

Urban Montessori Charter

Jill Stansbury, Head of School

📍 Principal, Urban Montessori Charter

About Our School

At Urban Montessori Charter School, we joyfully help students achieve their highest potential. Our foundational educational philosophy is the Montessori method. Students use hands on materials to learn through their eyes, ears and hands. They construct theories about the world and test that knowledge. Everything in the classrooms and the structure of the school day is designed to give them experience in identifying their interests and practicing time management skills. In addition, the school blends Montessori educational curriculum with culturally relevant teaching, Design Thinking and Arts Integration. We recognize that the emotional mind and the learning mind are interwoven and that the whole child must be taught in order to achieve the greatest learning outcomes. At Urban, we are designing an exciting learning community in collaboration with students, teachers, families, and other Bay Area residents.

Be well,

Jill Stansbury

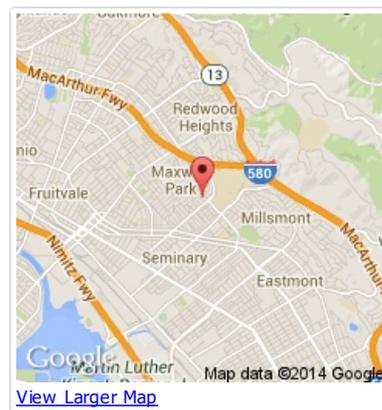
Head of School

Contact

5328 Brann St.
Oakland, CA
94619

Phone: 510-842-1181

E-mail: info@urbanmontessori.org



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Urban Montessori Charter
Street	5328 Brann St.
City, State, Zip	Oakland, Ca, 94619
Phone Number	510-842-1181
Principal	Jill Stansbury, Head of School
E-mail Address	info@urbanmontessori.org
County-District-School (CDS) Code	01100170125567

District	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Web Site	http://www.acoe.org
Superintendent First Name	Sheila
Superintendent Last Name	Jordan
E-mail Address	sheilaj@aco.org

Last updated: 2/1/2014

School Description and Mission Statement (School Year 2012-13)

Urban Montessori Charter Schools' 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.

Montessori is a comprehensive pedagogy, curriculum, and philosophy intended to maximize the potential of every child's academic, social, emotional, and intellectual development based on the research of Dr. Maria Montessori. The Montessori philosophy supports a differentiated, self-directed program for each child, embracing his or her natural curiosity and love of learning. In a Montessori classroom, children are given the freedom to work actively with concrete, sequential materials within a carefully prepared environment. The curriculum is designed to meet the needs of every child – from special-needs children to high-achievers. Teachers provide enough guidance to help children work toward independence and self-discipline, which translates into an environment that encourages self-direction and personal responsibility. A multi-age classroom provides maximum opportunities for developing the social and academic skills of all learners.

Arts integration provides children creative opportunities to express their understanding of a specific topic or content area and to develop artistic habits of mind that span academic disciplines. For example, children might research immigration and migration by conducting an interview with an immigrant. To express the immigrants' journey, they might create a metaphorical suitcase filled with stories, maps, and objects expressing the immigrant's journey. By integrating art with core disciplines, children make stronger connections to the world, their culture, the culture of others, and themselves.

Urban Montessori Charter School defines design thinking as the ability to use a systematic process to understand people and situations, define problems, and come up with innovative solutions. Design challenges are integrated learning projects where children go through the steps of the design thinking process. They can be short, designed to introduce all phases of the process quickly, or they can be long to allow for in-depth investigation into integrated curriculum components.

Children who attend Urban Montessori are educated and be able to use their knowledge flexibly in novel contexts. They have effective teachers, trained in Montessori methods, state standards, current research and best practices. Urban Montessori children enjoy learning to think creatively and critically through all subject areas, including math, language arts, science, history/social studies, world language, physical education, music, arts, and design. Children have extended blocks of uninterrupted learning time that allow for concentration and practice. Moreover, they collaborate with other children regularly on Design Challenges that make problem solving and creative thinking an integral part of the Urban Montessori experience. Other characteristics of Urban Montessori include:

- Multi-age classrooms that enhance peer tutoring and modeling opportunities, provide the developmental time to master learning goals, and build strong learning communities

- Individualized lessons that support differentiated instruction and opportunities for practice in a carefully prepared classroom environment
- Use of proven learning materials and manipulatives that drive curiosity, teach respect, and provide opportunities for children to engage in authentic tasks
- Low adult-to-child ratio to maximize opportunities for differentiation and self-directed learning
- Visual arts integrated across the curriculum and into Design Challenges
- Instruction about the disciplines of music and visual arts, including techniques and history
- Authentic and varied assessments, including state-mandated tests
- Curriculum and assessments designed to foster and evaluate deep understanding of content and ideas
- Teacher collaboration that facilitates improved learning for children

Students received two report cards and two conferences, as well as a spring evaluation of their skills in language arts using several different formative assessments.

