



Urban Montessori Charter School

Regular Board Meeting

Published on January 20, 2023 at 8:57 AM PST

Date and Time

Thursday January 26, 2023 at 5:30 PM PST

Location

4551 Steele Street, Oakland, CA 94619. Signage on campus will direct you to the correct room, generally the Sun Room.

The public may comment and participate [via Zoom](#) if they prefer. The public may also email comments to board@urbanmontessori.org to be shared by the Board's Secretary during the meeting. Please make that intention clear in your email.

<https://us02web.zoom.us/j/82592855160?pwd=cG02OTRoUVdrdngwOTI2WFBrOTBzQT09>

Meeting ID: 825 9285 5160; Passcode 510 842 1181

One tap mobile

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Meeting ID: 825 9285 5160

Find your local number: <https://us02web.zoom.us/u/k1Y3eQWvA>

Additional teleconference locations: 1623 Sunhill Ct, Martinez, CA 94553; 3125 School Street, Oakland, CA 94602; 3921 Enos Ave Oakland, 94619; 2927 75th Avenue, Oakland, CA 94605

This meeting will be audio recorded. The public can find documents related to this agenda either linked directly on the agenda or under "Other files" after selecting the meeting in BoardOnTrack prior to viewing the agenda. Downloading the "packet" may not include all of the "Other files" that are still otherwise available to the public.

Members: Kara Fortuna, Greg Klein, Sarah Morrill, Ann Rhodes, Donald Williams

Urban Montessori Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, including audio recordings of Regular Board Meetings, are available on our [BoardOnTrack public portal](#) and also through the [UMCS School Calendar](#).

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Call the Meeting to Order		Sarah Morrill	1 m
This meeting is being audio-recorded.			
B. Record Attendance		Greg Klein	1 m
C. Review of Action/Discussion Items	Discuss	Sarah Morrill	1 m
With input from the board, the Chair may decide, based upon a number of factors, to reorder the action/discussion items to best suit the needs of the meeting. No additional action/discussion items will be added at this time.			
D. Board and Community Appreciations		Sarah Morrill	10 m
Members of the Board and UMCS community may provide appreciations and affirmations during this time. In particular this month we recognize and appreciate Davis Leung's four years of volunteer service to the Board.			
E. Board Member Comment		Sarah Morrill	5 m

Purpose Presenter Time
 Any board member wishing to speak to an issue regarding UMCS that does not pertain to an agenda item may do so at this time. No further discussion or action will take place following each board member’s comments.

F. Presentations from the Floor Sarah Morrill 10 m

PRESENTATIONS ON NON-AGENDA ITEMS – Any person wishing to speak to any item not on the agenda will be granted three minutes to make a presentation. Speakers requiring translation shall have double time. Comments should refer to matters within the jurisdiction of this committee.

“What if [we] listened to others so deeply that they felt loved, accepted, and safe in [our] presence, no matter what they had to say?” -- Steve Shapiro, Author

II. Head of School Report 5:58 PM

The Head of School and their designees will present topics of interest to the Board and the general public.

A. Head of School Report Discuss Krishna Feeney 15 m

Report topics this meeting **may** include:

1. Recent and upcoming events
2. Re-Engagement with our [UMCS Community Agreement](#)
3. Enrollment and Application Updates
4. LCAP updates

B. Material Revision: Enrollment Vote Krishna Feeney 5 m

Vote on approving UMCS Material Revision of Charter related to updated enrollment information.

III. Finance Committee 6:18 PM

A. Discussion Item - Committee Report, including year to date financial report Discuss Greg Klein 5 m

Most recent year-to-date financial report through December 31, 2022 is available here attached to the agenda or in the "Other files" section of this meeting.

IV. Academic Oversight Committee 6:23 PM

A. Discussion Item - Committee Report Discuss Kara Fortuna 5 m

V. Family Advisory Council 6:28 PM

	Purpose	Presenter	Time
A. Discussion Item - Committee Report	Discuss	Kara Fortuna	5 m

VI. Executive & Governance Committee 6:33 PM

A. Discussion Item: Committee Updates, including candidates for board service, Form 700, and training	Discuss	Sarah Morrill	15 m
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Review outcomes of the retreat - what we did where we are now.

Discussion: 6 goals and proposed committee assignments

Discussion: Committee next steps

Regular reminders:

- [Form 700](#)
- Board member recruitment
- Board Clearance process

B. Board and Committee Officers and Members	Vote	Greg Klein	5 m
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As needed, the Board may take action to change its officers, as well as committee membership and leadership.

Current and archival information is [here](#).

VII. Public Hearing 6:53 PM

A. UMCS School Safety Plan	Discuss	Krishna Feeney	10 m
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Each school year, schools adopt updated School Safety Plans by March 1st, with a required public hearing beforehand. This plan is scheduled to be voted on at February's Regular Board meeting.

[UMCS School Safety Plan](#)

VIII. Other Business 7:03 PM

A. Oakland and California Updates	Discuss	Greg Klein	5 m
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	Purpose	Presenter	Time
Updates and current events related to Oakland USD, Alameda County Office of Education, and California, and potential implications for UMCS.			

B. Approve Minutes from December 1, 2022 Regular Meeting	Approve Minutes	Greg Klein	1 m
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C. Action Item - Vote on General Consent Report	Vote	Sarah Morrill	3 m
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General Consent Report for January 26, 2023

1. UMCS School Accountability Report Card (SARC) 2021-2022

[items may be linked directly here in the agenda or under "Other files" of this meeting on BoardOnTrack.]

D. Collect New Business items for Future Meetings	Discuss	Sarah Morrill	5 m
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IX. Closed Session **7:17 PM**

A. Closed Session Items	Discuss	Sarah Morrill	15 m
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1. Public Employee Performance Evaluation - Head of School

"Closed Session" is always agendized ahead of time as a "Discuss" item. If any votes are taken during any Closed Session, those are reported out publicly upon return to Open Session.

X. Return to Open Session **7:32 PM**

A. Report out of any closed session action(s)	Vote	Sarah Morrill	1 m
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"Return to Open Session" is always agendized ahead of time as a "Vote" item. It is not meant to indicate the the Board *shall* take an action at this time. If any votes are taken during any Closed Session, those are reported out publicly at this time on the agenda.

B. Board Retreat - Part 1			45 m
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Board members share intro slides

Board discusses the history and current context of the school

C. Board Retreat- Part 2			45 m
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Looking Forward

* What would success look like in 5 years when we are wildly successful towards our vision?

* What is the board role in achieving these outcomes?

	Purpose	Presenter	Time
XI. Closing Items			9:03 PM
A. Adjourn Meeting	FYI	Sarah Morrill	2 m

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting UMCS at 4551 Steele Street, Oakland, CA 94619 or info@urbanmontessori.org.

FOR MORE INFORMATION For more information concerning this agenda or for materials relating to this meeting, please contact UMCS at 4551 Steele Street, Oakland, CA 94619 or board@urbanmontessori.org. All materials are available via the Governance Section of our website: <http://www.urbanmontessori.org/governance> or directly via our [BoardOnTrack public portal](#).

Coversheet

Head of School Report

Section:	II. Head of School Report
Item:	A. Head of School Report
Purpose:	Discuss
Submitted by:	
Related Material:	January 2023 HOS Board Report (1).pdf



HOS REPORT

JANUARY 26, 2023

REVISITING COMMUNITY AGREEMENTS

In support of incorporating our ABAR
statement and Land Acknowledgment in all of
our work!

UMCS LAND ACKNOWLEDGEMENT

UMCS ANTI RACIST-ANTI BIASED
STATEMENT/COMMITMENT

CREATING COMMUNITY NORMS FOR PUBLIC MEETINGS

- How we developed our community agreements Collectively:
 - Reviewed Characteristics of White supremacy culture including antidotes to support reflection on what kind of community we want for ourselves.
 - Engaged in discussions and whole group proposal for community agreements.

Characteristics of Dominant White Supremacy Culture	How do these characteristics show up?	Group Commitments to Disrupt Dominant White Supremacy Culture
Perfectionism	<i>Making</i> a Mistake = <i>Being</i> a Mistake	Stay Engaged and Embrace Mistakes
Sense of Urgency	Quick Fix > Long-Term Solution	Expect & Accept Non-Closure
Defensiveness	Criticism = Threat to Power	Be Curious
Quantity > Quality	Outcomes > Process	Build Trust As You Go
Paternalism	Top-Down Decision Making	Learn from Silence
Either/Or Thinking	Good or Bad; Right or Wrong; With or Against	Know That It's Possible
Power Hoarding	Decision Making Only Clear to Those with Power	Participation by Invitation
Individualism	My Wants > Our Needs	Recognize Your Impact
Objectivity	One Right Way	Open to Outcomes
Right to Comfort	Scapegoat Those Causing Discomfort	Welcome Discomfort

UMCS 2022 - 2023 COMMUNITY AGREEMENTS

- ❖ Welcome Discomfort - give it space and let it land in a place of growth
- ❖ Learn from silence - listen with intent; Step up AND Step back
- ❖ Mistakes are for learning!
- ❖ Be Curious - without judgment
- ❖ Expect and Accept Non-Closure - keep making steps forward
- ❖ Recognize your impact - assume positive intent AND be open to your impact varying from your intent
- ❖ Be Vulnerable and courageous!
- ❖ Know that it is Possible!
- ❖ Compassionate feedback
- ❖ Build Relationships

CREATING COMMUNITY NORMS FOR PUBLIC MEETINGS

- How we continue to adjust and center our community agreements, our Land Acknowledgment and our ABAR statement collectively:
 - We start every meeting looking at the agreements and proposing any adjustments!
 - We review and reference our LA and ABAR statement as a staff in multiple contexts
 - We engage in monthly meetings in Affinity groups to support safe dialogue about a range of topics



RECENT AND UPCOMING

RECENT AND UPCOMING EVENTS

- Middle School information night for upper elementary students - 1/19, 1/23
- The Great kindness challenge January 30-February 3
- Physical fitness testing for 5th and 7th graders
- Family - Teacher conferences February 27 - March 3
- SBAC testing for 3-8th grade students: March 6 - March 30



ENROLLMENT SEASON!

TOURS AND ENROLLMENT

- We are still enrolling for this year!
- We have had lots of people attending our in person tours with positive responses to the tour, particularly the classroom observations

CURRENT APPLICATIONS

Grade	Number of current applications
TK	46
K	89
1	11
2	7
3	9
4	11
5	11
6	29
7	9
8	5
Total	227



LCAP SEASON!

- What is the LCAP?
 - The Local Control and Accountability Plan (LCAP) is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- All Local Educational Agencies update their LCAP yearly!
- You can find our DRAFT LCAP [here](#) and expect to here more about LCAP development at all board and comittmee meeting between now and June!



