



[SARC Home](#) » Urban Montessori Charter

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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/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).

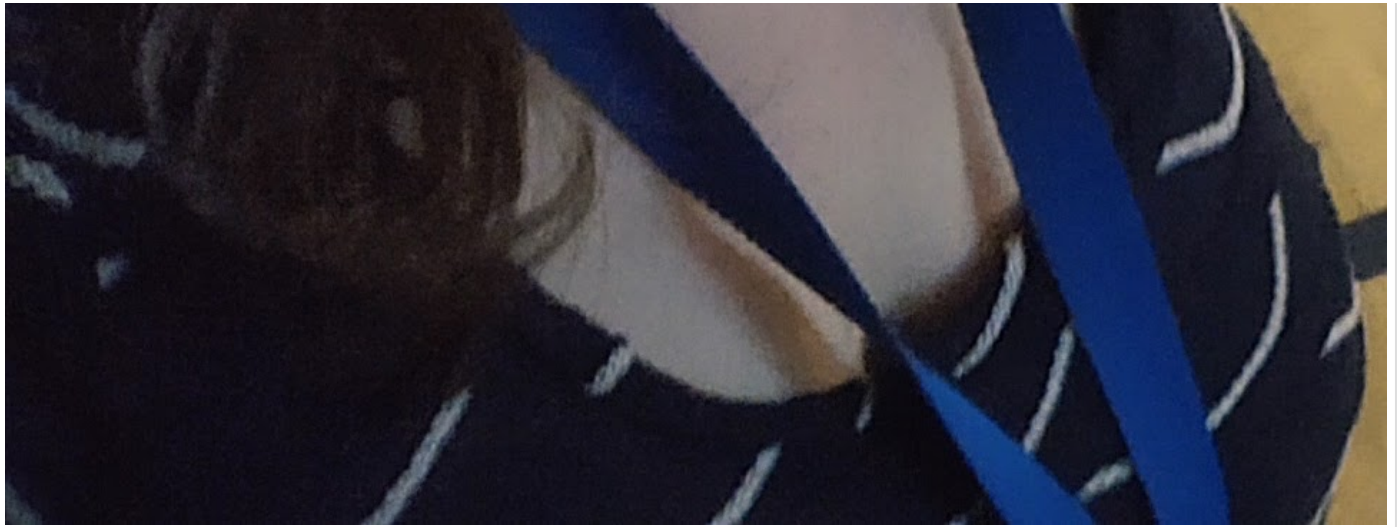
### California School Dashboard

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.

### **Krishna Feeney, Head of School/Superintendent**

- 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, 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 meets 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 also have an after school program where students are provided with additional support with concepts and activities until 6pm for families that need aftercare.

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](http://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  
4551 Steele St.  
Oakland, CA 94619-3312

Phone: 510-842-1184

Email: [info@urbanmontessori.org](mailto:info@urbanmontessori.org)

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Alameda County Office of Education
<b>Phone Number</b>	(510) 887-0152
<b>Superintendent</b>	L Karen Monroe
<b>Email Address</b>	<a href="mailto:lkmonroe@acoe.org">lkmonroe@acoe.org</a>
<b>Website</b>	<a href="http://www.acoe.org">http://www.acoe.org</a>
School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Urban Montessori Charter
<b>Street</b>	4551 Steele St.
<b>City, State, Zip</b>	Oakland, Ca, 94619-3312
<b>Phone Number</b>	510-842-1184
<b>Principal</b>	Krishna Feeney, Head of School/Superintendent
<b>Email Address</b>	<a href="mailto:info@urbanmontessori.org">info@urbanmontessori.org</a>
<b>Website</b>	<a href="http://www.urbanmontessori.org">www.urbanmontessori.org</a>
<b>County-District-School (CDS) Code</b>	01100170125567

