

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

<b>Address:</b>	4551 Steele St. Oakland, CA , 94619-3312	<b>Principal:</b>	Krishna Feeney, Head of School/Superintendent
<b>Phone:</b>	(510) 842-1184	<b>Grade Span:</b>	K-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

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

## About This School

### 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 6 pm 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](tel:(510)842-1184)  
Email: [info@urbanmontessori.org](mailto:info@urbanmontessori.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Alameda County Office of Education
<b>Phone Number</b>	(510) 887-0152
<b>Superintendent</b>	Monroe, L.K.
<b>Email Address</b>	<a href="mailto:lkmonroe@acoe.org">lkmonroe@acoe.org</a>
<b>Website</b>	<a href="http://www.acoe.org">www.acoe.org</a>

### School Contact Information (School Year 2021—2022)

<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">http://www.urbanmontessori.org</a>
<b>County-District-School (CDS) Code</b>	01100170125567

*Last updated: 2/15/22*

**School Description and Mission Statement (School Year 2021—2022)**

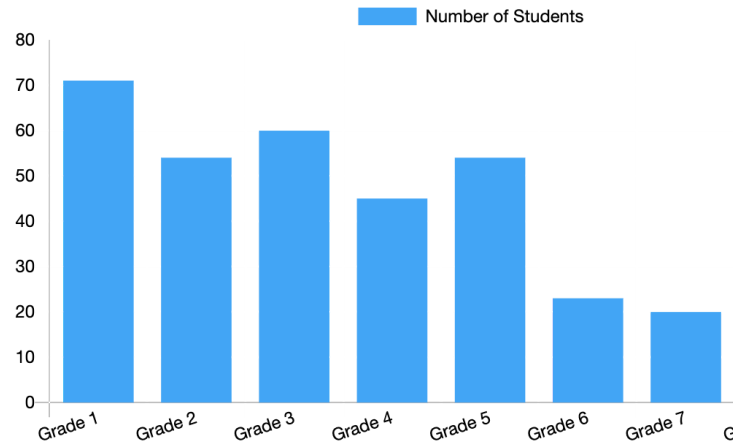
Urban Montessori is a tuition-free TK-8 public charter school located in Oakland. Our school is based on the teachings of Maria Montessori and authorized by the Alameda County Board of Education. Our mission is to develop self-directed and engaged learners who are academically, socially, and emotionally 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: 2/3/22*

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

Grade Level	Number of Students
Grade 1	71
Grade 2	54
Grade 3	60
Grade 4	45
Grade 5	54
Grade 6	23
Grade 7	20
Grade 8	8
Kindergarten	60
Total Enrollment	395



Last updated: 2/3/22

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

Student Group	Percent of Total Enrollment
Female	46.10%
Male	53.70%
Non-Binary	0.30%
American Indian or Alaska Native	0.50%
Asian	6.60%
Black or African American	20.50%
Filipino	0.80%
Hispanic or Latino	29.90%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	14.20%
White	27.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.90%
Foster Youth	0.00%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	28.60%
Students with Disabilities	11.60%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020—2021)

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

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

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

*Last updated:*

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

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

*Last updated:*

### Class Assignments (School Year 2020—2021)

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

*Last updated:*

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

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

Year and month in which the data were collected: June 2021

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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%
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%
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 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. We augment science curriculum with teacher-made materials that represent current research and technology.	Yes	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 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. We augment our history, geography, and social science curriculum with teacher-made materials.	Yes	0%
Foreign Language	NA	Yes	0%
Health	Our Health and Wellness curriculum is adopted from ck12 and Advocates for Youth: Rights, Respect, Responsibility 3C's Curriculum	Yes	0%
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 ex	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/3/22



### School Facility Conditions and Planned Improvements

Urban Montessori currently operates 4551 Steele St. Our lease with Oakland Unified School District for this site which serves grades TK through 8 foes through June 2024. We are in ongoing long-term lease negotiations as well..

This campus has 16 classrooms; a library used for assessment, afterschool program, and pull-out instruction; 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.

*Last updated: 2/3/22*

### School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: July 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Upgrades to heating in some spaces, older plumbing issues that are minor.
<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	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: July 2021

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

*Last updated: 2/3/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

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

##### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

*Last updated: 1/26/22*

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

<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	198	NT	NT	NT	NT
Female	86	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	45	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	64	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	NT	NT	NT	NT
White	48	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/26/22*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	NT	NT	NT	NT
Female	86	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	45	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	64	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	NT	NT	NT	NT
White	48	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): NWEA MAP

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	305	299	98.03	1.97	60.98
Female	138	137	99.28	0.72	70.29
Male	166	161	96.99	3.01	53.01
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	24	24	100	0	75
Black or African American	71	70	98.59	1.41	46.48
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	90	87	96.67	3.33	42.22
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	38	38	100	0	71.05
White	82	80	97.56	2.44	85.37
English Learners	58	56	94.44	5.56	31.03
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47	45	95.74	4.26	38.30
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	36	34	94.44	5.56	19.44

