Urban Montessori Charter

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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, 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).

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.

Krishna Feeney, Head of School/Superintendent

📍 Principal, Urban Montessori Charter

About Our School

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. As the only public Montessori school in Oakland, we are committed to providing a high fidelity Montessori education for our students. Our methods include understanding student development, how it changes as a student grows, and preparing a school and classroom environment to match each stage of development, allowing students to reach their full potential. We believe that in the right prepared environment, that meets individual student needs and provides adults chances for collaboration and support, ALL students and adults that work with them can thrive.

Our staff meets regularly to collaborate on best practices and to fine-tune their Montessori pedagogy. This year we have begun to implement Lesson Studies and Child Studies, to give grade levels structure around sharing best practices and standardizing the Montessori curriculum across classrooms. Child study allows teachers to collaborate around the best ways to support students, reducing the number of students that get referred unnecessarily to special education. Child study allows for a wide range of needs to be met in the classroom, using student data and creative solutions to drive the process. Beyond the Montessori curriculum, we also have an after school program where students are provided with additional support with concepts and activities until 6pm for families that need aftercare.

UMCS has many opportunities for parents to get involved not only in the classroom, but through various informational nights, supporting the school in different fundraising ventures, and to gather to discuss larger organizational decisions that need to be made. In this way, we build a strong community of families that along with staff can best support the learning and growth of all of our students. We hope that through this School Accountability Report Card, our community can learn more about our school and how we best serve all of our students. If you have any questions, please feel free to reach out through our webpage: www.urbanmontessori.org.

We are always happy to address any questions and to clarify any of the details contained in this report.

Contact

Urban Montessori Charter
5328 Brann St.
Oakland, CA 94619-3312

Phone: 510-842-1184
Email: info@urbanmontessori.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L Karen Monroe
Email Address	lkmonroe@acoe.org
Website	http://www.acoe.org

School Contact Information (School Year 2019—20)	
School Name	Urban Montessori Charter
Street	5328 Brann St.
City, State, Zip	Oakland, Ca, 94619-3312
Phone Number	510-842-1184
Principal School/Superintendent	Krishna Feeney, Head of
Email Address	info@urbanmontessori.org
Website	www.urbanmontessori.org
County-District-School (CDS) Code	01100170125567

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

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 the 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: 1/7/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	85
Grade 1	53
Grade 2	59
Grade 3	49
Grade 4	52
Grade 5	32
Grade 6	24
Grade 7	13
Grade 8	21
Total Enrollment	388
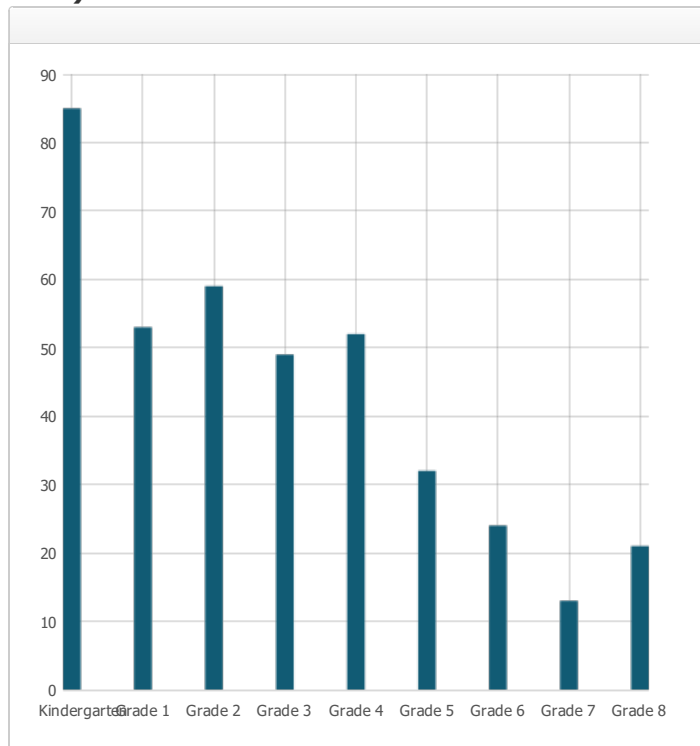
Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	24.39 %
American Indian or Alaska Native	0.41 %
Asian	12.60 %
Filipino	0.00 %
Hispanic or Latino	27.24 %
Native Hawaiian or Pacific Islander	0.41 %
White	31.71 %
Two or More Races	0.20 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.98 %
English Learners	17.48 %
Students with Disabilities	10.82 %
Foster Youth	0.20 %
Homeless	0.00 %