Last updated: 1/13/2021

## School Description and Mission Statement (School Year 2020–2021)

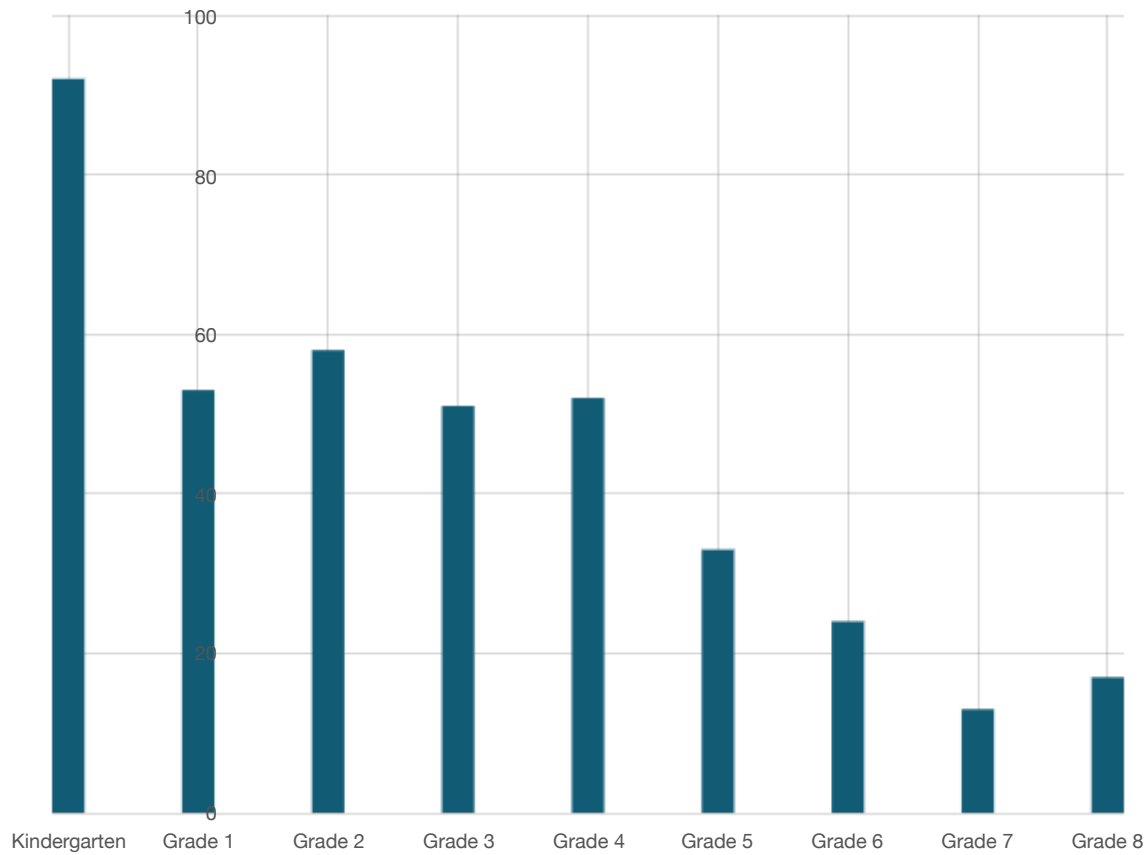
Urban Montessori is a tuition-free TK-8 public charter school located in Oakland. Our school is based on the teachings of Maria Montessori and authorized by the Alameda County Board of Education. Our mission is to develop self-directed and engaged learners who are academically, socially and emotionally 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 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: 1/13/2021

## Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	92	53	58	51	52	33	24	13	17	



Last updated: 1/13/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L	
Percent of Total Enrollment	20.40 %	0.30 %	6.10 %	1.00 %	27.20 %	
Student Group (Other)	Socioeconomically Disadvantaged		English Learners	Students with Disabilities		Foster Youth
Percent of Total Enrollment	34.60 %		18.10 %	8.10 %		%

