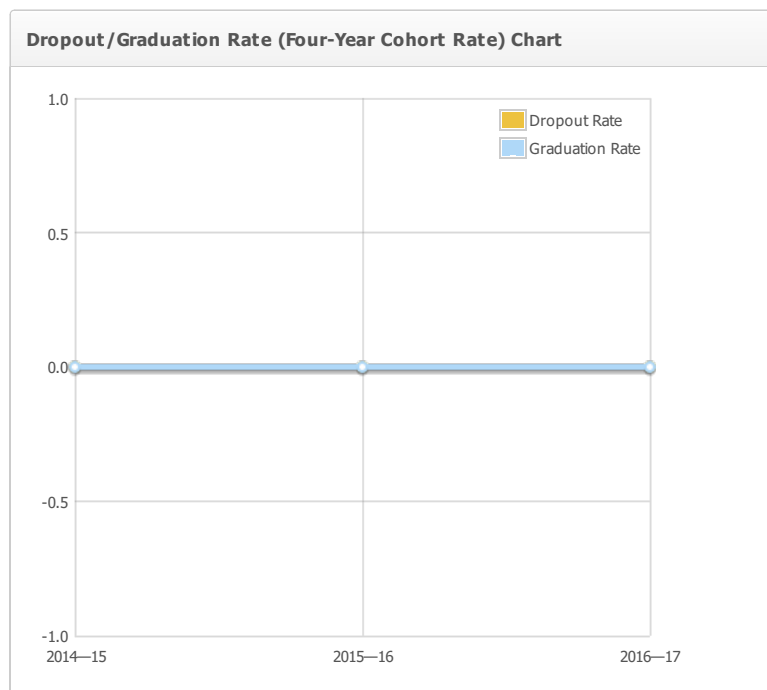
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	0.0%	0.0%	51.9%	47.4%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	28.5%	34.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.3%	9.1%
Graduation Rate	0.0%	46.4%	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: 1/21/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

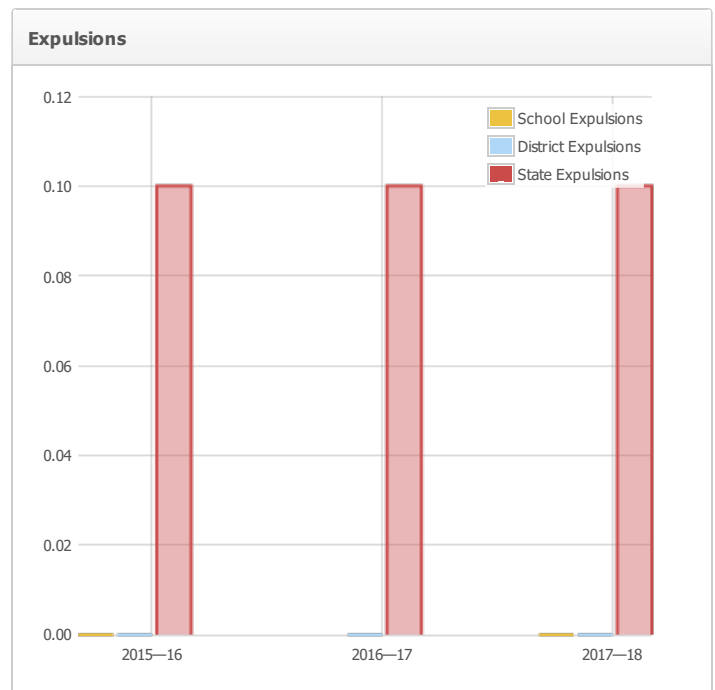
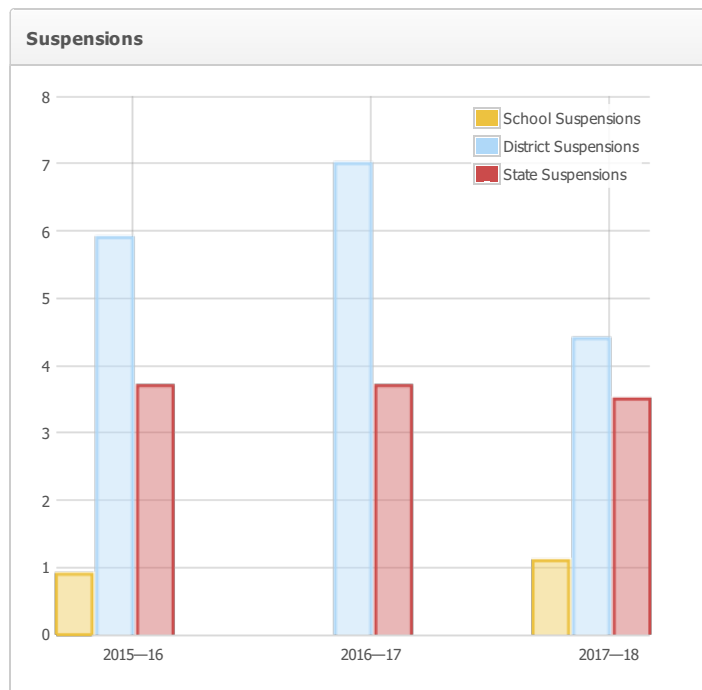
State Priority: School Climate