Coversheet

Material Revision: Enrollment

Section:	II. Head of School Report
Item:	B. Material Revision: Enrollment
Purpose:	Vote
Submitted by:	
Related Material:	Material Revision 2023-20230126T191324Z-001.zip

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Material Revision 2023-20230126T191324Z-001.zip

Coversheet

Discussion Item - Committee Report, including year to date financial report

Section:	III. Finance Committee
Item: financial report	A. Discussion Item - Committee Report, including year to date
Purpose:	Discuss
Submitted by:	
Related Material:	UMCS_December_2022_Cash_Flow.pdf UMCS_December_2022_Balance_Sheet.pdf UMCS_December_2022_FC_Presentation.pdf UMCS_December_2022_Forecast.pdf

Urban Montessori
Monthly Cash Forecast
As of Dec FY2023

	2022-23													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	1,082,292	1,285,136	983,498	1,034,787	1,130,594	1,117,607	1,036,586	1,121,157	978,213	859,463	1,434,878	1,346,039			
REVENUE															
LCFF Entitlement	-	76,155	345,646	334,968	137,078	216,234	426,360	216,235	206,964	421,921	187,789	187,789	3,200,425	443,286	
Federal Revenue	-	-	9	11	-	18,384	5,832	17,226	86,252	27,395	17,226	86,252	468,711	210,125	
Other State Revenue	12,655	25,292	35,005	43,383	185,255	57,535	136,877	67,795	51,419	539,168	201,016	149,203	1,569,898	65,293	
Other Local Revenue	-	-	29	38,102	34,187	27,842	52,488	365	365	365	365	59,949	213,964	(93)	
Fundraising & Grants	-	-	148	12,178	202	3,500	28,995	28,995	28,995	28,995	28,995	28,995	190,000	-	
TOTAL REVENUE	12,655	101,447	380,836	428,642	356,722	323,495	650,552	330,616	373,995	1,017,844	435,392	512,188	5,642,997	718,612	
EXPENSES															
Certificated Salaries	30,679	177,527	182,783	181,345	184,185	184,040	230,488	204,423	204,423	204,423	262,423	234,976	2,281,717	-	
Classified Salaries	20,471	56,440	77,835	64,820	67,995	61,355	59,704	54,419	54,419	54,419	54,419	53,510	679,805	-	
Employee Benefits	20,456	112,619	117,190	40,671	56,607	63,631	96,891	83,589	83,589	79,506	91,094	58,441	904,285	-	
Books & Supplies	52,343	51,006	36,283	29,181	9,312	14,889	74,057	28,952	28,952	28,952	36,839	31,616	403,900	(18,481)	
Services & Other Operating Expenses	56,353	82,793	93,484	72,930	89,446	50,894	85,517	90,477	122,809	76,576	80,902	123,929	1,084,854	58,745	
Capital Outlay & Depreciation	-	-	-	-	-	4,483	750	750	750	750	750	750	8,986	-	
Other Outflows	-	-	204	-	-	12,635	(12,839)	-	-	-	-	-	-	-	
TOTAL EXPENSES	180,301	480,386	507,781	388,949	407,544	391,926	534,568	462,610	494,942	444,627	526,427	503,222	5,363,546	40,263	
Operating Cash Inflow (Outflow)	(167,646)	(378,939)	(126,944)	39,694	(50,823)	(68,431)	115,984	(131,994)	(120,947)	573,218	(91,035)	8,966	279,451	678,349	
Revenues - Prior Year Accruals	255,068	88,128	174,069	57,303	-	26,337	(4,251)	-	13,147	13,147	13,147	13,147			
Accounts Receivable - Current Year	(2,800)	(1,250)	800	500	250	-	2,750	-	-	-	-	-			
Other Assets	8,932	-	-	-	-	-	-	-	-	-	-	-			
Fixed Assets	-	-	-	-	-	4,483	750	750	750	750	750	750			
Expenses - Prior Year Accruals	172,028	(8,680)	(19,699)	(15,624)	(15,624)	(15,624)	(17,966)	(17,966)	(17,966)	(17,966)	(17,966)	(17,966)			
Accounts Payable - Current Year	(24,096)	(9,167)	13,152	(11,491)	43,840	(36,990)	(18,961)	-	-	-	-	-			
Summerholdback for Teachers	(38,642)	8,269	9,911	9,481	9,370	9,204	6,265	6,265	6,265	6,265	6,265	(5,427)	-		
Other Liabilities	-	-	-	15,944	-	-	-	-	-	-	-	-			
Ending Cash	1,285,136	983,498	1,034,787	1,130,594	1,117,607	1,036,586	1,121,157	978,213	859,463	1,434,878	1,346,039	1,345,510			

Urban Montessori
Balance Sheet
As of Dec FY2023

	Jun FY2022	Dec FY2023
ASSETS		
Cash Balance	1,082,292	1,036,586
Accounts Receivable	723,278	124,873
Prepays	17,458	8,526
Fixed Assets, Net	30,626	26,142
TOTAL ASSETS	1,853,654	1,196,127
LIABILITIES & EQUITY		
Accounts Payable	103,057	174,787
Due to Others	102,400	102,400
Deferred Revenue	132,544	148,488
Current Loans and Other Payables	47,348	55,236
Beginning Net Assets	1,422,465	1,468,305
Net Income (Loss) to Date	45,841	(753,089)
TOTAL LIABILITIES & EQUITY	1,853,654	1,196,127

Urban Montessori Finance Committee Update

JOSH KEMP

JANUARY 19, 2023





Contents

- 1. 2022-23 Financial Update**
 - A. Current Forecast
 - B. Enrollment Tracker

- 2. 2023-24 State Budget Updates**
 - A. Budget Process
 - B. Prop 28
 - C. Financial Impacts

- 3. Exhibits**
 - A. Current 2022-23 Forecast
 - B. 2022-23 Cash Flow
 - C. Yearly Enrollment Comparison
 - D. Prop 28 Estimated Allocations