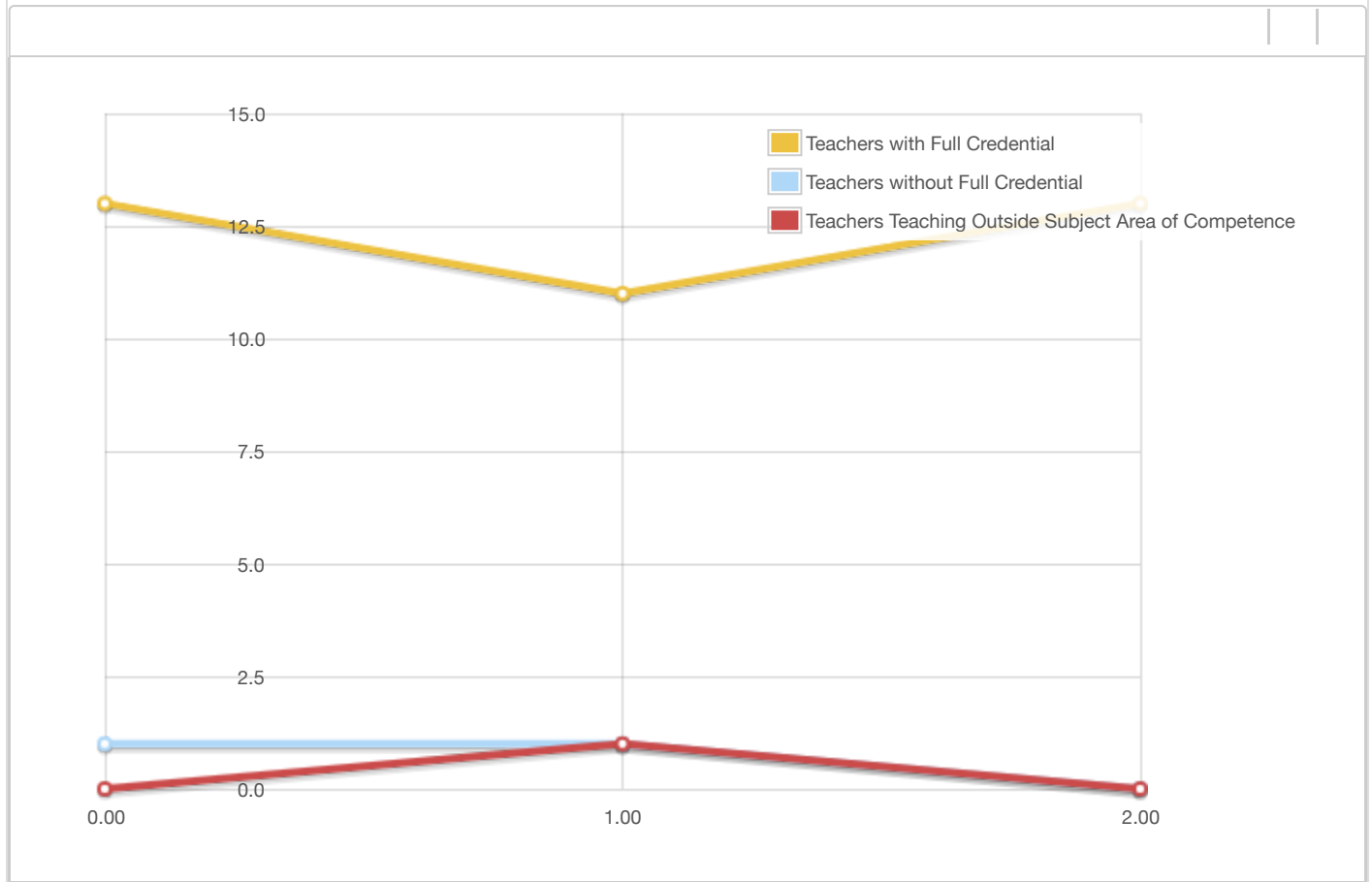
**State Priority: Basic**

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	13	11	13	13
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

