Urban Montessori Charter School

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	4551 Steele St. Oakland, CA , 94619-3312	**Principal:**	Krishna Feeney, Head of School/Superintendent
Phone:	(510) 842-1184	**Grade Span:**	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Krishna Feeney, Head of School/Superintendent

Principal, Urban Montessori Charter School

About Our School

Urban Montessori Charter
4551 Steele St.
Oakland, CA 94619-3312

Phone: (510) 842-1181
Email: info@urbanmontessori.org?

Contact

Urban Montessori Charter School
4551 Steele St.
Oakland, CA 94619-3312

Phone: (510) 842-1184
Email: krishnaf@urbanmontessori.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email Address	superintendent@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2023–24)

School Name	Urban Montessori Charter School
Street	4551 Steele St.
City, State, Zip	Oakland, CA , 94619-3312
Phone Number	(510) 842-1184
Principal	Krishna Feeney, Head of School/Superintendent
Email Address	krishnaf@urbanmontessori.org
Website	www.urbanmontessori.org
County-District-School (CDS) Code	01100170125567

Last updated: 1/18/24

School Description and Mission Statement (School Year 2023–24)

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

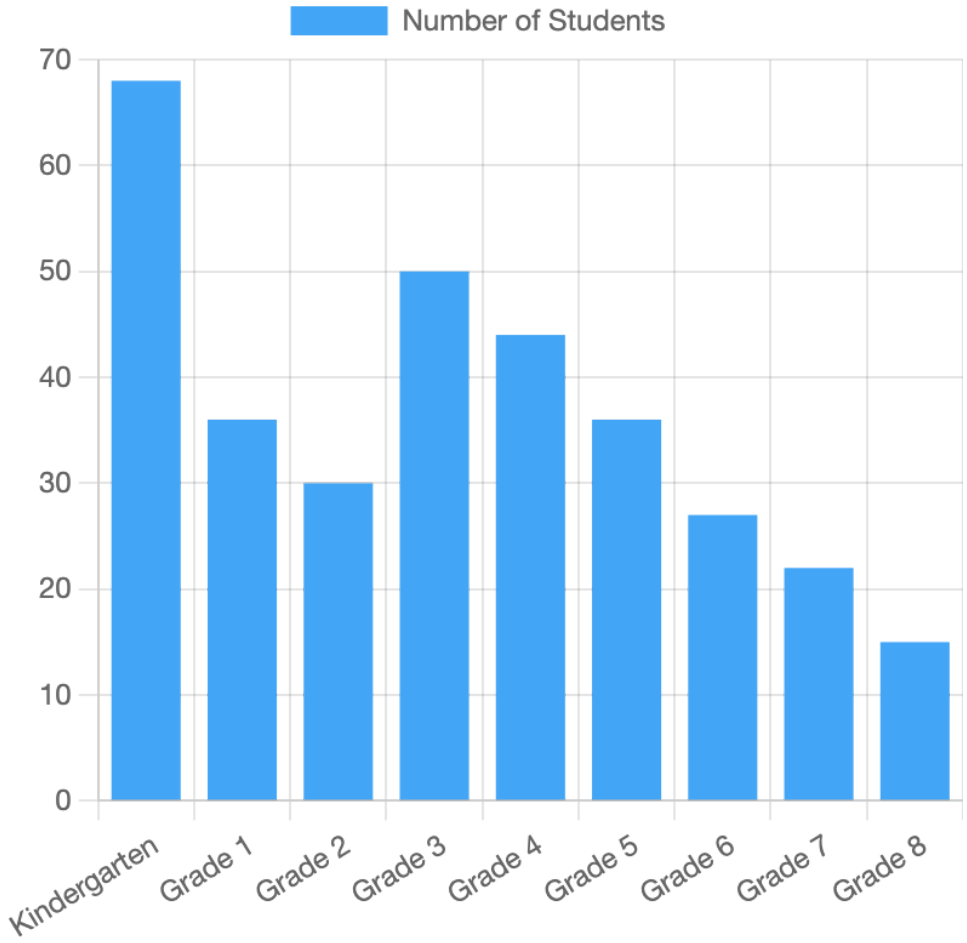
excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