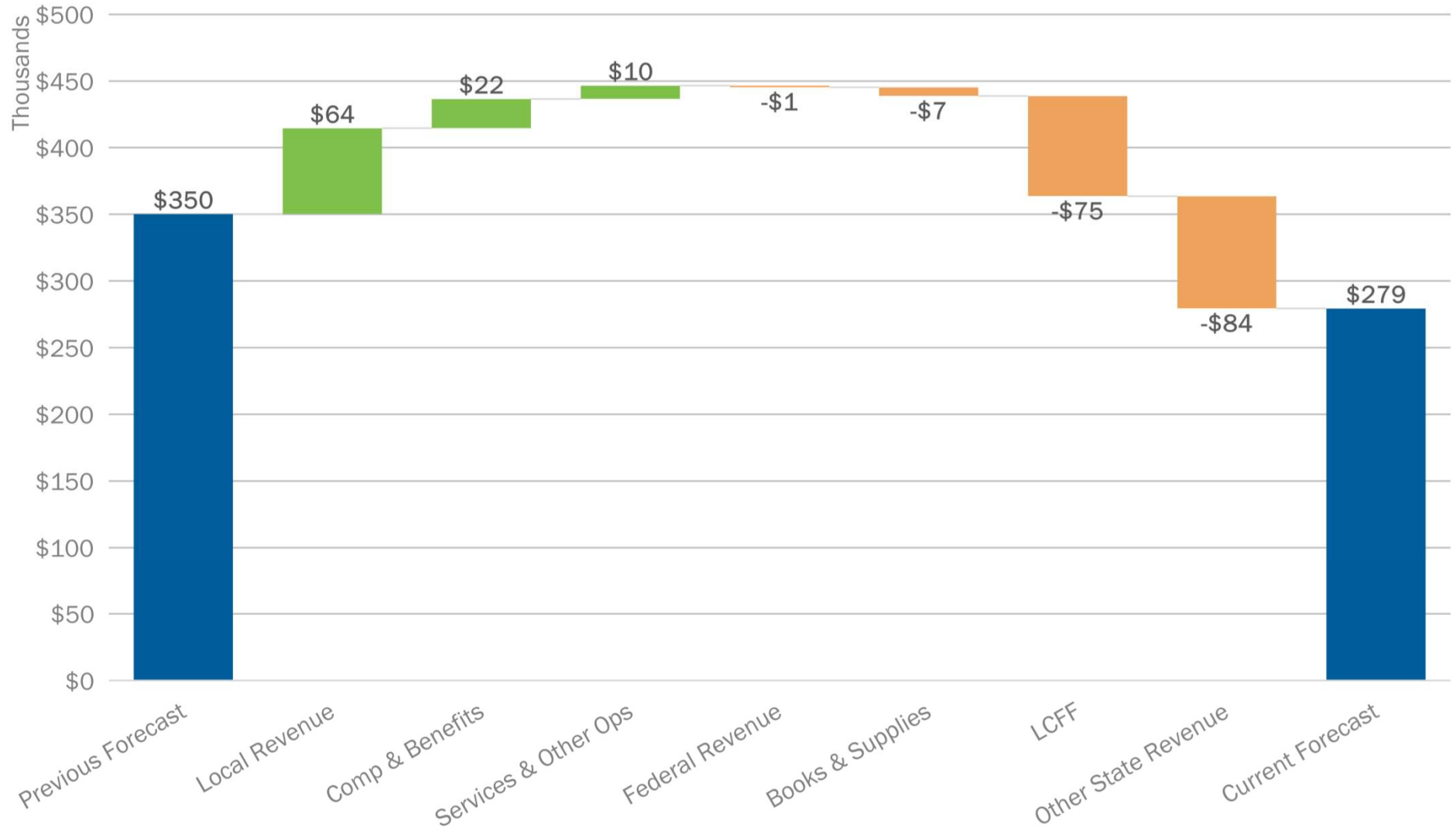
2022-23 Forecast Update

Actuals through 12/31/2022



2022-23 Forecast Update

Adjustment to ADA based on P-1, state revenue decrease in budget proposal



Budget Comparison

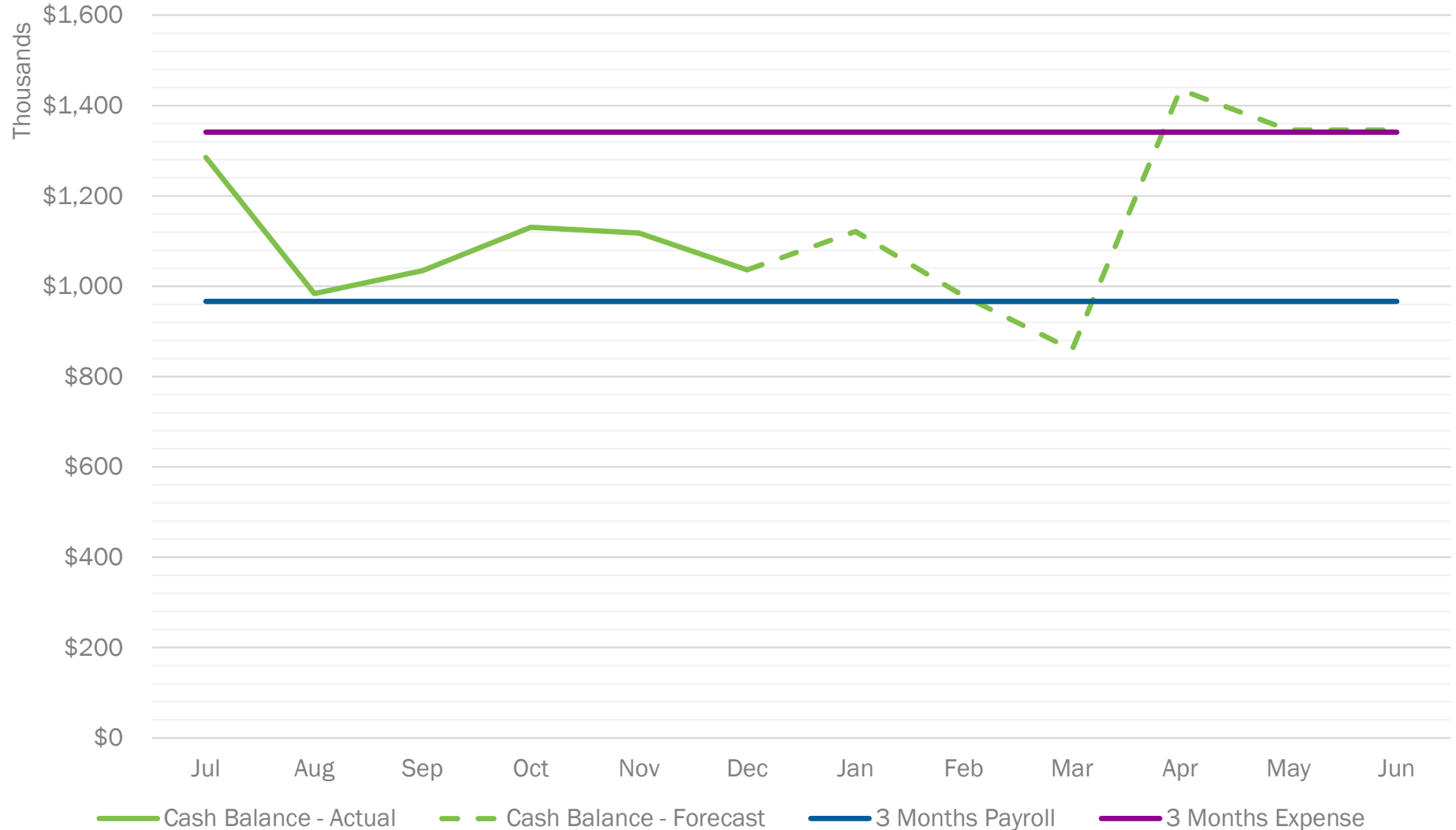


		2022-23	2022-23	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	3,275,631	3,200,425	(75,206)
	Federal Revenue	469,920	468,711	(1,209)
	Other State Revenues	1,654,034	1,569,898	(84,136)
	Local Revenues	149,584	213,964	64,380
	Fundraising and Grants	190,000	190,000	-
	Total Revenue	5,739,169	5,642,997	(96,172)
Expenses	Compensation and Benefits	3,887,750	3,865,806	21,944
	Books and Supplies	397,324	403,900	(6,576)
	Services and Other Operating	1,094,887	1,084,854	10,032
	Depreciation	8,986	8,986	-
	Other Outflows	-	-	-
	Total Expenses	5,388,947	5,363,546	25,400
Operating Income	350,222	279,451	(70,771)	
	Beginning Balance (Audited)	1,468,305	1,468,305	-
	Operating Income	350,222	279,451	(70,771)
Ending Fund Balance (incl. Depreciation)		1,818,527	1,747,756	(70,771)
Ending Fund Balance as % of Expenses		33.7%	32.6%	-1.2%



2022-23 Monthly Cash Flow Projection

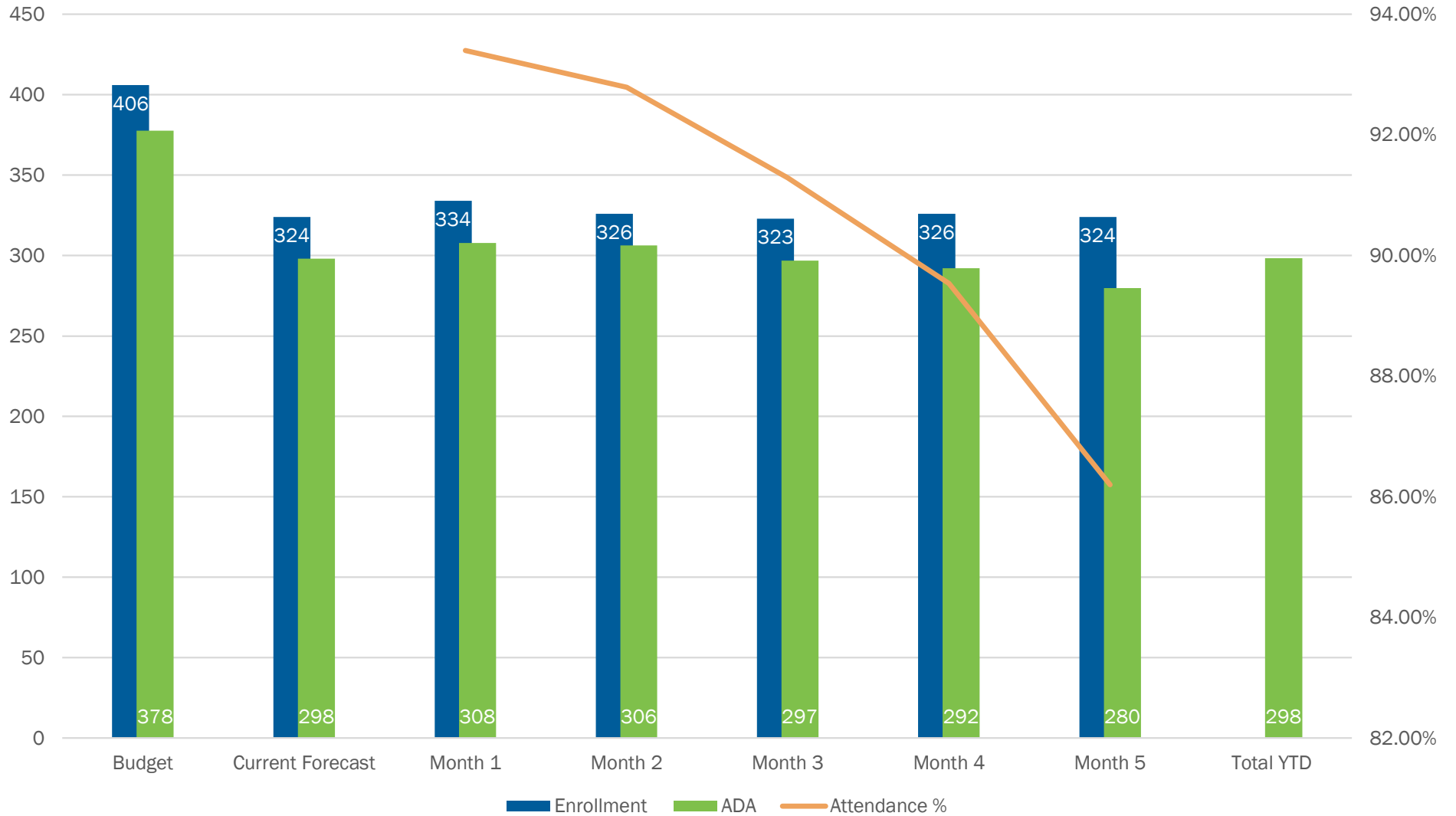
Large cash bump in April due to hold harmless protection from FY22





