

# Board Retreat

December 1st 2022

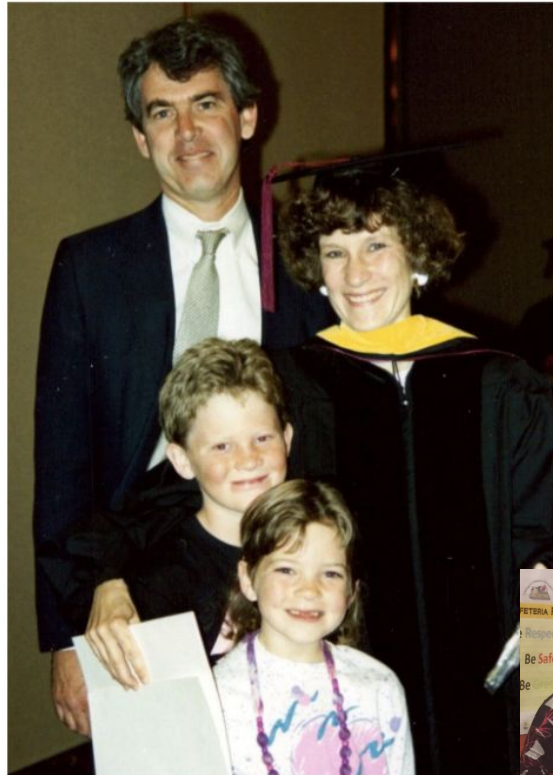


# Board Intros!

*Each board member will share a slide with some information about themselves and why they choose board service.*



# Sarah





**Kara**





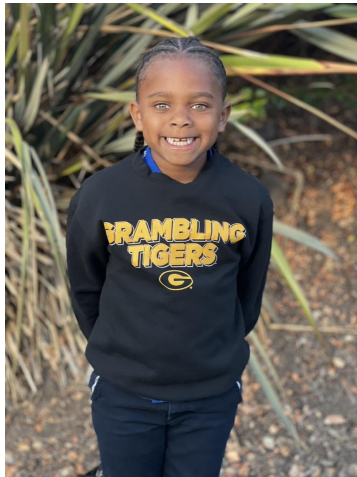
Davis







Donald





**Ann**







**Greg**



NGLC in OAKLAND



**NEXT GENERATION  
LEARNING CHALLENGES**





# Where have we been?

Board members received narrative around historical context of UMCS. Board members will each share **one** take away and any questions.





## Some history – certainly not *all!*

- Opened our doors in Fall 2012, at Brann St. campus, started K-2.
- Three Heads of School in first three years, with our third Head serving for three school years.
- In Fall 2017, in first year of current charter term, we had two Interim Co-Heads, and grew to the Mountain Campus (split). (GK chair)
- Krishna was hired in the Spring 2018, and her first year we were at Brann + Pleasant; first 8th grade promotion (GK and then HT chair)
- KF Y2: 2019-2020; split campus, COVID began ~March 2020 (DL chair)
- KF Y3: 2020-2021; mostly virtual; all one campus at Steele St. (DL chair)
- KF Y4: 2021-2022; return to in-person instruction, and all one campus with all ten grades ← first time in school's history (DL chair)
- KF Y5: 2022-2023; current year! (SM chair)

**Where are we  
now?**





# Krishna: Story of Self

- My professional history
- What brought me to UMCS
- What keeps me at UMCS





# Daniel: Story of Self

- My professional history
- What brought me to UMCS
- What keeps me at UMCS



# Story of Now

<b>3 Strengths</b>	<b>3 Challenges</b>	<b>3 Opportunities</b>
Teacher/Staff Diversity	Academic Achievement Gap	Teacher/leadership Pipeline
Financial Management and Stability	Attendance	Renewal!
School/classroom Environments	Facilities	Extended Learning

# Where are we going?

If we were wildly successful in progress towards our vision, what would be true and how would we know?



# Visioning Work - 6 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 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)





# Goals & The Board Role

## Brainstorm

5 min per–

- What are possible ways to measure if we have achieved this?
- What are possible board roles in supporting progress towards towards these outcomes?

Break into two groups

Community, Public Narrative, & Instruction: Kara, Anne, Greg  
Facilities, ABAR, Staff PAtHways: Sarah, Donald, Davis



# **Chalk Talk / Gallery Walk**

Walk around to the posters

Add your thoughts, respond to others in “chalk”



## Next Steps

- Krishna & Daniel finalize metrics
- Board provides feedback on goals
- Committees identify and define roles and get feedback from the rest of the board/ HOS on those priorities.



## **Closing Word!**

What is one word that is top of mind for you right now leaving this “retreat”?



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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)