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: 1/18/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	68
Grade 1	36
Grade 2	30
Grade 3	50
Grade 4	44
Grade 5	36
Grade 6	27
Grade 7	22
Grade 8	15
Total Enrollment	328



Last updated: 1/18/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	44.80%
Male	54.30%
Non-Binary	0.90%
American Indian or Alaska Native	0.00%
Asian	5.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.70%
Foster Youth	0.00%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disavantaged	28.00%

Student Group	Percent of Total Enrollment
Black or African American	19.20%
Filipino	0.30%
Hispanic or Latino	29.00%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	14.60%
White	31.40%

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	9.10%

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 2020–21)

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)	8.80	68.75%	115.90	57.84%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	1.50%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	31.25%	41.00	20.49%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	38.90	19.45%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1.40	0.71%	18854.30	6.86%
Total Teaching Positions	12.80	100.00%	200.40	100.00%	274759.10	100.00%

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

Last updated: 1/9/24

Teacher Preparation and Placement (School Year 2021–22)

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)	5.80	74.36%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	25.64%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	7.80	100.00%	213.70	100.00%	279044.80	100.00%

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

Last updated: 1/9/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	4.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	0.00

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.90%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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.?	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 the Montessori curriculum does	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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.?		
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 the science curriculum with teacher-made materials that represent current research and technology.?	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 the history-social science curriculum with teacher-made materials that represent current research and culturally relevant practices.?	Yes	0
Foreign Language	NA		0
Health	?Our Health and Wellness curriculum is adopted from ck12 and Advocates for Youth: Rights, Respect, Responsibility 3C's Curriculum.?	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	?We utilize Montessori materials for our curriculum and programming. Montessori materials and curriculum include art, music, and other visual and performing arts. 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.?	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: 1/9/24

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 8th grade through June 2024. We are in ongoing long-term lease negotiations as well.

This campus has 16 classrooms; a library used for assessment, after school program, and pull-out instruction; a multi-use space for 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: 1/9/24

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: 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Identified by landlords in Williams walk through. Improvements/fixes will be supported by Oakland Unified School District.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Identified by landlords in Williams walk through. Improvements/fixes will be supported by Oakland Unified School District.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Identified by landlords in Williams walk through. Improvements/fixes will be supported by Oakland Unified School District.
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: 2022

Overall Rating	Good

Last updated: 1/9/24

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	36%	41%	46%	48%	47%	46%
Mathematics (grades 3-8 and 11)	24%	25%	34%	40%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	188	181	96.28%	3.72%	40.56%
Female	79	75	94.94%	5.06%	47.30%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Male	108	105	97.22%	2.78%	36.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	40	38	95.00%	5.00%	21.05%
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33%	1.67%	16.95%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	28	26	92.86%	7.14%	46.15%
White	49	47	95.92%	4.08%	76.09%
English Learners	30	30	100.00%	0.00%	6.67%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	64	94.12%	5.88%	18.75%
Students Receiving Migrant	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Education Services					
Students with Disabilities	22	20	90.91%	9.09%	10.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	188	181	96.28%	3.72%	25.41%
Female	79	75	94.94%	5.06%	21.33%
Male	108	105	97.22%	2.78%	28.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	40	38	95.00%	5.00%	10.53%
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33%	1.67%	11.86%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	28	26	92.86%	7.14%	26.92%
White	49	47	95.92%	4.08%	42.55%
English Learners	30	30	100.00%	0.00%	3.33%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	64	94.12%	5.88%	15.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	21	95.45%	4.55%	0.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	27.08%	20.83%	0.00%	3.85%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100.00%	0.00%	20.41%
Female	22	22	100.00%	0.00%	18.18%
Male	27	27	100.00%	0.00%	22.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	12	12	100.00%	0.00%	16.67%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	15	100.00%	0.00%	40.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	5.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Not Applicable

Last updated: 1/10/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Not applicable

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: 1/10/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Not applicable.