Enrollment & Attendance

Enrollment has stabilized, attendance dropped in December

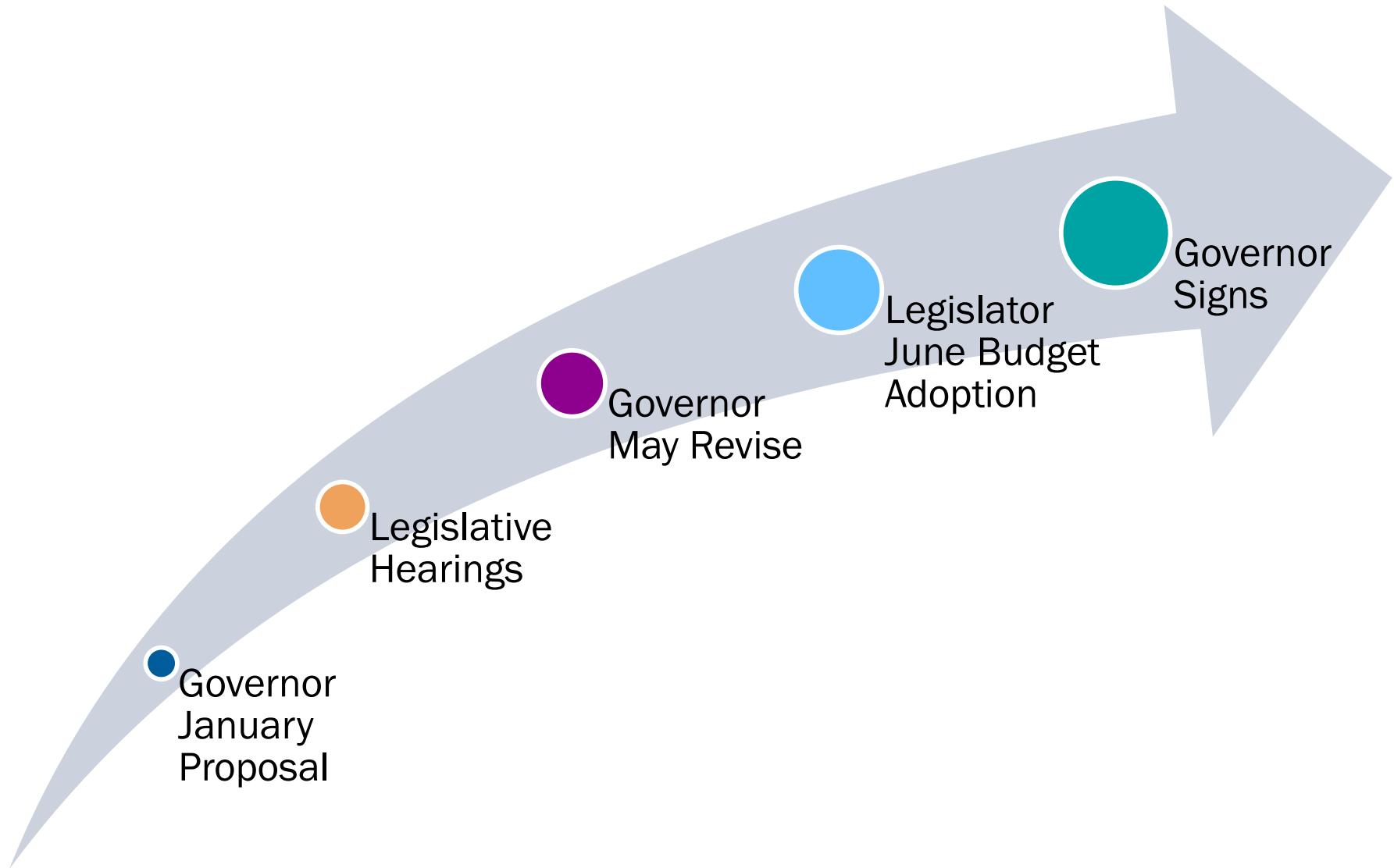


State Budget Updates



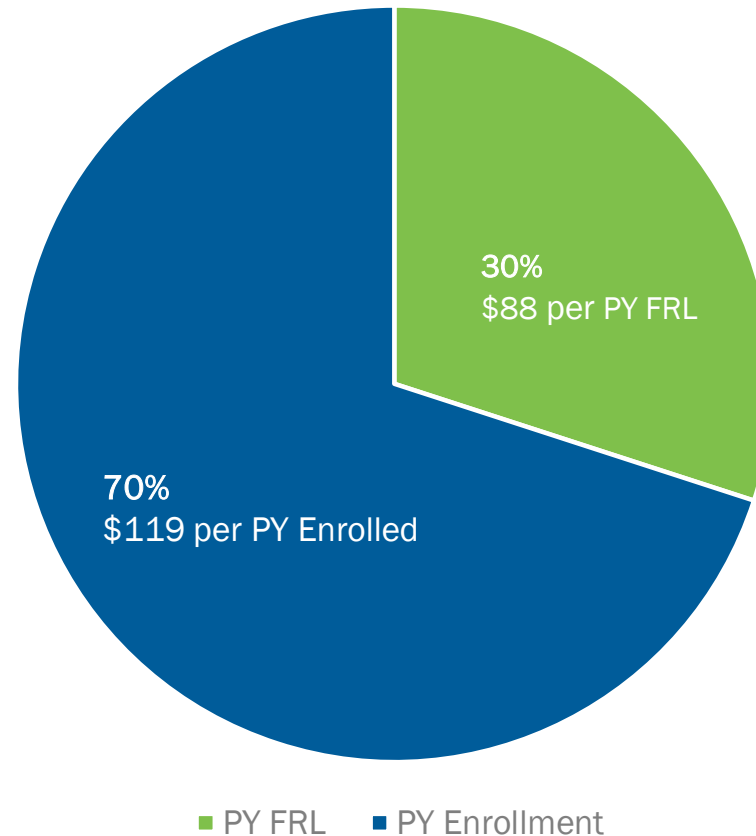
State Budget Process

Iterative process with many changes to Governor's Proposal



Prop 28: Arts & Music – Grant Composition

Beginning in 23-24 Prop 28 increases education funding in CA by \$1B



Spending must supplement, not supplant existing expense

Prop 28: Arts & Music

Timeline

- Begins 2023-24
- Ongoing and three years to spend each year's entitlement

Requirements

- >500 students → spend 80%+ on staff*
- Supplement, not supplant – new expense to budget!

Reporting

- Required to complete expenditure plan & annual reports
- Board approval and posted to school website

FY24 Governor's January Proposal



8.13% COLA increase

\$300M LCFF equity multiplier

Decrease Arts, Music, Discretionary Block Grant to ~65% of entitlement

Urban Montessori
Income Statement
As of Dec FY2023

	Actual			YTD	Budget							
	Oct	Nov	Dec		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY												
Revenue												
LCFF Entitlement	334,968	137,078	216,234	1,110,081	3,833,476	3,275,631	3,200,425	(75,206)	(633,051)	2,090,344	35%	
Federal Revenue	11	-	18,384	18,404	499,411	469,920	468,711	(1,209)	(30,700)	450,307	4%	
Other State Revenues	43,383	185,255	57,535	359,125	1,130,345	1,654,034	1,569,898	(84,136)	439,553	1,210,773	23%	
Local Revenues	38,102	34,187	27,842	100,159	59,584	149,584	213,964	64,380	154,380	113,804	47%	
Fundraising and Grants	12,178	202	3,500	16,028	190,000	190,000	190,000	-	-	173,972	8%	
Total Revenue	428,642	356,722	323,495	1,603,798	5,712,817	5,739,169	5,642,997	(96,172)	(69,819)	4,039,200	28%	
Expenses												
Compensation and Benefits	286,837	308,786	309,025	1,700,651	3,934,949	3,887,750	3,865,806	21,944	69,143	2,165,156	44%	
Books and Supplies	29,181	9,312	14,889	193,013	410,800	397,324	403,900	(6,576)	6,900	210,887	48%	
Services and Other Operating Expenditures	72,930	89,446	50,894	445,900	1,296,489	1,094,887	1,084,854	10,032	211,635	638,954	41%	
Depreciation	-	-	4,483	4,483	8,986	8,986	8,986	-	-	4,503	50%	
Other Outflows	-	-	12,635	12,839	-	-	-	-	-	(12,839)		
Total Expenses	388,949	407,544	391,926	2,356,887	5,651,224	5,388,947	5,363,546	25,400	287,678	3,006,660	44%	
Operating Income	39,693	(50,823)	(68,431)	(753,089)	61,592	350,222	279,451	(70,771)	217,859	1,032,540		
Fund Balance												
Beginning Balance (Audited)					1,236,534	1,468,305	1,468,305					
Operating Income					61,592	350,222	279,451					
Ending Fund Balance					1,298,126	1,818,527	1,747,756					
Fund Balance as a % of Expenses						23%	34%				33%	

Urban Montessori
Income Statement
As of Dec FY2023

	Actual			YTD	Budget							
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
KEY ASSUMPTIONS												
Enrollment Summary												
K-3					222	184	179	(5)	(43)			
4-6					128	107	108	1	(20)			
7-8					56	37	37	-	(19)			
Total Enrolled					406	328	324	(4)	(82)			
ADA %												
K-3					93.0%	93.0%	92.0%	-1.0%	-1.0%			
4-6					93.0%	93.0%	92.0%	-1.0%	-1.0%			
7-8					93.0%	93.0%	92.0%	-1.0%	-1.0%			
Average ADA %					93.0%	93.0%	92.0%	-1.0%	-1.0%			
ADA												
K-3					206.46	171.12	164.68	(6.44)	(41.78)			
4-6					119.04	99.51	99.36	(0.15)	(19.68)			
7-8					52.08	34.41	34.04	(0.37)	(18.04)			
Total ADA					377.58	305.04	298.08	(6.96)	(79.50)			

Urban Montessori
Income Statement
As of Dec FY2023

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	137,078	137,078	137,078	563,544	1,904,420	1,509,822	1,474,906	(34,916)	(429,514)	911,362	38%
8012	Education Protection Account Entitlement	-	-	-	210,124	858,994	811,037	792,532	(18,505)	(66,463)	582,408	27%
8096	Charter Schools in Lieu of Property Taxes	197,890	-	79,156	336,413	1,070,062	954,772	932,987	(21,785)	(137,074)	596,574	36%
SUBTOTAL - LCFF Entitlement		334,968	137,078	216,234	1,110,081	3,833,476	3,275,631	3,200,425	(75,206)	(633,051)	2,090,344	35%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	43,625	43,625	43,125	(500)	(500)	43,125	0%
8220	Child Nutrition Programs	-	-	18,384	18,384	73,080	59,040	58,320	(720)	(14,760)	39,936	32%
8291	Title I	-	-	-	-	42,645	31,054	31,054	-	(11,591)	31,054	0%
8292	Title II	-	-	-	-	8,381	5,599	5,599	-	(2,782)	5,599	0%
8294	Title IV	-	-	-	-	10,000	8,922	8,922	-	(1,078)	8,922	0%
8297	PY Federal - Not Accrued	11	-	-	11	-	-	11	11	11	-	100%
8299	All Other Federal Revenue	-	-	-	9	321,680	321,680	321,680	-	-	321,671	0%
SUBTOTAL - Federal Revenue		11	-	18,384	18,404	499,411	469,920	468,711	(1,209)	(30,700)	450,307	4%
Other State Revenue												
8381	Special Education - Entitlement (State)	22,512	22,512	22,512	115,624	292,439	272,612	270,709	(1,902)	(21,730)	155,085	43%
8382	Special Education Reimbursement (State)	1,423	1,423	3,243	9,092	21,600	18,150	19,970	1,820	(1,630)	10,878	46%
8520	Child Nutrition - State	-	-	6,534	6,534	3,045	2,460	19,440	16,980	16,395	12,906	34%
8550	Mandated Cost Reimbursements	-	-	5,798	5,798	5,798	5,798	5,798	-	-	(0)	100%
8560	State Lottery Revenue	-	-	-	-	89,916	75,509	73,786	(1,723)	(16,130)	73,786	0%
8590	All Other State Revenue	-	141,872	-	142,125	587,481	1,063,120	963,809	(99,311)	376,328	821,684	15%
8593	Expanded Learning Opportunities Program	19,448	19,448	19,448	79,952	130,067	216,386	216,386	-	86,319	136,434	37%
SUBTOTAL - Other State Revenue		43,383	185,255	57,535	359,125	1,130,345	1,654,034	1,569,898	(84,136)	439,553	1,210,773	23%
Local Revenue												
8676	After School Program Revenue	37,512	34,187	23,988	95,687	-	90,000	150,000	60,000	150,000	54,313	64%
8699	All Other Local Revenue	590	-	3,790	4,380	-	-	4,380	4,380	4,380	-	100%
8702	Oakland Measure G1	-	-	-	-	59,584	59,584	59,584	-	-	59,584	0%
8999	Uncategorized Revenue	-	-	64	93	-	-	-	-	-	(93)	
SUBTOTAL - Local Revenue		38,102	34,187	27,842	100,159	59,584	149,584	213,964	64,380	154,380	113,804	47%
Fundraising and Grants												
8801	Family Fundraising	12,178	49	3,500	15,727	50,000	50,000	50,000	-	-	34,273	31%
8802	Private Grants	-	153	-	301	25,000	25,000	125,000	100,000	100,000	124,699	0%
8803	Training Center	-	-	-	-	100,000	100,000	-	(100,000)	(100,000)	-	
8814	Field Trips Donations	-	-	-	-	15,000	15,000	15,000	-	-	15,000	0%
SUBTOTAL - Fundraising and Grants		12,178	202	3,500	16,028	190,000	190,000	190,000	-	-	173,972	8%
TOTAL REVENUE		428,642	356,722	323,495	1,603,798	5,712,817	5,739,169	5,642,997	(96,172)	(69,819)	4,039,200	28%