Before and afterschool care were provided as well as music, world language and visual arts instruction.

Last updated: 2/1/2014

Opportunities for Parental Involvement (School Year 2012-13)

In 2012-2013, Urban Montessori had a Family Advisory Council of classroom representatives (FAC) that met monthly to give input on school policy, procedures, and community events. Those representatives then held class meetings where parent input was collected about policy and procedures. In addition, each classroom had a coordinator that sent out regular parent updates and helped to organize school wide events such as a Gratitude Celebration and Spring Festival. Family volunteers also assisted with lunchtime and playground supervision. Furthermore, they acted as reading buddies that listened to students read and assisted with clerical work in the office and provided English to Spanish interpretation at community events and translation of school publications. They went out into the community to recruit new families to apply to the school so that the school reflects the racial and socio-economic diversity of Oakland over time. Once a month, they worked on campus to improve the school site by cleaning, making repairs, tending the gardening beds, and engaging in building projects. Family volunteers sign up to participate through the school's website and on paper forms available at the school. There were two community members that served as volunteer coordinators to organize these activities.

Last updated: 2/1/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	44%	43%	39%	30%
All Students at the School	47%	28%	N/A	N/A
Male	33%	30%	N/A	N/A
Female	71%	24%	N/A	N/A
Black or African American	31%	6%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	23%	8%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	14%	5%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown 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.

Last updated: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	n/a	n/a	
Black or African American	n/a	n/a	
American Indian or Alaska Native	n/a	n/a	
Asian	n/a	n/a	
Filipino	n/a	n/a	
Hispanic or Latino	n/a	n/a	
Native Hawaiian or Pacific Islander	n/a	n/a	
White	n/a	n/a	
Two or More Races	n/a	n/a	
Socioeconomically Disadvantaged	n/a	n/a	
English Learners	n/a	n/a	
Students with Disabilities	n/a	n/a	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

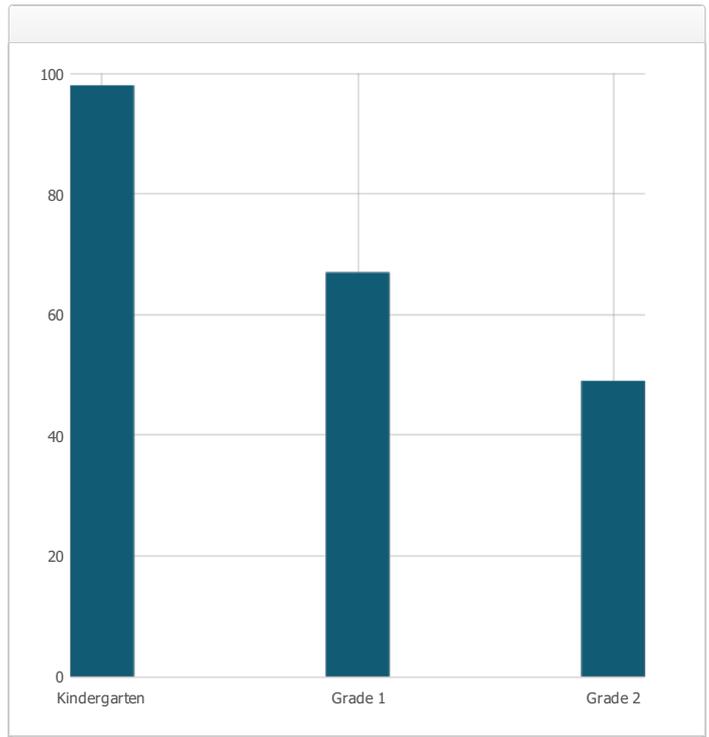
Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	43	676	73	496	4,655,989	790
Black or African American	11	543	32	466	296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	2		0		406,527	906
Filipino	0		1		121,054	867
Hispanic or Latino	15	585	25	503	2,438,951	744
Native Hawaiian or Pacific Islander	1		1		25,351	774
White	12	886	8		1,200,127	853
Two or More Races	2		5		125,025	824
Socioeconomically Disadvantaged	20	490	49	493	2,774,640	743
English Learners	11	518	19	530	1,482,316	721
Students with Disabilities	3		10		527,476	615