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 Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	13	11	11
Without Full Credential	0	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1
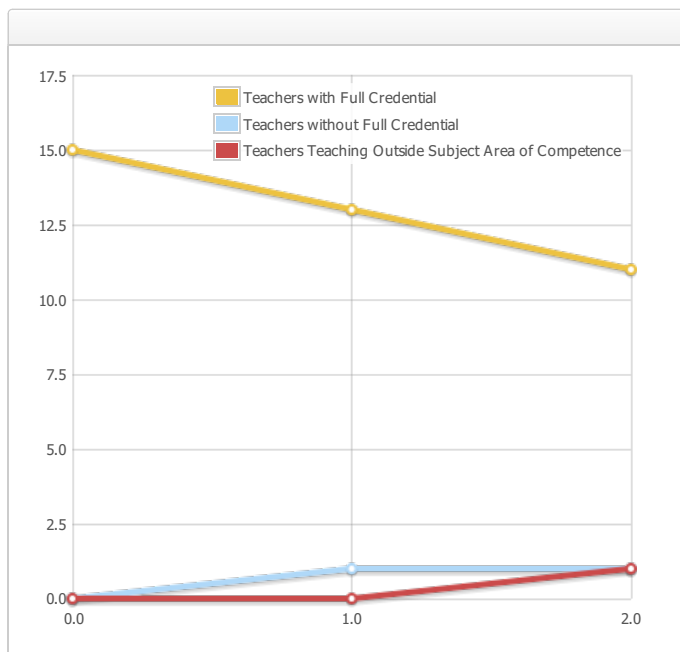
Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0
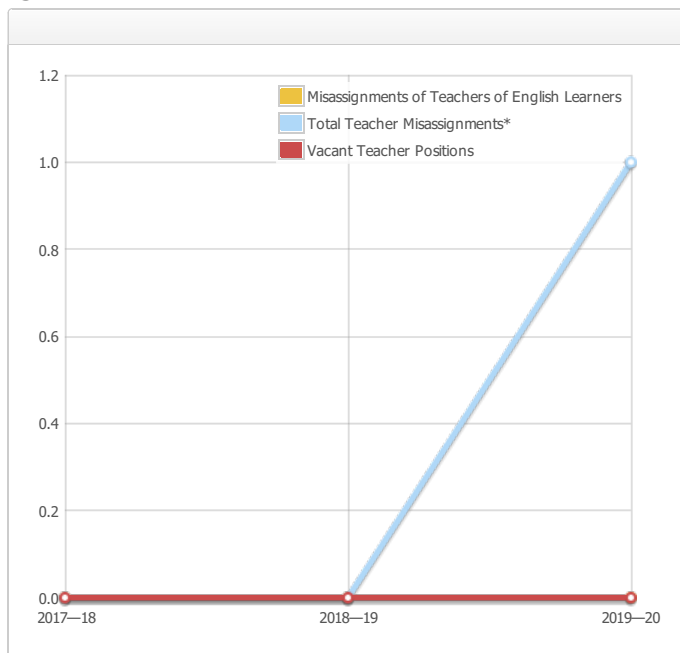
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

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 Montessori curriculum does not cover state standards thoroughly, we supplement 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. Teachers use Lucy Caulkins Units of Study to supplement some of the reading and writing curriculum. Students that need support with handwriting also have access to Handwriting Without Tears for supplemental work.	Yes	0.00 %
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 Montessori curriculum does not cover state standards thoroughly, we supplement 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	0.00 %
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 Montessori curriculum does not cover state standards thoroughly, we supplement 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 science curriculum with teacher-made materials that represent current research and technology.	Yes	0.00 %
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 Montessori curriculum does not cover state standards thoroughly, we supplement 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 our history, geography, and social science curriculum with teacher-made materials.	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	Our Health and Wellness curriculum is adopted from ck12 and Advocates for Youth: Rights, Respect, Responsibility 3C's Curriculum.	Yes	0.00 %
Visual and Performing Arts	We utilize Montessori materials for our curriculum and programming. Montessori materials and curriculum includes art, music, and other visual and performing arts as a way to not only creatively express one self, but also to augment and enhance all other subject areas.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2020

School Facility Conditions and Planned Improvements

Urban Montessori currently operates 5328 Brann Street (the Sherman Campus). 2019-20 is the final year of a 1-year agreement with Oakland Unified School District for this site which serves grades TK through 3. We have applied for facility space through the Proposition 39 process for the 2020-21 school year.