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/10/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

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

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

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 ParenrSquare and 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):

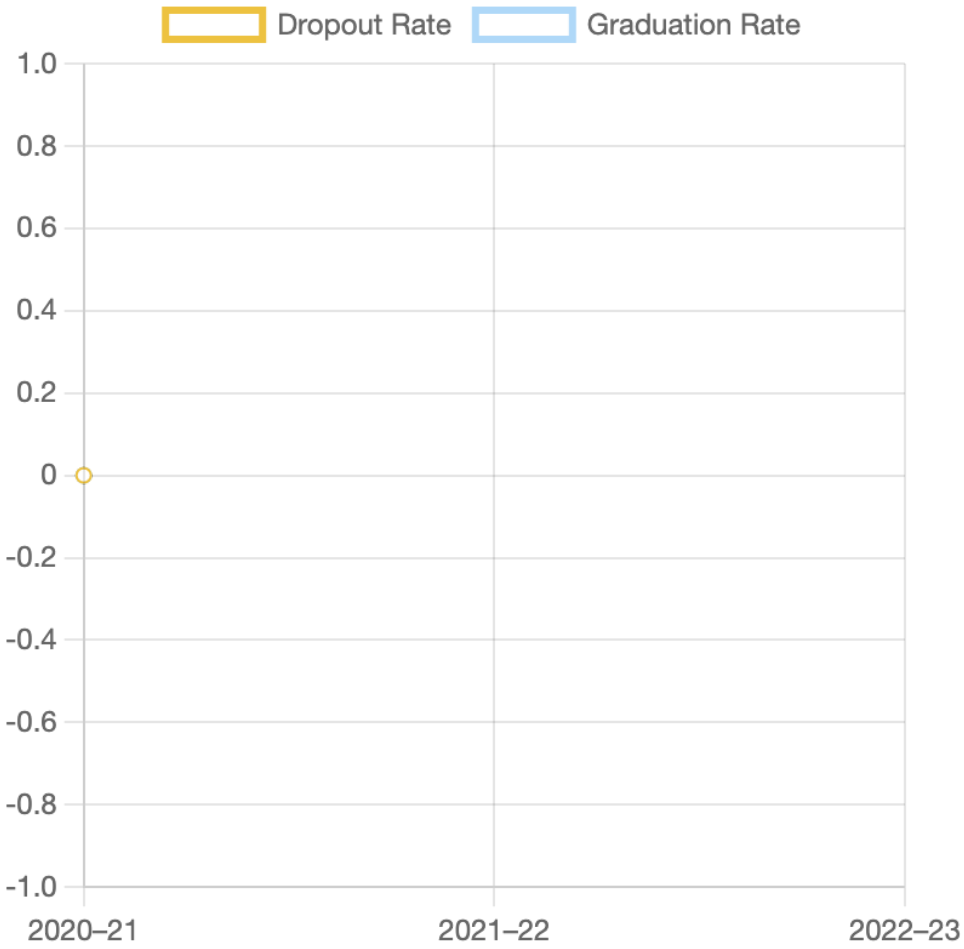
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Not Applicable

ndicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	Stat 2022 23
ropout ate				31.9%	22.6%	25.5%	9.4%	7.8%	8.2%
raduation ate				55.4%	61.3%	59.8%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/10/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Not Applicable