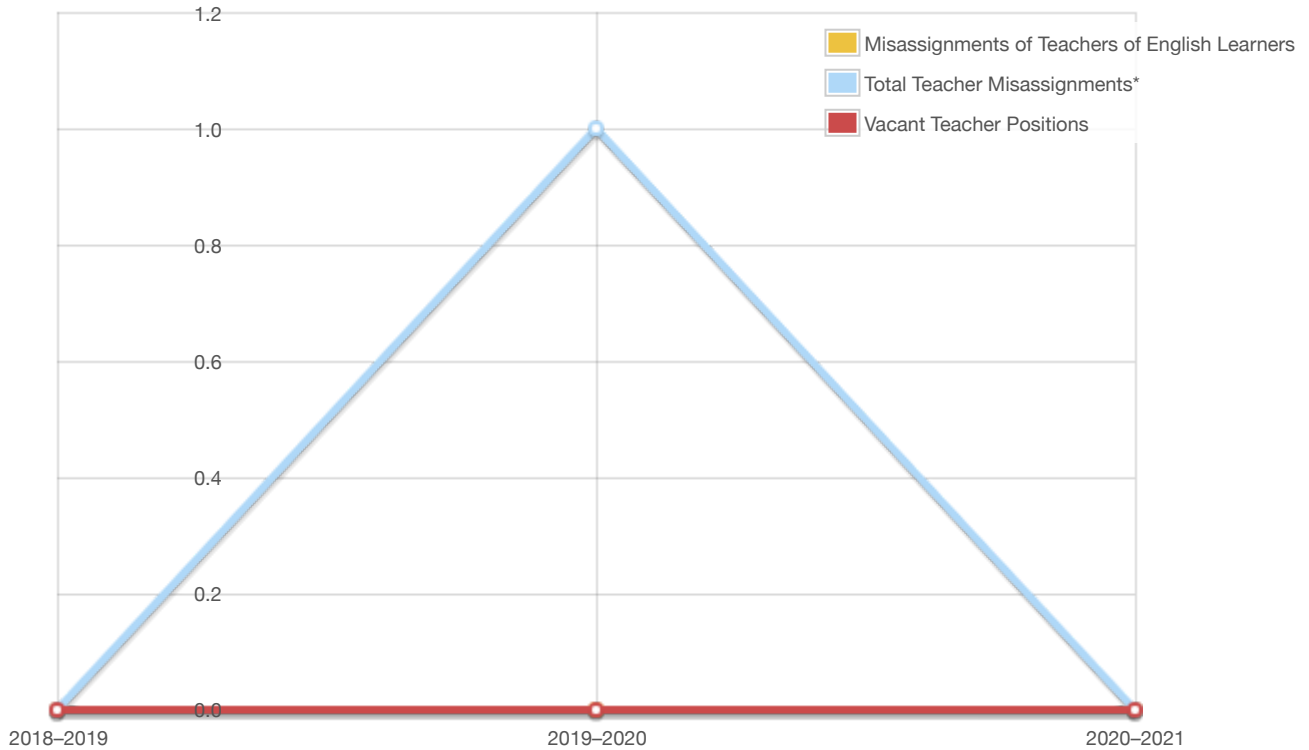


Last updated: 1/14/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0





Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: March 2020

Subject	Textbooks and Other 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 the Montessori curriculum does not cover state standards thoroughly, we supplement the 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. Teachers use Lucy Caulkins Units of Study to supplement some of the reading and writing curriculum. Students that need support with handwriting also have access to Handwriting Without Tears for supplemental work.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 the 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	0.00 %
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	0.00 %
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	0.00 %
Foreign Language	NA		0.00 %
Health	Our Health and Wellness curriculum is adopted from ck12 and Advocates for Youth: Rights, Respect, Responsibility 3C's Curriculum.	Yes	0.00 %
Visual and Performing Arts	We utilize Montessori materials for our curriculum and programming. Montessori materials and curriculum includes art, music, and other visual and performing arts as a way to not only creatively express one self, but also to augment and enhance all other subject areas.	Yes	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: 1/13/2021

### School Facility Conditions and Planned Improvements

Urban Montessori currently operates 4551 Steele Street (the Tilden Campus). 2021-22 is the final year of a 1-year agreement with Oakland Unified School District for this site which serves grades TK through 8. We are in negotiations for a long-term lease on this facility and are working with our landlords on the upkeep of the space including fixing heating and HVAC in several auxiliary spaces (non-classroom spaces).

*Last updated: 1/13/2021*

### School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC repair needed in 5 auxiliary spaces.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	New Tanbark to be added to play structure base.

### Overall Facility Rate

Year and month of the most recent FIT report: August 2020

Overall Rating	Good
----------------	------

## 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	47%	N/A	47%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	37%	N/A	37%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

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

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)	49	N/A	28	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*



**Career Technical Education (CTE) Programs (School Year 2019–2020)**

NA

*Last updated: 1/13/2021*

**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 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/13/2021*

**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 2020–2021)**

In the context of the global pandemic, we have made all engagement available through Zoom or other online meeting platforms.

**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 communication platform Konstella to our student information system which allows parents to access volunteer opportunities and submit 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.