This campus has 8 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.

We have undergone energy efficiency upgrades to the lights, water heater and roof through a Proposition 39 efficiency grant.
In 2018, Urban Montessori entered into a two-year lease with St. Jarlath Parish to occupy the school building located at 2634 Pleasant Street. We operate grades 4 through 8 at this site and are the sole occupants.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2019

Overall Rating	Good

Last updated: 1/7/2020

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, which 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); and

- 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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	47%	50%	47%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	37%	36%	37%	38.0%	39.0%

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: 1/21/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	197	98%	2%	45.83%
Male	101	89	88%	12%	40%
Female	100	95	95%	5%	54%
Black or African American	44	38	86%	14%	18%
American Indian or Alaska Native					
Asian	14	14	100.00%	0.00%	60%
Filipino	--	--	--	--	
Hispanic or Latino	50	49	98%	2%	27%
Native Hawaiian or Pacific Islander					
White	64	62	96%	4%	70%
Two or More Races	27	26	96.30%	3.70%	65%
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	15%
English Learners	47	47	100.00%	0.00%	19%
Students with Disabilities	29	22	92.31%	7.69%	5%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/31/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	193	96.02%	3.98%	35.75%
Male	101	95	94.06%	5.94%	30.53%
Female	100	98	98.00%	2.00%	40.82%
Black or African American	44	40	90.91%	9.09%	7.50%
American Indian or Alaska Native					
Asian	14	14	100.00%	0.00%	64.29%
Filipino	--	--	--	--	
Hispanic or Latino	50	49	98.00%	2.00%	18.37%
Native Hawaiian or Pacific Islander					
White	64	62	96.88%	3.12%	56.45%
Two or More Races	27	26	96.30%	3.70%	50.00%
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	16.67%
English Learners	47	47	100.00%	0.00%	21.28%
Students with Disabilities	26	24	92.31%	7.69%	12.50%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/31/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/21/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

NA

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.10%	28.60%	48.60%
7	20.00%	10.00%	55.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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 Konstella to 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

Last updated: 1/7/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	0.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	0.00%	0.00%	9.10%	9.60%
Graduation Rate	--	--	0.00%	0.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
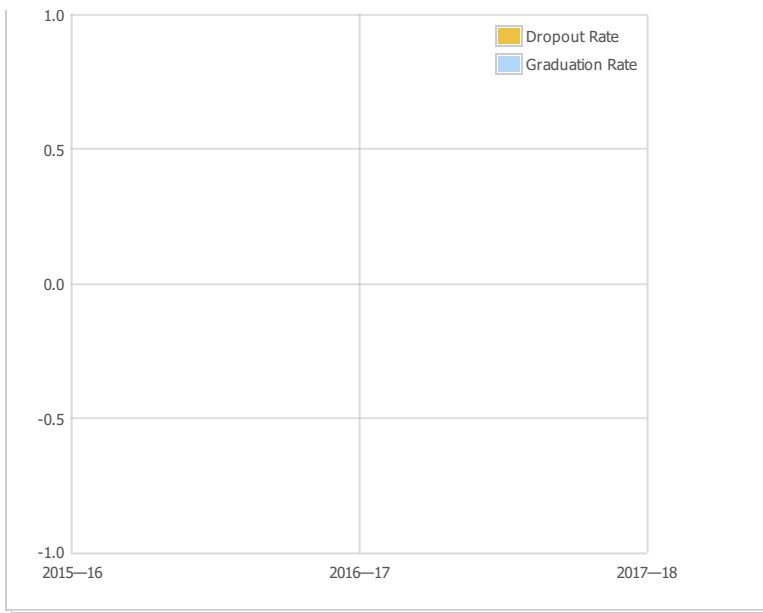
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/7/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	1.10%	1.30%	7.00%	4.40%	4.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/27/2020

School Safety Plan (School Year 2019—20)

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 08/2019.