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EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	84,098	84,424	83,912	412,586	1,072,001	1,045,591	1,045,591	-	26,410	633,006	39%
1148	29,848	29,848	29,848	149,281	349,210	388,701	388,701	-	(39,492)	239,421	38%
1150	45,121	47,634	48,001	245,018	656,289	506,515	522,074	(15,559)	134,215	277,056	47%
1170	-	-	-	-	58,000	58,000	58,000	-	-	58,000	0%
1300	22,279	22,279	22,279	133,675	267,350	267,350	267,350	-	-	133,675	50%
SUBTOTAL - Certificated Salaries	181,345	184,185	184,040	940,560	2,402,850	2,266,158	2,281,717	(15,559)	121,134	1,341,157	41%
Classified Salaries											
2100	5,941	5,941	5,941	29,707	65,354	65,354	65,354	-	-	35,648	45%
2102	18,215	18,114	15,762	84,727	231,572	192,257	173,212	19,045	58,361	88,485	49%
2300	9,366	9,366	9,366	56,199	112,398	112,398	112,398	-	-	56,199	50%
2400	10,492	11,231	10,977	82,436	180,411	187,986	169,527	18,460	10,884	87,090	49%
2900	8,978	8,293	7,928	39,987	46,771	37,092	47,102	(10,010)	(331)	7,116	85%
2905	11,827	15,049	11,380	55,861	-	121,570	112,212	9,358	(112,212)	56,351	50%
SUBTOTAL - Classified Salaries	64,820	67,995	61,355	348,916	636,506	716,658	679,805	36,853	(43,299)	330,889	51%
Employee Benefits											
3100	37,048	37,591	32,936	185,232	425,134	448,332	447,666	666	(22,531)	262,433	41%
3300	6,599	6,880	6,361	35,399	94,509	82,654	81,241	1,413	13,268	45,842	44%
3400	(5,846)	9,359	21,707	165,294	327,692	323,951	324,854	(903)	2,838	159,560	51%
3500	338	246	95	2,462	11,734	14,153	14,936	(782)	(3,202)	12,473	16%
3600	2,532	2,532	2,532	22,787	36,524	35,845	35,589	256	935	12,802	64%
SUBTOTAL - Employee Benefits	40,671	56,607	63,631	411,174	895,593	904,934	904,285	650	(8,692)	493,110	45%
Books & Supplies											
4100	-	-	-	11,695	100,000	25,000	25,000	-	75,000	13,305	47%
4200	71	66	85	2,649	1,000	2,498	2,700	(202)	(1,700)	51	98%
4320	-	-	-	-	9,000	9,000	9,000	-	-	9,000	0%
4325	1,730	341	563	61,135	7,500	82,500	82,500	-	(75,000)	21,365	74%
4326	1,520	668	168	10,890	5,000	10,054	11,000	(946)	(6,000)	110	99%
4330	755	627	380	3,905	5,000	5,000	5,000	-	-	1,095	78%
4335	489	12	-	967	2,000	2,000	2,000	-	-	1,033	48%
4340	572	321	-	1,154	2,000	2,000	2,000	-	-	846	58%
4400	350	-	-	350	100,000	100,000	100,000	-	-	99,650	0%
4410	1,957	3,372	539	17,283	10,000	13,372	20,000	(6,628)	(10,000)	2,717	86%
4420	-	-	59	7,924	17,500	17,500	17,500	-	-	9,576	45%
4430	558	-	628	3,566	10,000	10,000	10,000	-	-	6,434	36%
4700	2,320	1,798	-	10,482	15,000	15,000	15,000	-	-	4,518	70%
4710	18,351	2,108	12,429	58,740	121,800	98,400	97,200	1,200	24,600	38,460	60%
4720	508	-	37	2,274	5,000	5,000	5,000	-	-	2,726	45%
SUBTOTAL - Books and Supplies	29,181	9,312	14,889	193,013	410,800	397,324	403,900	(6,576)	6,900	210,887	48%
Services & Other Operating Expenses											
5215	-	-	-	-	1,662	1,662	1,662	-	-	1,662	0%
5305	-	1,250	-	5,808	19,000	19,000	19,000	-	-	13,193	31%
5450	6,471	6,471	6,471	53,918	73,330	73,330	73,330	-	-	19,412	74%
5515	9,269	7,000	7,485	48,114	100,000	100,000	100,000	-	-	51,886	48%
5520	263	1,023	881	12,709	22,660	22,660	22,660	-	-	9,951	56%

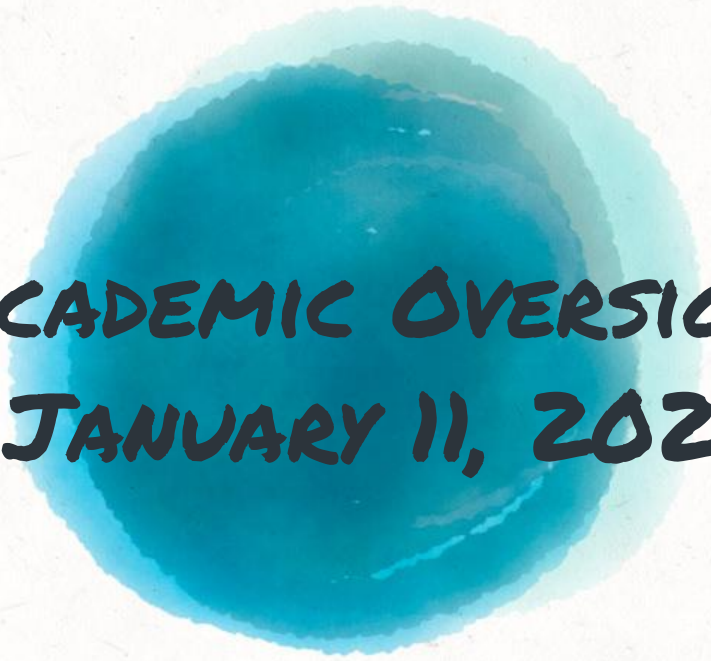
Urban Montessori
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								-	-	-	-
5535 Utilities - All Utilities	12,501	5,616	3,912	32,096	55,105	55,105	55,105	-	-	23,009	58%
5605 Equipment Leases	957	1,678	931	6,620	13,596	13,596	13,596	-	-	6,976	49%
5610 Rent	-	39,358	-	78,716	146,708	157,431	157,431	-	(10,723)	78,716	50%
5615 Repairs and Maintenance - Building	258	3,108	72	5,045	20,000	20,000	20,000	-	-	14,955	25%
5803 Accounting Fees	10,500	-	-	10,500	23,672	23,672	23,672	-	-	13,172	44%
5805 Administrative Fees	354	-	-	354	6,775	6,775	6,775	-	-	6,421	5%
5809 Banking Fees	1,196	(889)	85	725	656	656	2,000	(1,344)	(1,344)	1,275	36%
5812 Business Services	10,167	10,167	10,167	61,000	122,000	122,000	122,000	-	-	61,000	50%
5815 Consultants - Instructional	-	700	-	700	5,000	5,000	5,000	-	-	4,300	14%
5824 District Oversight Fees	3,942	-	-	3,942	39,485	33,739	32,964	775	6,520	29,023	12%
5826 Directors Contingency	-	-	-	-	253,612	32,756	32,004	752	221,608	32,004	0%
5827 Middle School Program expenses (8816 offset)	-	118	-	118	1,918	1,918	1,918	-	-	1,800	6%
5830 Field Trips Expenses	-	-	150	150	50,000	50,000	50,000	-	-	49,850	0%
5833 Fines and Penalties	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5836 Fingerprinting	-	-	-	-	1,692	1,692	1,692	-	-	1,692	0%
5839 Fundraising Expenses	-	-	-	-	11,674	11,674	11,674	-	-	11,674	0%
5845 Legal Fees	5,248	-	-	8,728	50,000	50,000	50,000	-	-	41,272	17%
5851 Marketing and Student Recruiting	-	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
5857 Payroll Fees	490	492	491	2,712	6,747	6,747	6,747	-	-	4,036	40%
5860 Printing and Reproduction	-	-	-	-	1,030	1,030	1,030	-	-	1,030	0%
5861 Prior Yr Exp (not accrued)	-	150	-	14,427	-	14,277	14,427	(150)	(14,427)	-	100%
5863 Professional Development	7,924	-	11,650	31,223	69,000	69,000	69,000	-	-	37,777	45%
5869 Special Education Contract Instructors	600	8,550	4,250	22,600	90,000	90,000	90,000	-	-	67,400	25%
5875 Staff Recruiting	-	-	3,000	3,075	4,000	4,000	4,000	-	-	925	77%
5878 Student Assessment	797	449	-	2,020	13,000	13,000	13,000	-	-	10,980	16%
5880 Student Health Services	-	-	192	2,666	6,000	6,000	6,000	-	-	3,334	44%
5881 Student Information System	907	827	1,147	18,331	25,000	25,000	25,000	-	-	6,669	73%
5884 Substitutes	-	-	-	-	15,450	15,450	5,450	10,000	10,000	5,450	0%
5887 Technology Services	424	186	-	10,746	13,000	13,000	13,000	-	-	2,254	83%
5910 Communications - Internet / Website Fees	569	569	-	2,845	8,652	8,652	8,652	-	-	5,807	33%
5915 Postage and Delivery	95	601	11	938	3,395	3,395	3,395	-	-	2,457	28%
5920 Communications - Telephone & Fax	-	2,022	-	5,075	11,670	11,670	11,670	-	-	6,595	43%
SUBTOTAL - Services & Other Operating Exp.	72,930	89,446	50,894	445,900	1,296,489	1,094,887	1,084,854	10,032	211,635	638,954	41%
Capital Outlay & Depreciation											
6900 Depreciation	-	-	4,483	4,483	8,986	8,986	8,986	-	-	4,503	50%
SUBTOTAL - Capital Outlay & Depreciation	-	-	4,483	4,483	8,986	8,986	8,986	-	-	4,503	50%
Other Outflows											
7999 Uncategorized Expense	-	-	12,635	12,839	-	-	-	-	-	(12,839)	
SUBTOTAL - Other Outflows	-	-	12,635	12,839	-	-	-	-	-	(12,839)	
TOTAL EXPENSES	388,949	407,544	391,926	2,356,887	5,651,224	5,388,947	5,363,546	25,400	287,678	3,006,660	44%

Coversheet

Discussion Item - Committee Report

Section: IV. Academic Oversight Committee
Item: A. Discussion Item - Committee Report
Purpose: Discuss
Submitted by:
Related Material: Academic Oversight 1_11_23.pdf



ACADEMIC OVERSIGHT
JANUARY 11, 2023

INSTRUCTIONAL UPDATES

- ▶ OMTR training updates
 - First weekend seminar last week.
 - Introduced new lessons, practiced presenting together, and had discussions around Montessori theory and curriculum.
 - Second seminar on Saturday, January 21

INSTRUCTIONAL UPDATES

- ▶ DIBELS reading assessment
 - Mid year assessment starting now
 - Addition of CORE phonics survey to better support reading instruction in class
- ▶ Math instruction
 - Focus on math facts and seeing exam like questions daily as a choice activity
 - New systems to support continual practice of math facts

INSTRUCTIONAL UPDATES

- ▶ Coaching focus
 - Looking at and filling out transition checklists
 - Using this information to think about how best to support students for the second half of the year

PANORAMA SURVEY RESULTS

COMMUNITY SURVEY

ELL Status

English Learner	9	7%
English Only	123	89%
Confidentiality protected	6	4%

FRPL Status

F	130	94%
T	8	6%

Student Gender

f	72	52%
Confidentiality protected	66	48%

Student Grade Level

-1	19	14%
0	17	12%
1	15	11%
2	15	11%
3	33	24%
4	10	7%
5	11	8%
6	8	6%
Confidentiality protected	10	

Student Race

Black or African American	14	10%
Hispanic	29	21%
Other Asian	6	4%
Two or More Races	22	16%
White	67	49%

Special education status

F	132	96%
T	6	4%

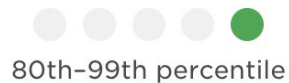
The race or ethnicity that best describes me:

Subgroup with no data	1	< 1%
Asian	6	4%
Black or African American	11	8%
Hispanic or Latino	17	12%
White	84	61%
Two or more Races/Ethnicities	19	14%

COMMUNITY SURVEY

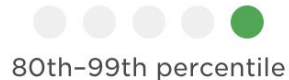
- ▶ All areas had a 90% or higher response favorability
- ▶ Growth in all areas except one compared to last winter