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

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

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/15/22

## Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NWEA MAP

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	305	299	98.03	1.97	46.23
Female	138	137	99.28	0.72	49.28
Male	166	161	96.99	3.01	43.37
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	24	24	100	0	66.67
Black or African American	71	70	98.59	1.41	33.80
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	90	87	96.67	3.33	28.89
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	38	38	100	0	52.63
White	82	80	97.56	2.44	67.07
English Learners	58	56	96.55	3.45	18.97
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47	45	95.74	4.26	23.40
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	36	34	94.44	5.56	5.56

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

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

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/15/22

**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 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	0.00	N/A	28.72

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

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

*Last updated: 1/26/22*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Female	26	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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

Last updated: 1/26/22



**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null

*Last updated: 2/3/22***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 2/3/22***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/26/22*

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

#### California Physical Fitness Test Results (School Year 2020–2021)

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

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

*Last updated: 1/26/22*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

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.

## State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	35.20%	31.00%	31.90%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	51.90%	53.60%	55.40%	84.50%	84.20%	83.60%

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

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

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	412	394	62	15.7
Female	189	180	23	12.8
Male	221	212	39	18.4
American Indian or Alaska Native	2	2	2	18.4
Asian	26	26	3	11.5
Black or African American	86	80	16	20.0
Filipino	4	3	0	0.0
Hispanic or Latino	124	119	22	18.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	57	57	9	15.8
White	111	105	9	8.6
English Learners	67	67	14	20.9
Foster Youth	1	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	130	124	33	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	48	8	16.7

*Last updated:*

## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.32%	0.00%	4.15%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

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

### Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.24%	1.41%	2.45%
Expulsions	0.00%	0.00%	0.05%

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

*Last updated: 2/3/22*

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

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

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

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 01/2022.

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

*Last updated: 2/3/22*



## D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	31.00		3	
1				
2				
3	32.00		3	4
4				
5				
6	27.00		3	
Other**	27.00		1	0

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	31.00		3	
1				
2				
3				
4				
5				
6				
Other**	30.00		7	

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	2	1	
1				
2				
3				
4				
5				
6				
Other**	34.00		3	6

\* 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 (Secondary) (School Year 2018–2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2019–2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2020–2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

*Last updated: 2/3/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

\* 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.

**Student Support Services Staff (School Year 2020–2021)**

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

Last updated: 12/31/99

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11538.00	\$2413.00	\$9125.00	\$63890.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/3/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

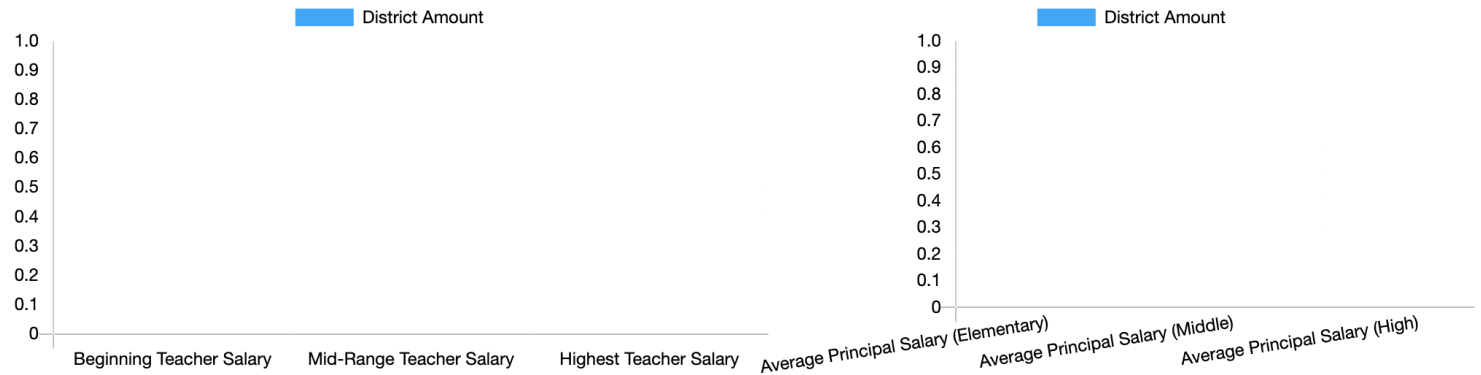
UMCS provides a school-wide reading intervention program including interventions for English learners. We also engage a multidisciplinary process for identifying and addressing students' emotional, social and academic needs through our COST process.

*Last updated: 2/3/22*

**Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

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	--	--
Percent of Budget for Administrative Salaries	--	--

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



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020–2021)****Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 2/3/22

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16