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

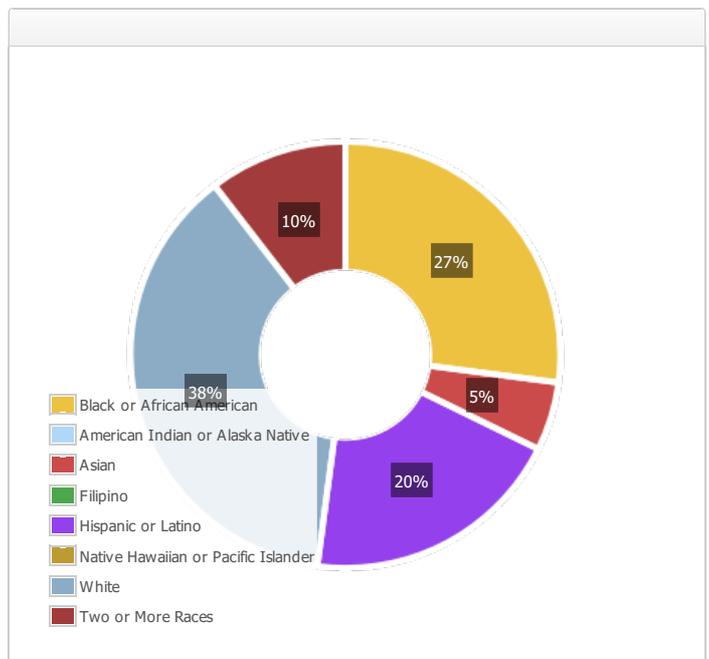
Grade Level	Number of Students
Kindergarten	98
Grade 1	67
Grade 2	49
Total Enrollment	214



Last updated: 2/1/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	26.2
American Indian or Alaska Native	0.5
Asian	5.1
Filipino	0.5
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.9
White	36.0
Two or More Races	10.3
Socioeconomically Disadvantaged	36.9
English Learners	18.7
Students with Disabilities	7.9



Last updated: 2/1/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								14.0		7		
1								10.0		7		
2								7.0		7		
3												
4												
5												
6												
Other												

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

Last updated: 2/1/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
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: 1/31/2014

School Safety Plan (School Year 2012-13)

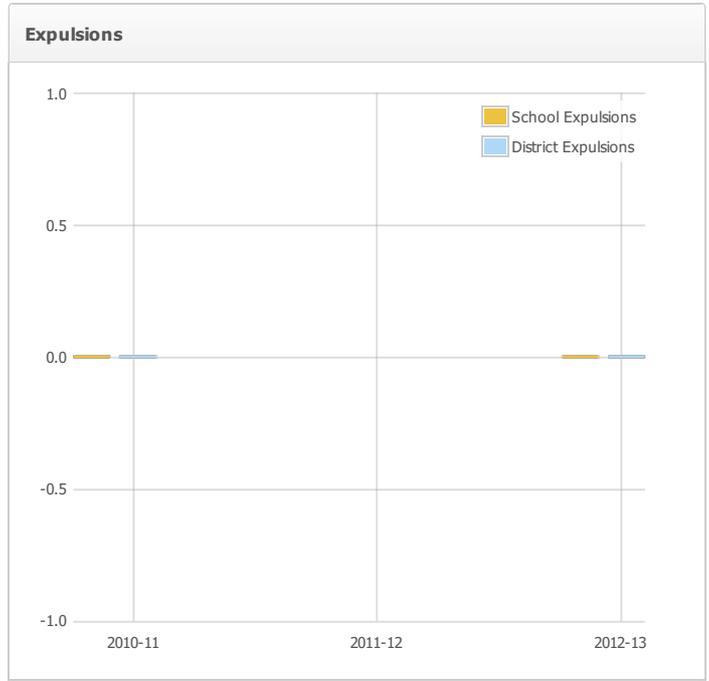
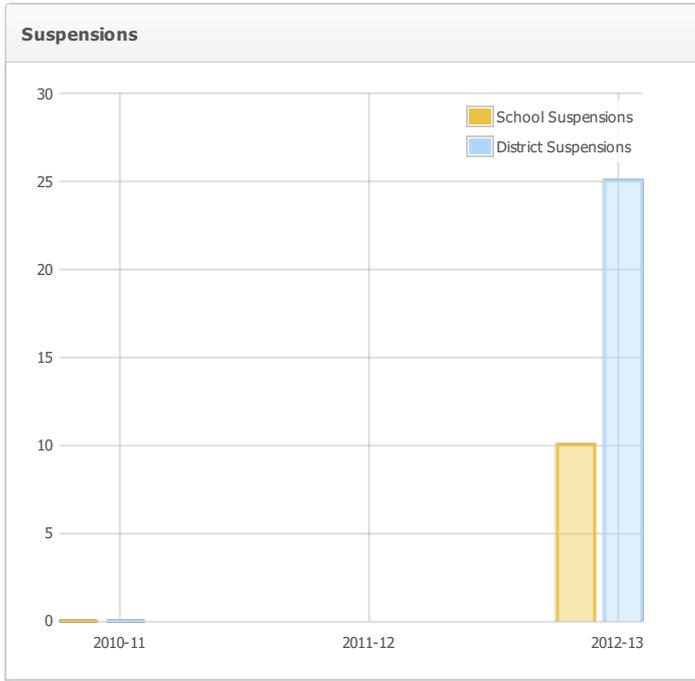
The school safety plan was drafted in the spring of 2013, and staff received training on it at that time. Its key elements include delineating who declares emergencies on campus as well as describing an incident command structure. It outlines communication protocols during emergencies and ways to respond in emergency situations inclusive of room, building, and site evacuation. Procedures for lock downs and sheltering in place are also included. Fire, biological threat, chemical threat, radiation, after hours emergencies, earthquakes, utility outages, bomb threats, gun shots heard, suspicious boxes, challenging site visitors, flood, contamination, and violence in the work place are all addressed in the plan.