Safety



▲ 5

Sense of belonging (school connectedness)



▲ 4

Social emotional



▲ 6

Equity



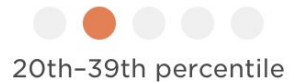
▲ 7

UMCS Experience



▼ 2

Climate of support for academic learning



▲ 13

Knowledge and Fairness of Discipline, Rules and Norms



▲ 18
Greatest increase



Academics



▲ 6



Communication

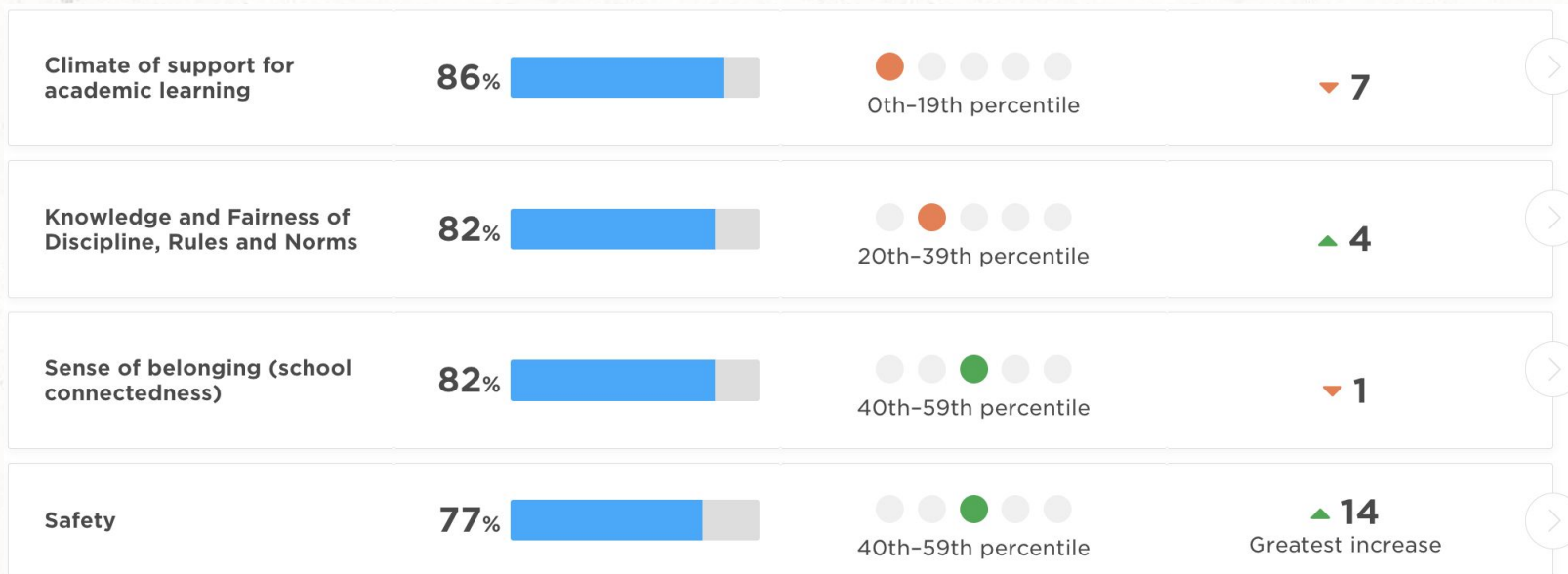


▲ 5



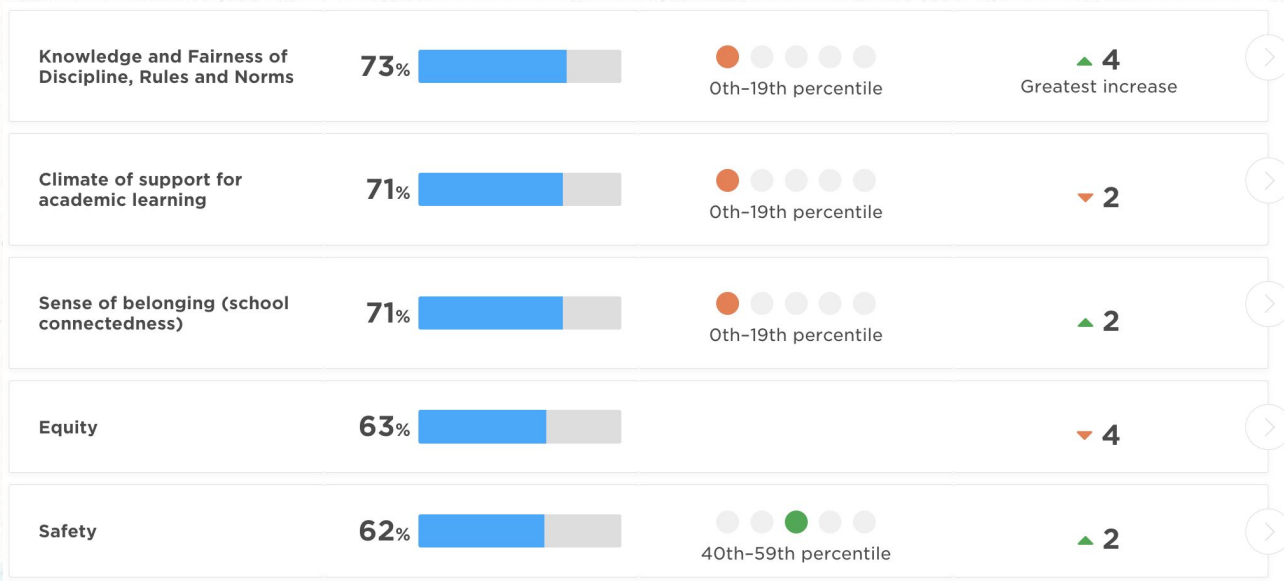
TEACHER/STAFF SURVEY

- ▶ Large increase in staff feeling about safety.



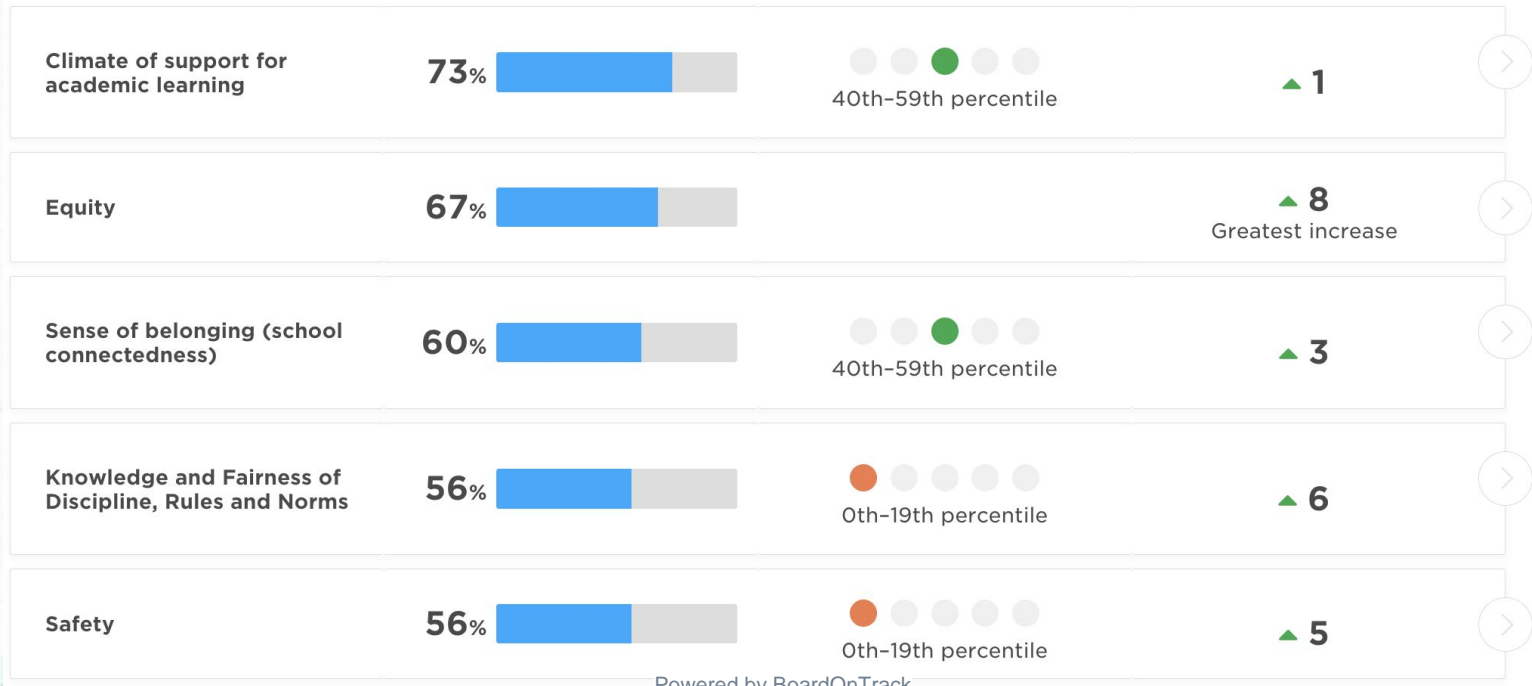
STUDENT SURVEY

- ▶ Highest favorable results for 3rd graders and then a decline for each increasing grade level.



STUDENT SURVEY

► Increase in all areas for 6-8 grade



Coversheet

Discussion Item: Committee Updates, including candidates for board service, Form 700, and training

Section: VI. Executive & Governance Committee
Item: A. Discussion Item: Committee Updates, including candidates
for board service, Form 700, and training
Purpose: Discuss
Submitted by:
Related Material: DRAFT_UMCS Long Term Goal_ Metrics Brain Storm.docx
Board Retreat Follow Up 1_26.pptx

We have clear, compelling, rigorous whole child growth data that demonstrates all students are thriving. [Rec: Academic]	
Potential Metrics	Board (or other Body's) Role
Standardized test scores Classroom obs on materials engagement Attendance SEL survey data # of goings out # of public presentation Standards based progress reports	Create a dashboard Ask for it to be updated or cadence
The community of the global majority, with a commitment to Oakland students and families, have pathways to viable careers in public Montessori education that are typically denied to them through other avenues. [Rec: Staff Group, w/ dotted lines to Exec/Finance]	
Potential Metrics	Board Role
UMCS fully staffed by June % diversity on staff % diversity of students Waitlist of teachers hoping to be trained Financially able to support Worldwide recognition	Helping define funding structure Marketing support
Security in our facilities allows us to continually invest in preparing all environments. [Rec: Finance]	
Potential Metrics	Board Role
Ownership of our own facility Longer term lease Loan approved/secured	Liaising with officials Seek students, families, and community support. Capital campaign for facilities improvement
Our ABAR Commitment and Land Acknowledgement are integrated into all the facets of our work with students, staff, and families [Rec: all, cuts across]	
Potential Metrics	Board Role
Work with equity experts for outside opinions (board/admin/staff/teacher/parent) training	Board education and learning Family education

<p>We are a community institution where all families, especially families of the global majority, feel connected, involved and have access to resources. [Rec: FAC]</p>	
<p>Potential Metrics</p>	<p>Board Role</p>
<p>High % survey respondents & proportional High % proportional teacher conference & classroom observations Who shows up at events, meetings? New families?</p>	<p>Request data re % of teacher conference attendance Support increased attendance at in person events</p>
<p>With a full complement of diverse students at every grade level with a healthy waitlist because we are a model public Montessori program and we share our story broadly. [Rec: Finance]</p>	
<p>Potential Metrics</p>	<p>Board Role</p>
<p>Enrollment #s Waitlist #s application # of outreach presentations # of in-person & virtual tours # of parents volunteering w/ tours # of local elected leaders that tour</p>	<p>Explore 3 y/o solution Organizing parents to talk/share at tours Recruit someone w/ marketing experience to board</p>

Board Retreat Follow Up



Board Retreat - What Happened?