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: 1/7/2020

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 (2016—17)

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.00		2	
1				
2				
3	33.00			6
4				
5				
6	29.00		3	1
Other**				

* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.00		3	
1				
2				
3	31.00		2	5
4				
5				
6	30.00		2	1
Other**	26.00		1	

* 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 (2018—19)

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	32.00		3	4
4				
5				
6	27.00		3	
Other**	27.00		1	

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 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: 1/27/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.75

*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.
**Average Number of Pupils per Counselor

Last updated: 1/27/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.75
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.75
Other	

*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: 1/27/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11234.35	$1415.84	$9818.51	$54450.59
District	N/A	N/A	$9818.51	$54450.59
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	131.00%	--

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

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 CARE process.

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$48,612
Mid-Range Teacher Salary	--	$64,124
Highest Teacher Salary	--	$83,724
Average Principal Salary (Elementary)	--	$111,786
Average Principal Salary (Middle)	--	$117,636
Average Principal Salary (High)	--	$120,003
Superintendent Salary	--	$275,796
Percent of Budget for Teacher Salaries	--	34.00%
Percent of Budget for Administrative Salaries	--	5.00%

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

Teacher Salary Chart

Principal Salary Chart
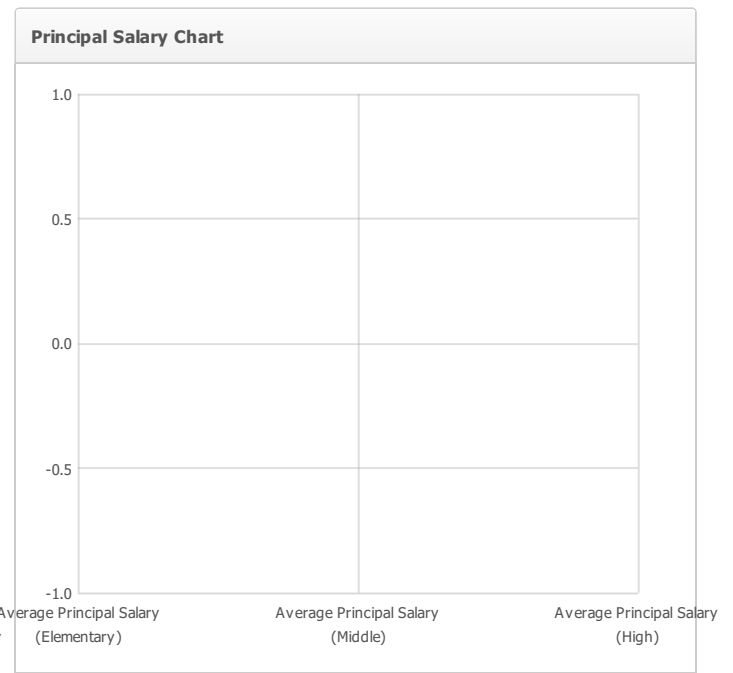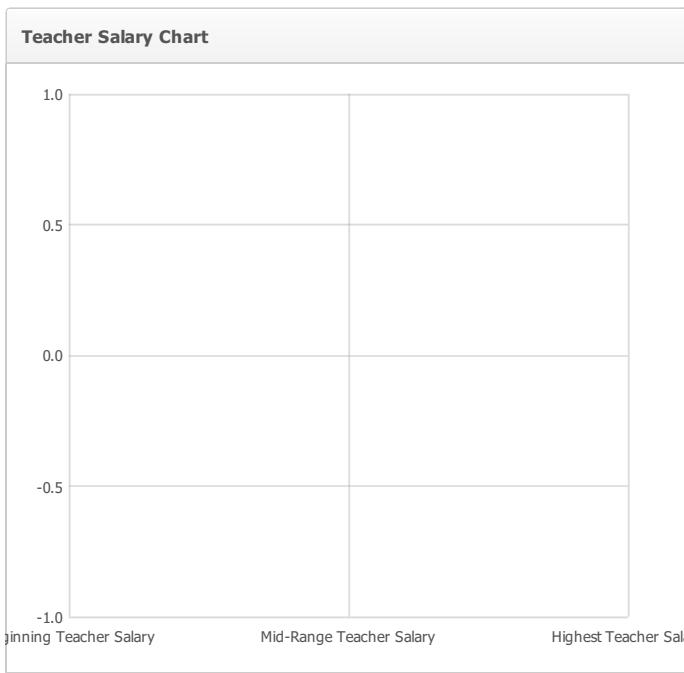
Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/27/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	16	15	13