*Last updated: 1/13/2021*

## **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

## **State Priority: School Climate**

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

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

**Suspensions and Expulsions**

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

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	1.10%	0.00%
<b>School 2018–2019</b>	1.30%	0.00%
<b>District 2017–2018</b>	4.40%	0.00%
<b>District 2018–2019</b>	4.10%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State  
2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)  
2019–2020

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.01%	0.00%
<b>District 2019–2020</b>	0.01%	0.00%
	--	--

**State  
2019–2020**

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

*Last updated: 1/13/2021*

**School Safety Plan (School Year 2020–2021)**

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. Most recently in 02/2020.

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

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

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

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	30.00			31.00			30.00	26.00
<b>Number of Classes * 1-20</b>	3			2			2	1
<b>Number of Classes * 21-32</b>				5			1	

**Number of Classes \* 33+** \* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	31.00			32.00			27.00	27.00
<b>Number of Classes * 1-20</b>	3			3			3	1
<b>Number of Classes * 21-32</b>				4				

**Number of Classes \* 33+** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

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

K	1	2	3	4	5	6	Other**
31.00							30.00
3							7

**Grade Level**

**Average Class Size**

**Number of Classes \***

1-20

**Number of Classes \***

21-32

**Number of Classes \***

33+

\* 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: 1/13/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	1.0

\*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: 1/13/2021*

**Student Support Services Staff (School Year 2019–2020)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.50
Other	

\*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: 1/13/2021

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$14140.00	\$3979.00	\$10161.00	\$69938.00
District	N/A	N/A	\$10534.00	\$50850.00
Percent Difference – School Site and District	N/A	N/A	4.00%	37.00%
State	N/A	N/A	\$7750.12	\$83059.00
Percent Difference – School Site and State	N/A	N/A	31.00%	18.00%

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

Last updated: 1/14/2021

**Types of Services Funded (Fiscal Year 2019–2020)**

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 COST process.