Last updated: 2/1/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions			10.00			25.80
Expulsions			0.00			0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 2/1/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The facility is in good repair and well maintained. We are currently using 8 of the 12 classrooms. The roofs on one of the portables and the cafeteria are in need of repair.

Last updated: 2/1/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The roofs of one of the portables and the cafeteria are in need of repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

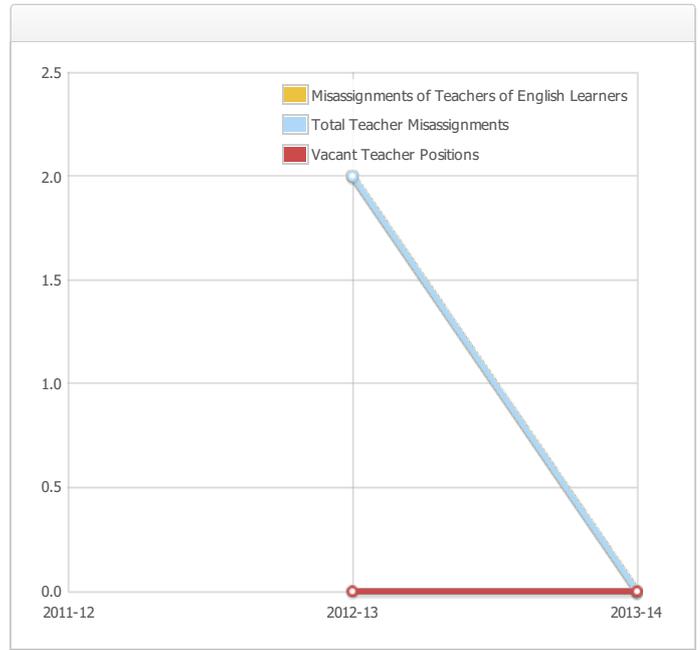
Overall Rating	Good
----------------	------

Last updated: 2/1/2014

Teachers

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners		2	0
Total Teacher Misassignments*		2	0
Vacant Teacher Positions		0	0



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

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

Last updated: 2/1/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	71	29
All Schools in District	71	29
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	71	29

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	1.6	N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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: 2/1/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The primary areas of focus for staff development were culturally relevant teaching, working with students in need of emotional and academic supports, using school-wide assessments, Design Thinking, structuring Montessori classrooms for students without prior Montessori experience, reading instruction, and California State Standards. These topics were selected based on their support of the school's mission and vision, and upon the school's discipline data and parent feedback. The workshops were delivered in the schools 14 professional development/teacher work days and during after-schools staff meetings. Some teachers were supported during implementation with in class coaching.

Last updated: 2/1/2014