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	0.9%	--	1.1%	5.9%	7.0%	4.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/21/2019

School Safety Plan (School Year 2018—19)

Our School trains and prepares students and staff on the appropriate and safe procedures to follow in the event of an emergency through staff in-service training and student drills. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the emergency plan to be basic, flexible, and subject to modification as the need arises. Modifications will be at the discretion of the Head of School and the local civil authority. The plan is reviewed annually.

Highlights of the plan include and are not limited to Incident command structure, response in an emergency situation, triage and medical care and building security.

Last updated: 1/22/2019

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.

All of our classrooms are multigrade. Classes are TK-K, grades 1-3, 4-6, and 7-8.

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	30.0		2	
1				
2				
3	32.0		5	1
4				
5	22.0	1	2	
6				
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	30.0		2	
1				
2				
3	33.0			6
4				
5				
6	29.0		3	1
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		3	
1				
2				
3	31.0		2	5
4				
5				
6	30.0		2	1
Other**	26.0		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.

Last updated: 1/24/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Last updated: 1/22/2019

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)	0.6	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	1.0	N/A
Resource Specialist (non-teaching)	0.8	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: 1/22/2019

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	\$10431.0	\$1573.0	\$8858.0	\$50229.0
District	N/A	N/A	\$8858.0	\$50229.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	26.0%	--

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

Last updated: 1/22/2019

Types of Services Funded (Fiscal Year 2017–18)