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	348	340	108	31.8%
Female	158	154	48	31.2%
Male	185	181	56	30.9%
Non-Binary	5	5	4	80.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	20	17	3	17.6%
Black or African American	68	68	25	36.8%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Filipino	1	1	0	0.0%
Hispanic or Latino	99	97	40	41.2%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	53	51	18	35.3%
White	106	105	22	21.0%
English Learners	47	45	15	33.3%
Foster Youth	0	0	0	0.0%
Homeless	2	2	0	0.0%
Socioeconomically Disadvantaged	122	119	48	40.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	42	41	17	41.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	Stat 202 23
uspensions	0.00%	1.59%	1.72%	0.02%	2.97%	2.19%	0.20%	3.17%	3.60
pulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.72%	0.00%
Female	0.63%	0.00%
Male	2.70%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	4.41%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.83%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.28%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

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 02/2022.

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: 1/10/24

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 2020–21)

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

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 (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	3		
1				
2				
3				
4				
5				
6				
Other**	28.00		9	

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	1	2	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	25.00	1	8	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	2	0	0
Mathematics	19.00	2	0	0
Science	19.00	2	0	0
Social Science	19.00	2	0	0

* 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: 1/4/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Not Applicable

Title	Ratio
Pupils to Academic Counselor*	328

* 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: 1/17/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	0.50

* 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: 1/17/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13599.00	$3582.00	$9977.00	$61576.00
District	N/A	N/A	--	--
Percent Difference – School	N/A	N/A	--	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Site and District				
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	27.00%	--

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

Last updated: 1/18/24

Types of Services Funded (Fiscal Year 2022–23)

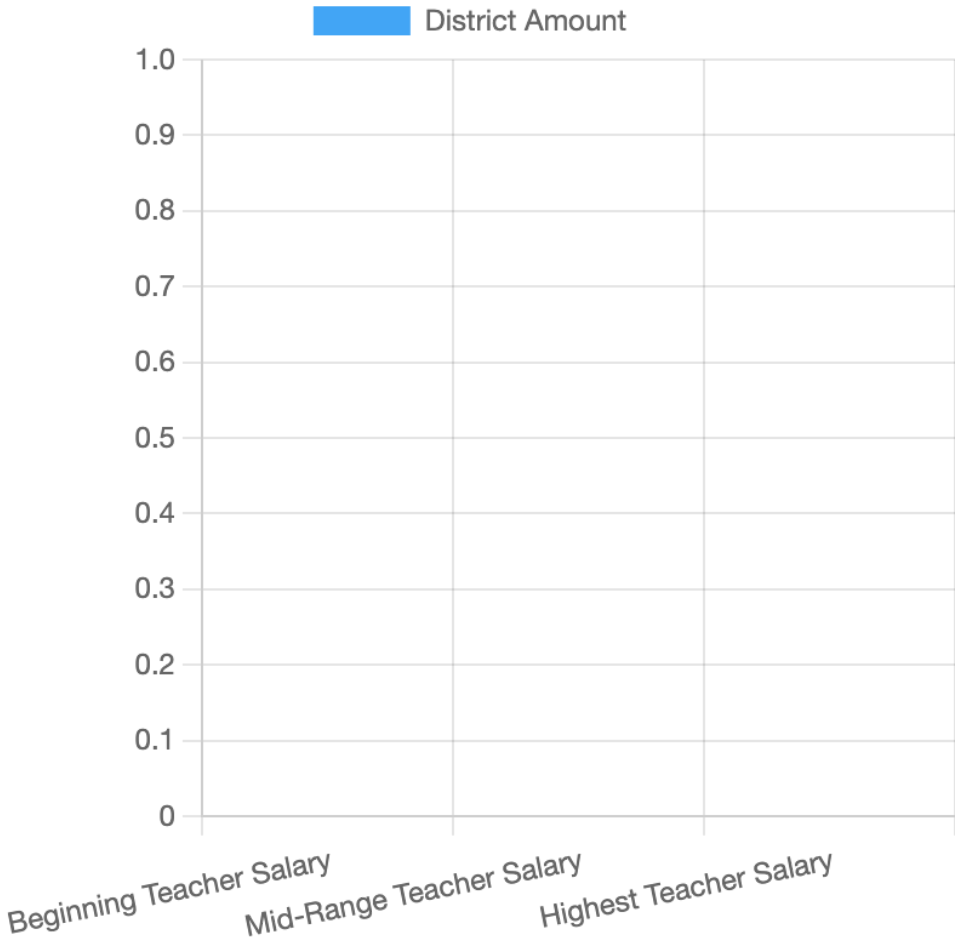
?UMCS provides a school-wide reading intervention program including interventions for English learners. We also engage a multidisciplinary process for identifying and addressing students' emotional, social and academic needs through our Child Study process.?