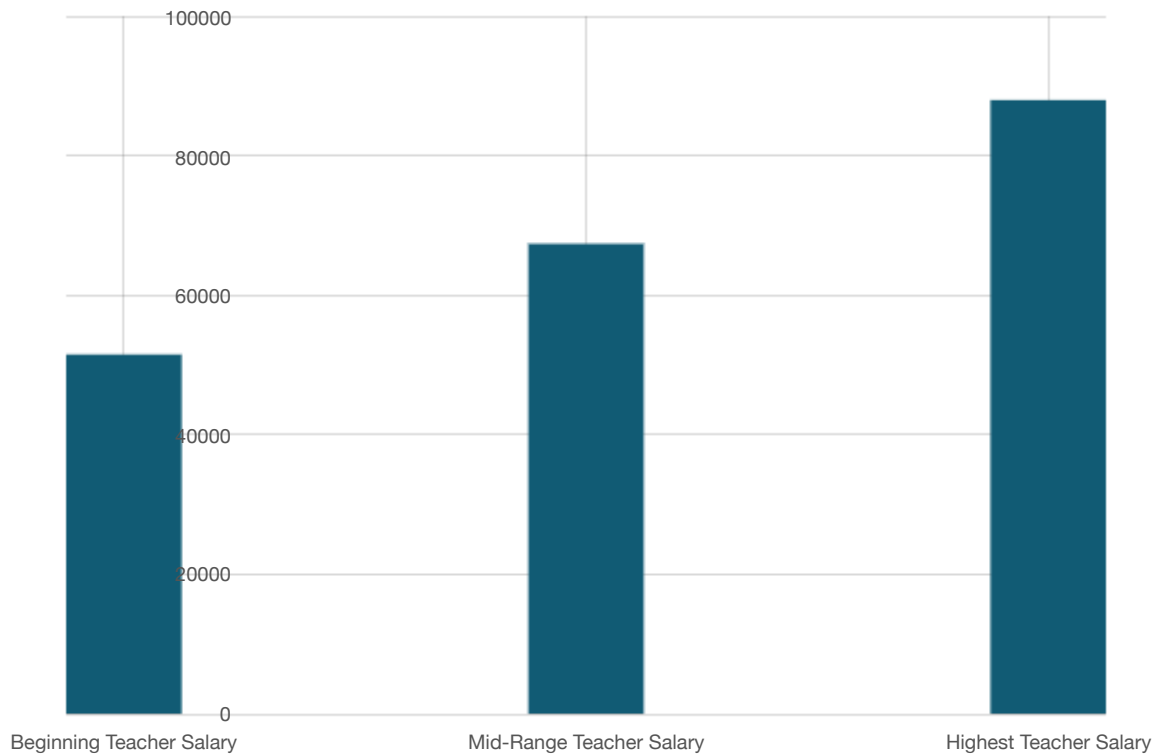
Last updated: 1/13/2021

### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

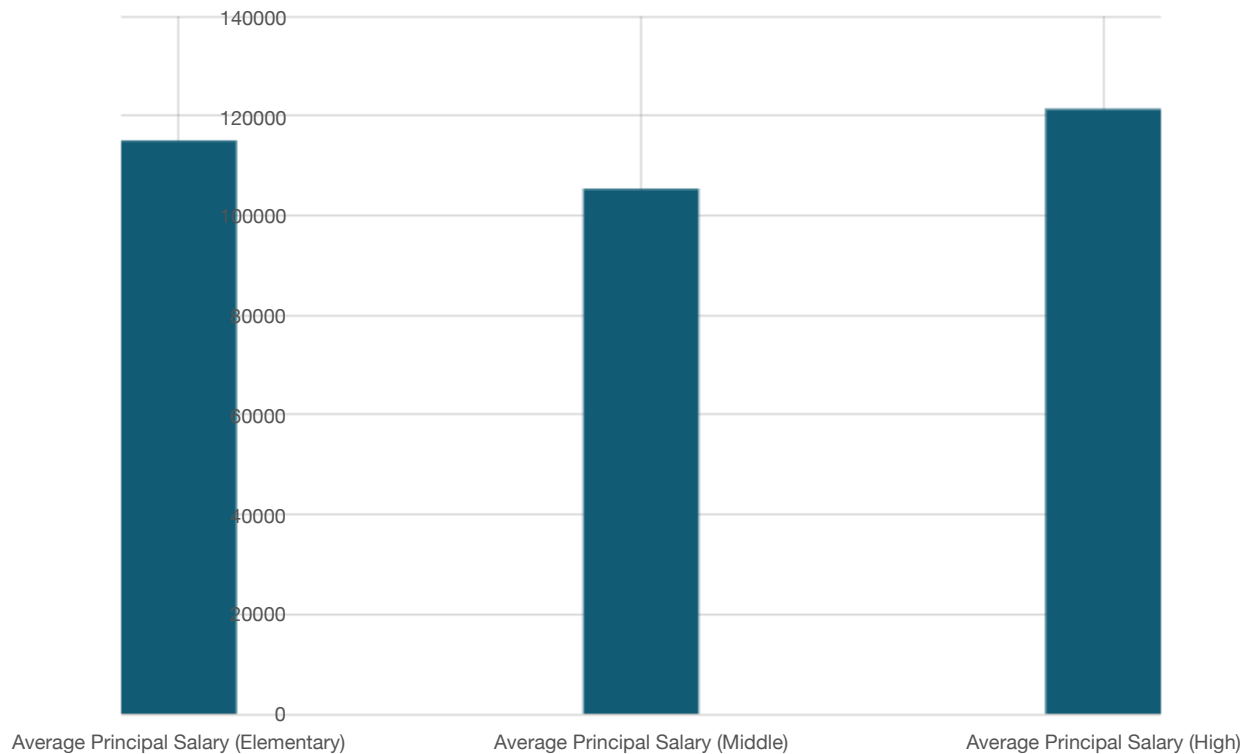
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,500	\$50,029
Mid-Range Teacher Salary	\$67,368	\$77,680
Highest Teacher Salary	\$87,959	\$102,143
Average Principal Salary (Elementary)	\$115,000	\$128,526
Average Principal Salary (Middle)	\$105,316	\$129,394
Average Principal Salary (High)	\$121,341	\$122,053
Superintendent Salary	\$400,000	\$193,925
Percent of Budget for Teacher Salaries	5.02%	34.11%
Percent of Budget for Administrative Salaries	32.81%	5.73%

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

**Teacher Salary Chart**



### Principal Salary Chart



Last updated: 1/14/2021

### Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	13	15

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814