

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2013–14 School Year**  
*Published During 2014–15*

*For: Urban Montessori Charter School*

**Address:** 5328 Brann Street, Oakland, CA  
**Principal:** David Castillo

**Phone:** 510-842-1181  
**Grade Span:** TK - 4

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

**Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### District Contact Information – Most Recent Year

District Name	DPC
Phone Number	DPC
Superintendent	DPC
E-mail Address	DPC
Web Site	DPC

### School Contact Information – Most Recent Year

School Name	DPC
Street	DPC
City, State, Zip	DPC
Phone Number	DPC
Principal	DPC
E-mail Address	DPC
Web Site	DPC
County-District-School (CDS) Code	DPC

## School Description and Mission Statement – Most Recent Year

Urban Montessori Charter School's 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:

## Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC

Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC
Grade 10	DPC
Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
Total Enrollment	DPC

**Student Enrollment by Student Group (School Year 2013–14)**

Group	Percent of Total Enrollment
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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 Credentials**

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	6	8	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	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.

**Core Academic Classes Taught by Highly Qualified Teachers  
(School Year 2013–14)**

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
<b>This School</b>	DPC	DPC
<b>All Schools in District</b>	DPC	DPC
<b>High-Poverty Schools in District</b>	DPC	DPC
<b>Low-Poverty Schools in District</b>	DPC	DPC

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year**

*Year and month in which data were collected: **January 2015***

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A
<b>History-Social Science</b>	N/A	N/A	N/A
<b>Foreign Language</b>	N/A	N/A	N/A
<b>Health</b>	N/A	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

**School Facility Conditions and Planned Improvements – Most Recent Year**

- The facility is in good repair. Over the last year 2 out of 3 portable roofs have been replaced. Repair to the multipurpose room roof was also completed. There has also been significant improvement work completed on the heating system. We are currently using 9 out of the 12 classrooms for instruction. We use the other spaces as a library, music room, art room and musical theatre room.

## School Facility Good Repair Status – Most Recent Year

Using the most recent 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 overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

## California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
<b>Science (grades 5, 8, and 10)</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

## California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	DPC
<b>All Students at the School</b>	DPC
<b>Male</b>	DPC
<b>Female</b>	DPC
<b>Black or African American</b>	DPC
<b>American Indian or Alaska Native</b>	DPC
<b>Asian</b>	DPC
<b>Filipino</b>	DPC
<b>Hispanic or Latino</b>	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC
<b>White</b>	DPC
<b>Two or More Races</b>	DPC
<b>Socioeconomically Disadvantaged</b>	DPC
<b>English Learners</b>	DPC
<b>Students with Disabilities</b>	DPC
<b>Students Receiving Migrant Education Services</b>	DPC

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.



## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
<b>English-Language Arts</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>History-Social Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: STAR Program was last administered in 2012–13. 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.

## Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
<b>Statewide</b>	DPC	DPC	DPC
<b>Similar Schools</b>	DPC	DPC	DPC

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

## 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
<b>All Students at the School</b>	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC

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.

### Career Technical Education Programs (School Year 2013–14)

- N/A

### Career Technical Education Participation (School Year 2013–14)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	DPC
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
<b>English-Language Arts</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013–14) (if applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
<b>All Students in the LEA</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>All Students at the School</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC	DPC	DPC

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.



## Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan – Most Recent Year

*The safety plan is reviewed, updated and discussed on an annual basis and is referred to throughout the school year. Some of the key elements are the emergency plan, communication protocols and guidelines for medical interventions.*

### 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.

## Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met Graduation Rate	DPC	DPC

## Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement*	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

\* 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.

### Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	.3	N/A
Social Worker	03	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	N/A	N/A

Note: Cells 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	14,845	3,827	11,019	60,800
District	14,845	N/A	11,019	DPC
Percent Difference – School Site and District	N/A	N/A	0	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

### Types of Services Funded (Fiscal Year 2013–14)

*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.*

## Teacher and Administrative Salaries (Fiscal Year 2012–13)

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

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

## Advanced Placement Courses (School Year 2013–14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All courses	DPC	DPC

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

\* Where there are student course enrollments.

## Professional Development – Most Recent Three Years

*The major areas of focus are aligned with the three pillars of our charter; Montessori, Arts Integration and Design Thinking*

*Wednesday afternoons are designated for professional development that include faculty and staff leadership team meetings. These teams then engage the rest of the faculty and staff to move the work forward. This weekly block of time is also designed for teachers collaborate and used to support teachers with EL curriculum development and implementation. School leadership conducts regular observations and staff are able to choose what areas of professional development they would like to focus.*