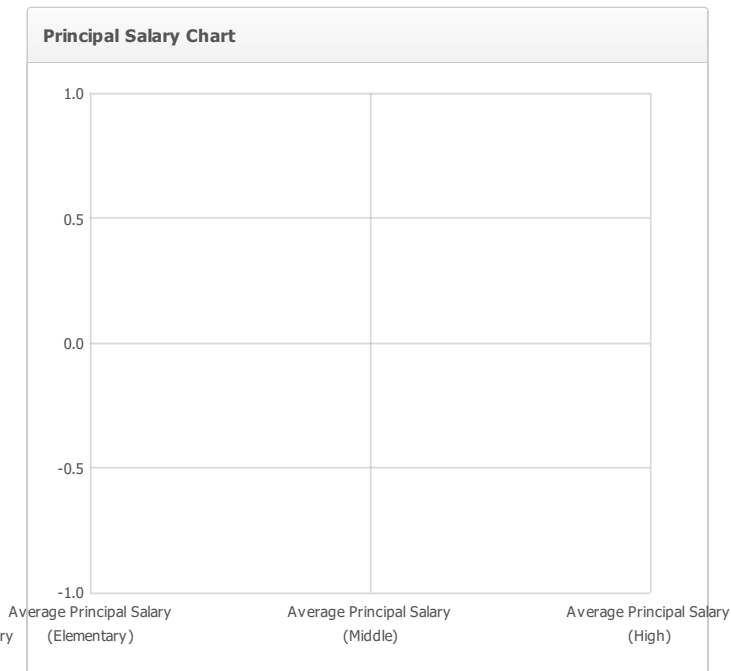
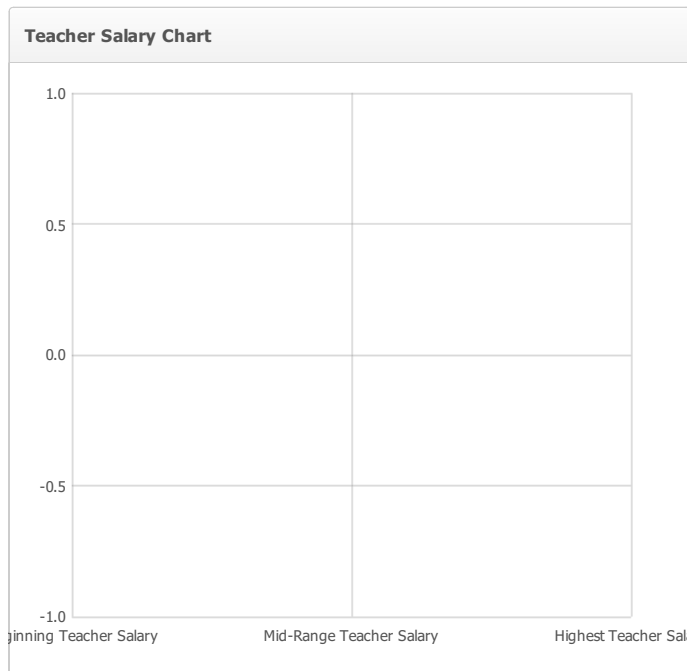
UMCS provides a school-wide reading intervention program including interventions for English learners. We also engage a multidisciplinary process for identifying and addressing students’ emotional, social and academic needs through our CARE process.

Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	34.0%	--
Percent of Budget for Administrative Salaries	9.0%	--

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



Last updated: 1/24/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2019

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development workshop days include:

An intensive two-week Summer Institute to review data, map standards, build curriculum units, build interventions plans for struggling children, develop design challenges. Weekly two-hour professional development sessions. Weekly teacher collaboration time. Designated times throughout the term where staff meets with the Director of Instruction around their classroom observations, individual professional growth, observe other classrooms, attend professional development opportunities, and review student growth data.

Other designated whole-group professional development days scheduled throughout the year based on school goals. Additional individualized professional development plans developed collaboratively between staff and Director of Instruction. Professional development needs will be assessed through analysis of student assessment data, annual staff surveys, evaluations and observations, and in alignment with the multi-year strategic plan on the implementation of the educational program. Because the staff consists of lead Montessori teachers as well as other specialists who support Montessori instruction in the morning and lead instruction in design, arts, and/or ELD in the afternoon, professional development will be partially differentiated by role and partially whole-school. All teachers will come together around the following core program elements:

- Cycles of Inquiry
- English Language Development
- Response to Intervention
- School Wide Culture

Professional development is highly-differentiated to ensure teachers are receiving the support they need to move their practice.

In accordance with Education Code Section 44259.1, which requires that school district teachers in the State of California earn their Professional Clear Credential through on the job mentoring and training, teachers will participate in a California Commission on Teacher Credentialing ("CCTC") approved Induction Program to earn their Clear Credential. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession ("CSTP") framework. The School will also continue to pursue strategic partnerships with outside organizations like the Design School at Stanford University, Alameda County Office of Education, and others to share best practices around teacher development and leverage specialists in arts integration, performance assessments, Montessori practices, teaching diverse populations, and design thinking.

Last updated: 1/24/2019