- Discussion of Board Member backgrounds and motivations for joining the board
- Discussion of the draft long term goals developed by Krishna & Daniel
- Brainstorming to consider what metrics we could assign to those goals and what the role of the board would be.



Board Retreat - What's Next?

- Assign goal areas to committees or other groups in order to....
 - Develop metrics w/ admin who sits on committee
 - Determine committee activities aligned to the short and longer term goals.
 - One thing board can do this year to make progress towards these goals.
- Each committee report out on these at the next board meeting



We have clear, compelling, rigorous whole child growth data that demonstrates all students are thriving. *[Rec: Academic]*

Potential Metrics	Board (or other Body's) Role
Standardized test scores Classroom obs on materials engagement Attendance SEL survey data # of goings out # of public presentation Standards based progress reports	Create a dashboard Ask for it to be updated or cadence



<p>The community of the global majority, with a commitment to Oakland students and families, have pathways to viable careers in public Montessori education that are typically denied to them through other avenues. <i>[Rec: Staff Group, w/ dotted lines to Exec/Finance]</i></p>	
Potential Metrics	Board Role
<p>UMCS fully staffed by June % diversity on staff % diversity of students Waitlist of teachers hoping to be trained Financially able to support Worldwide recognition</p>	<p>Helping define funding structure Marketing support</p>



<p>Security in our facilities allows us to continually invest in preparing all environments. <i>[Rec: Finance]</i></p>	
Potential Metrics	Board Role
<p>Ownership of our own facility Longer term lease Loan approved/secured</p>	<p>Liaising with officials Seek students, families, and community support. Capital campaign for facilities improvement</p>



<p>Our ABAR Commitment and Land Acknowledgement are integrated into all the facets of our work with students, staff, and families <i>[Rec: all, cuts across]</i></p>	
Potential Metrics	Board Role
<p>Work with equity experts for outside opinions (board/admin/staff/teacher/parent) training</p>	<p>Board education and learning Family education</p>



<p>We are a community institution where all families, especially families of the global majority, feel connected, involved and have access to resources. <i>[Rec: FAC]</i></p>	
Potential Metrics	Board Role
<p>High % survey respondents & proportional High % proportional teacher conference & classroom observations Who shows up at events, meetings? New families?</p>	<p>Request data re % of teacher conference attendance Support increased attendance at in person events</p>



<p>With a full complement of diverse students at every grade level with a healthy waitlist because we are a model public Montessori program and we share our story broadly. <i>[Rec: Finance]</i></p>	
Potential Metrics	Board Role
<p>Enrollment #s Waitlist #s application # of outreach presentations # of in-person & virtual tours # of parents volunteering w/ tours # of local elected leaders that tour</p>	<p>Explore 3 y/o solution Organizing parents to talk/share at tours Recruit someone w/ marketing experience to board</p>



Closing

- Do these assignments make sense looking across them all?
- Do we have the right committees?
- Discuss next steps

Coversheet

Approve Minutes from December 1, 2022 Regular Meeting

Section: VIII. Other Business
Item: B. Approve Minutes from December 1, 2022 Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on December 1, 2022

APPROVED



Urban Montessori Charter School

Minutes

Regular Board Meeting

Date and Time

Thursday December 1, 2022 at 5:30 PM

Location

4551 Steele Street, Oakland, CA 94619. Signage on campus will direct you to the correct room, generally the Sun Room.

The public may comment and participate [via Zoom](#) if they prefer. The public may also email comments to board@urbanmontessori.org to be shared by the Board's Secretary during the meeting. Please make that intention clear in your email.

<https://us02web.zoom.us/j/82592855160?pwd=cG02OTRoUVdrdngwOTI2WFBrOTBzQT09>

Meeting ID: 825 9285 5160; Passcode 510 842 1181

One tap mobile

+16699009128,,82592855160# US (San Jose)

+12532158782,,82592855160# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 825 9285 5160

Find your local number: <https://us02web.zoom.us/u/k1Y3eQWvA>

Additional teleconference locations:

This meeting will be audio recorded. The public can find documents related to this agenda either linked directly on the agenda or under "Other files" after selecting the meeting in BoardOnTrack prior to viewing the agenda. Downloading the "packet" may not include all of the "Other files" that are still otherwise available to the public.

Members: Kara Fortuna, Greg Klein, Davis Leung, Sarah Morrill, Ann Rhodes, Donald Williams

Urban Montessori Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, including audio recordings of Regular Board Meetings, are available on our [BoardOnTrack public portal](#) and also through the [UMCS School Calendar](#).

Directors Present

A. Rhodes, D. Leung, D. Williams, G. Klein, K. Fortuna, S. Morrill

Directors Absent

None

Directors who arrived after the meeting opened

D. Williams

Guests Present

D. Bissonnette

I. Opening Items

A. Call the Meeting to Order

G. Klein called a meeting of the board of directors of Urban Montessori Charter School to order on Thursday Dec 1, 2022 at 5:46 PM.

B. Record Attendance

C. Review of Action/Discussion Items

No changes needed.

D. Board and Community Appreciations

Sarah appreciated Davis for tonight's dinner and for helping as a great emeritus chair.

Davis appreciated his time on the Board.

Ann appreciated Kara for helping her get involved in volunteer service.

Ann appreciated Daniel's subbing in her daughters classroom.

Greg appreciated the staff for how they collaborate and help one another.

Greg appreciated Iris's attention to detail

Sarah appreciated Daniel and Krishna for meeting and dreaming together about the future.

Daniel appreciated the staff who helped checked in with

Daniel appreciated Greg helping while Rosi has been out.

Daniel appreciated Krishna, in particular realizing how much she does as she's been out sick.

Parent Jillian appreciated her student's teachers and Davis for bringing cake.

E.

Board Member Comment

Davis is very excited for the USA Men's team making it to the World Cup Round of 16.

F. Presentations from the Floor

None.

II. Head of School Report

A. Head of School Report

Daniel gave the Head of School Report, which is a part of "Other files" on BoardOnTrack.

Virtual enrollment tours have begun and the first in-person tour is tomorrow. Winter break, and student, family, and staff Panorama surveys are live.

Instructional updates: PMiA coach is coming next week, observing and following up with teachers who began training last summer. Coaching conversations have been following up on Math skill building using recent NWEA data.

Greg asked about 8th graders learning about High Schools. Daniel shared that ARISE HS is coming to share about their program and an Oakland Tech HS tour is being organized.

No other questions or public comments on this item.

III. Finance Committee

A. Discussion Item - Committee Report, including year to date financial report

Greg gave a brief Finance Committee report. Operating income is now at \$350,000, but if holds, will likely recognize some revenue in the out years where allowed. Cash on hand remains strong. The committee also recognized Davis for all of his service to the committee and the Board.

No other questions or public comments on this item.

IV. Academic Oversight Committee

A. Discussion Item - Committee Report

D. Williams arrived at 6:03 PM.

Kara shared the Committee's report. There is a slide deck of NWEA data attached to the agenda. Kara highlighted Fall to Fall growth data as shown on the slides. Kara also highlighted slides starting at 14 around age-band data analysis and by race/ethnicity. Right now, students who are older and been more impacted by school closures show the greatest need for further academic improvement.

Daniel shared that the After school program is seeking to hire tutors right now, and supporting teachers to find ways to present material in similar, natural ways as it appears on the assessments.

Daniel shared that another strategy is helping teachers see and experience the assessment items, too, so they are more familiar.

No other questions or public comments on this item.

V. Family Advisory Council

A. Discussion Item - Committee Report

Kara shared the FAC report. Jillian is here and is the new FAC VP. There's a morning coffee in the morning and an FAC meeting in the evening. Marcela, the FAC President, put together FAC Goals and Objectives 2022-2023

- BiMonthly Coffee and Meetings
- FAC Fridays: Dec/Feb/April/Jun. AM Coffee, PM Meeting
- Upcoming Events (some dates tentative)
- Friday Dec. 9th: 4:30-6pm Staff Yoga & Sound Bath Healing @ Left Coast Yoga
- Friday Mar. 17th: Clothing, book and toy swap at pickup
- Saturday Mar. 18th: Campus work day
- Friday May 12th: End of year student talent showcase?
- Saturday May 13th: Move-a-Thon and Arts Festival
- Looking Ahead to 23-24
- Recurring cultural exchange, Fall Festival, Winter Celebration, Spring Parade

No other questions or public comments on this item.

VI. Executive & Governance Committee

A. Discussion Item: Committee Updates, including candidates for board service, Form 700, and training

Sarah shared the committee's report, which was that the committee worked to clarify the retreat agenda, clarify goals, and that Sarah and Greg continue to participate in DCSC's cohort around equity in governance. Krishna and Daniel are also in a DSCE community of practice. Sarah reminded everyone about their Forms 700.

No other questions or public comments on this item.

B. Board and Committee Officers and Members

No changes needed.

VII. Other Business

A. Oakland and California Updates

Greg shared about Measure H and Measure S both passing, new OUSD Board members and new County Superintendent starting in January, and about the new resolution just introduced that would rescind school closures at the end of this school year in OUSD.

No public comments or questions on this item.

B. Approve Minutes from October 27, 2022 Regular Meeting

D. Leung made a motion to approve the minutes from Regular Board Meeting on 10-27-22.

S. Morrill seconded the motion.
No public comments or questions.
The board **VOTED** unanimously to approve the motion.

C. Action Item - Vote on General Consent Report

D. Leung made a motion to approve the General Consent Report.
K. Fortuna seconded the motion.
No questions or public comments.
The board **VOTED** unanimously to approve the motion.

D. Collect New Business items for Future Meetings

None at this time.

VIII. Closed Session

A. Closed Session Items

At 6:25pm, Sarah shared that the Board would go into Closed Session on Public Employee Performance Evaluation - Head of School. There were no public comments on this item.

IX. Return to Open Session

A. Report out of any closed session action(s)

The board reconvened, all members present, at 6:35pm. Sarah reported that no actions were taken.

B. Board Retreat - Part 1

Sarah introduced the purpose of the retreat, including getting to know one another better and aligning on our work and role moving forward. Each Board member took a few minutes to introduce themselves and how they came to serve on the Board.

The Board discussed the a brief and high level of the history of the school's governance over the years, including today's current context of the school.

The Board recessed at 7:20pm to take a break to set up the next piece of the retreat.

C. Board Retreat- Part 2

The Board returned at 7:29pm, all still present.