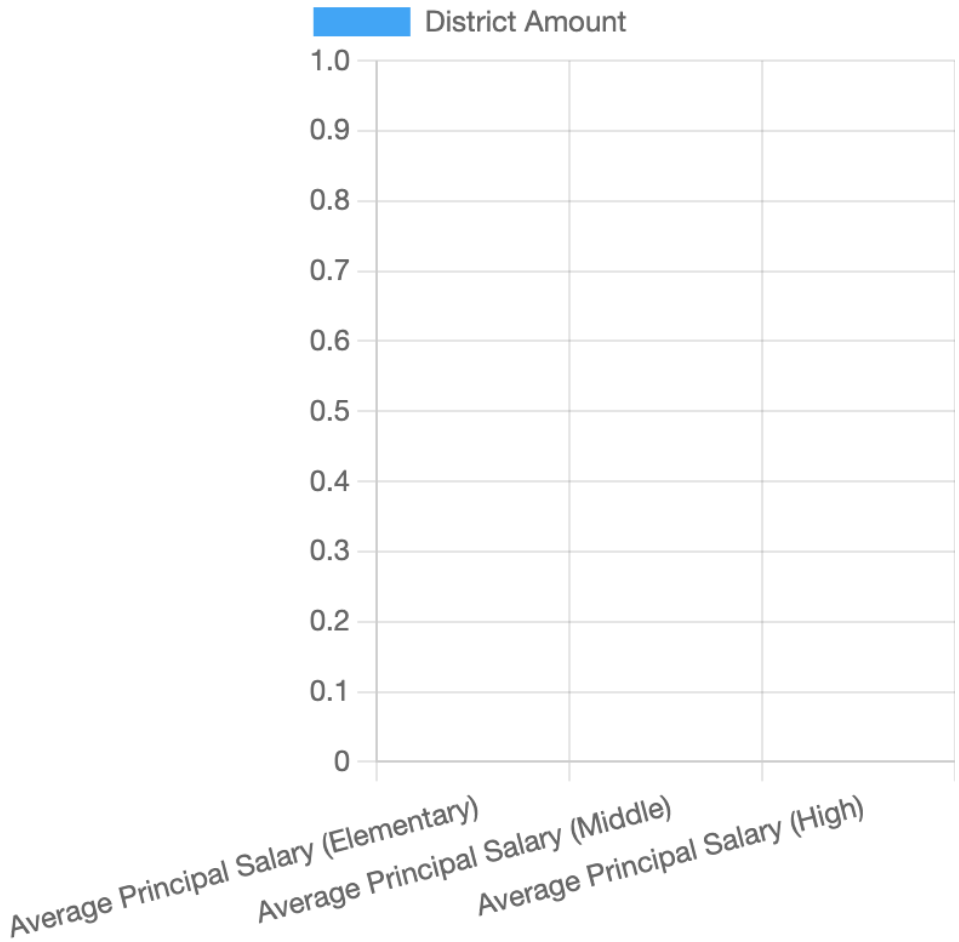
Last updated: 1/10/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Last updated: 1/10/24

Advanced Placement (AP) Courses (School Year 2022–23)

Not Applicable

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/10/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	16	14	14

Last updated: 1/10/24