Daniel shared his professional career starting as a middle school teacher at Montera MS, which is where he and Krishna first met. While there, Daniel's wife was working at a Montessori pre-school, and realized that Montessori was the right thing to go get trained in. First trained with age 3-6 year olds, and taught at a Montessori Primary, started a Montessori Elementary program at another school, and joined the board here at UMCS. Daniel got a grant to help cover his salary to work at UMCS, and left the Board to do so, and then was hired on as the full time Assistant Head of School. Daniel wants to stay in Oakland and wants to be in public Montessori, and so UMCS is the place for him to be and dreams of public Montessori being available to any family who wants it.

Daniel shared 3 Strengths of the school: Teacher/Staff Diversity; Financial Management and Stability; and School/classroom Environments. 3 Challenges Academic Achievement Gap; Attendance; facilities. 3 Opportunities are the Teacher/leadership Pipeline (Oakland Montessori Training Program)!; Renewal!; and Extended Learning!

Looking Forward

* What would success look like in 5 years when we are wildly successful towards our vision?

Daniel and Krishna worked on and the Board read through six big themes:

- We have security in our facilities that allows us to continually invest in preparing all environments. (facilities)
- Our Anti-Biased/Anti-Racist Commitment and Land Acknowledgement are integrated into all the facets of our work with students, staff, and families. (ABAR)
- We are a community institution where all families, especially families of the global majority, feel connected, involved, and have access to resources. (community)
- With a full complement of diverse students at every grade level with a healthy waitlist because we are a model Public Montessori program and we share our story broadly. (public narrative/enrollment)
- We have clear, compelling, rigorous whole child growth data that demonstrates all students are thriving. (instruction)
- The community of the global majority, with a commitment to Oakland students and families, have pathways to viable careers in public Montessori education that are typically denied to them through other avenues. (training center)

These are all shared in the slide deck attached to this meeting's agenda.

The Board split up into groups, each worked through three of the above, brainstorming metrics and the board's role in achieving these outcomes.

The Board then took five minutes to read the other group's work.

Sarah shared next steps of finalizing with Daniel and Krishna, and then at Executive committee to work on how all the committees can take on this work and support.

The Board closed with one word closings, going around the circle. Appreciation, Hopeful, Inspired, Engaged, Community, Connected, Learning.

No other questions or public comments on this item.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:20 PM.

Respectfully Submitted,
G. Klein

Documents used during the meeting

- UMCS_October_2022_Forecast.pdf
- UMCS_October_2022_Cash_Flow.pdf
- UMCS_November_2022_FC_Presentation.pdf
- UMCS_October_2022_Balance_Sheet.pdf
- Fall 2022 NWEA UMCS.pdf
- 2022-12-1 FAC Board Report.pptx.pdf
- 2022_09_22_board_meeting_minutes.pdf
- PMAI_Contract_-_Urban_Montessori_22-23_updated_10.20.22.pdf

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting UMCS at 4551 Steele Street, Oakland, CA 94619 or info@urbanmontessori.org.

FOR MORE INFORMATION For more information concerning this agenda or for materials relating to this meeting, please contact UMCS at 4551 Steele Street, Oakland, CA 94619 or board@urbanmontessori.org. All materials are available via the Governance Section of our website: <http://www.urbanmontessori.org/governance> or directly via our [BoardOnTrack public portal](#).

Coversheet

Action Item - Vote on General Consent Report

Section:	VIII. Other Business
Item:	C. Action Item - Vote on General Consent Report
Purpose:	Vote
Submitted by:	
Related Material:	School Accountability Report Card.pdf

Urban Montessori Charter
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	4551 Steele St. Oakland, CA , 94619-3312	Principal:	Krishna Feeney
Phone:	510 842-1181	Grade Span:	

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

Principal, Urban Montessori Charter

About Our School



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

Phone: [\(510\) 842-1181](tel:5108421181)

Email: info@urbanmontessori.org

Contact

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

Phone: [510 842-1181](tel:5108421181)

Email: info@urbanmontessori.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Monroe, L.K.
Email Address	lkmonroe@acoe.org
Website	www.urbanmontessori.org

School Contact Information (School Year 2022–23)

School Name	Urban Montessori Charter
Street	4551 Steele St.
City, State, Zip	Oakland, CA , 94619-3312
Phone Number	510 842-1181
Principal	Krishna Feeney
Email Address	krishnaf@urbanmontessori.org
Website	www.urbanmontessori.org
County-District-School (CDS) Code	01100170125567

Last updated: 1/24/23

School Description and Mission Statement (School Year 2022–23)

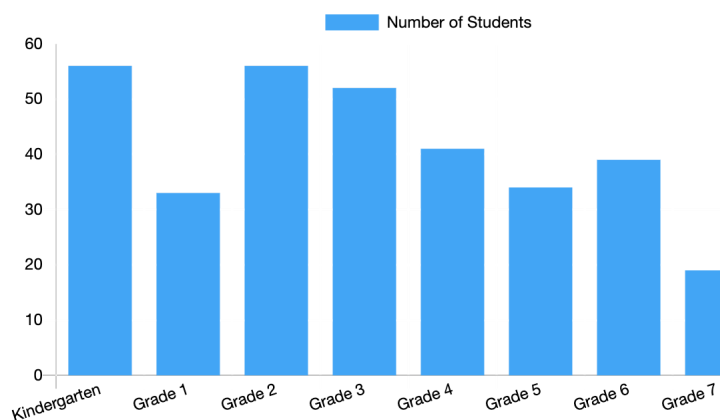
Urban Montessori is a tuition-free TK-8 public charter school located in Oakland. Our school is based on the teachings of Maria Montessori and authorized by the Alameda County Board of Education. Our mission is to develop self-directed and engaged learners who are academically, socially, and emotionally 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: 1/24/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	56
Grade 1	33
Grade 2	56
Grade 3	52
Grade 4	41
Grade 5	34
Grade 6	39
Grade 7	19
Grade 8	19
Total Enrollment	349



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	44.10%
Male	55.30%
Non-Binary	0.60%
American Indian or Alaska Native	0.00%
Asian	4.90%
Black or African American	19.80%
Filipino	0.60%
Hispanic or Latino	31.20%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	13.80%
White	29.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.20%
Foster Youth	0.00%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	28.70%
Students with Disabilities	11.20%

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	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: 1/24/23

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)						
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 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: 1/24/23

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

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

**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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

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	
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	

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: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

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 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	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%
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 science curriculum with teacher-made materials that represent current research and technology.	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 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: 1/24/23

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 ends 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: 1/24/23

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 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Upgrades to heating in some spaces, older plumbing issues that are minor.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Electrical in the main auditorium is in need of repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Minor roof leaks exposed by recent severe flooding experienced statewide.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating	Good
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Last updated: 1/24/23

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	36%	N/A	46%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	24%	N/A	34%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	192	95.05	4.95	36.32
Female	85	83	97.65	2.35	42.17
Male	116	108	93.10	6.90	32.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	45	42	93.33	6.67	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	14.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	24	92.31	7.69	54.17
White	57	53	92.98	7.02	63.46
English Learners	42	41	97.62	2.38	12.50
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	19.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	31	91.18	8.82	16.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	193	95.54	4.46	23.68
Female	85	84	98.82	1.18	18.07
Male	116	108	93.10	6.90	27.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	45	43	95.56	4.44	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	8.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	24	92.31	7.69	33.33
White	57	53	92.98	7.02	40.38
English Learners	42	41	97.62	2.38	5.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	31	91.18	8.82	6.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

**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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	27.08	0.00	0.00	28.5	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	48	96.00	4.00	27.08
Female	18	18	100.00	0.00	22.22
Male	32	30	93.75	6.25	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	13.33
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Not Applicable

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Last updated: 1/24/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/24/23

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

Not applicable.

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/24/23

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

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 2022–23)

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 ParentSquare 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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate					31.00%	22.60%		8.90%	7.80%
Graduation Rate					53.60%	61.30%		84.2%	87.0%

Last updated: 1/24/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Not Applicable

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0.0
Male	0	0	0.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	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>.

Last updated: 1/24/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	377	363	138	38.0
Female	165	157	50	31.8
Male	209	203	86	42.4
American Indian or Alaska Native	0	0	0	0.0
Asian	21	20	5	25.0
Black or African American	75	72	28	38.9
Filipino	2	2	0	0.0
Hispanic or Latino	117	111	49	44.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	52	51	14	27.5
White	109	106	41	38.7
English Learners	57	55	21	38.2
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	124	118	53	44.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	49	25	51.0

Last updated: 1/24/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.24%	1.41%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.59%	0.02%	2.97%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/24/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.59	0.00
Female	0.00	0.00
Male	2.87	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	4.76	0.00
Asian	0.00	0.00
Black or African American	2.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	0.00	0.00
English Learners	1.75	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.00	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

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: 1/24/23

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 2019–20

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 2020–21

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 (Secondary) (School Year 2019–20)

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 2020–21)

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)

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.

Last updated: 1/24/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Not Applicable

Title	Ratio
Pupils to Academic Counselor*	349.00

* 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: 1/24/23

Student Support Services Staff (School Year 2021–22)

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)	
Other	2.00

* 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: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10865.00	\$2412.00	\$8453.00	\$61097.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

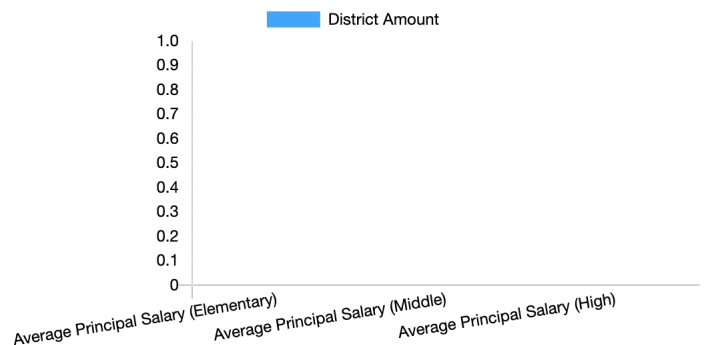
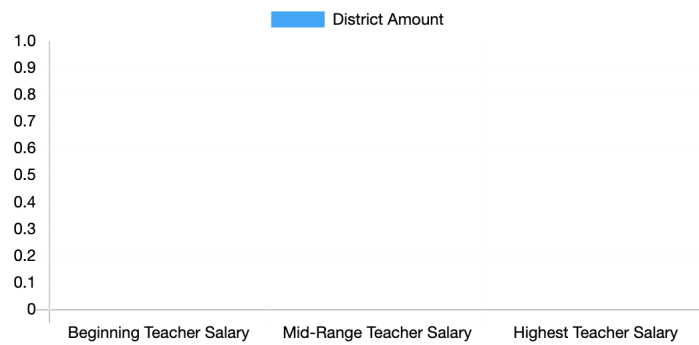
UMCS provides a school-wide reading intervention program including interventions for English learners. We also engage a multidisciplinary process for identifying and addressing students’ emotional, social and academic needs through our COST process.

Last updated: 1/24/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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: 1/24/23

Advanced Placement (AP) Courses (School Year 2021–22)

Not Applicable

Percent of Students in AP Courses

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%

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

Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	14

Last updated: 1/24/23