

Bella Mente Montessori Academy

School Accountability Report Card Reported Using Data from the 2017—18 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/fq/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.



Carrie McCraw

📍 Principal, Bella Mente Montessori Academy

About Our School

Carrie McCraw is our Principal and has been with Bella Mente since its first year of operation. She holds a Cleared California Multiple Subjects Teaching Credential and a Preliminary Administrative Services Credential. Carrie previously taught in both public and private schools for 7 years before joining the Bella Team. Carrie was born and raised in Hickory, NC. After high school, she attended Elon University in Burlington, NC where she graduated with a degree in Elementary Education. Carrie then moved to Atlanta, GA and taught 1st and 3rd grade for 5 years in the Cobb County School District. She was not only an inspirational teacher, but also wore many hats such as; team leader, technology trainer and math coordinator during her time with the Cobb school district. She received her Master's in Education Administration in May 2016 from National University. Carrie wrote her thesis on the correlation between attendance and academic success.

Carrie re-located to California in 2012. She was blessed with a happy baby boy, Brody, in March of 2013. Watching him grow and discover new things is such a joy and she considers herself blessed to be his mommy! She also has a small pup, Herbie, who loves to play and is full of energy. Being with her family brings her the most happiness in life. She also enjoys being at the beach with the sand between her toes.

Carrie has a passion for people. She feels that her life's work is to be an educational leader to elementary and middle school children. She values the school community and strives to make a positive impact on the lives of others. It is her goal to create life-long learners and leaders who have an excitement for discovering new information.

Contact

Bella Mente Montessori Academy
1737 West Vista Way
Vista, CA 92083

Phone: 760-621-8948
E-mail: cmccraw@bellamentecharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vista Unified School Distric
Phone Number	(760) 726-2170
Superintendent	Linda Kimble
E-mail Address	lindakimble@vistausd.org
Web Site	www.vistausd.org

School Contact Information (School Year 2018—19)	
School Name	Bella Mente Montessori Academy
Street	1737 West Vista Way
City, State, Zip	Vista, Ca, 92083
Phone Number	760-621-8948
Principal	Carrie McCraw
E-mail Address	cmccraw@bellamentecharter.org
Web Site	www.bellamentecharter.org
County-District-School (CDS) Code	37684520128223

Last updated: 2/4/2019

School Description and Mission Statement (School Year 2018—19)

The mission of Bella Mente Montessori Academy Charter School is to provide students with the opportunity to acquire an education based on an "authentic" curriculum founded on the educational philosophy of Dr. Maria Montessori. We promote an educational atmosphere that encourages socioeconomic diversity by providing all students with the opportunity to obtain a quality public education.

Bella Mente is proud to house The Bella Garden Project (TBGP) in partnership with The Sage Garden Project. The mission of TBGP is to generate a learning experience empowering a student's effective global environmental awareness and education through the support of a full project based curriculum. Utilizing quality Montessori philosophies, we strive to foster forward thinking students prepared with 21st Century skills while enriching and nurturing the whole child.

In either our garden classroom or with the mobile nutrition cart granted to us from the Sage Garden Project (SGP), we strive to teach the students at Bella Mente Montessori Academy (BMMA) an education that teaches life skills beyond the walls of our campus. Whether a student becomes a future farmer, turns towards a career in agriculture, becomes a scientist, the next Top Chef or most importantly a productive member of our society, here at The Bella Garden Project (TBGP) we believe in giving an ultimate well rounded learning experience coupled by curriculum from a multitude of resources. TBGP and BMMA educates our students with an innovative curriculum for all the grades from K-8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.

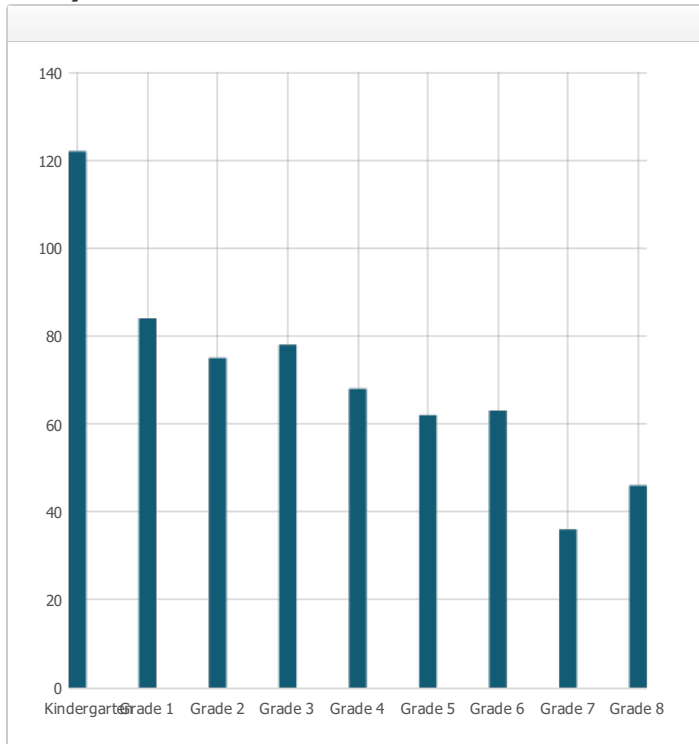
An understanding of where food comes from along with the values that come with food, especially what the students grow together will ultimately give students a perspective of self-respect by understanding what they put into their bodies. Eating seasonally and preparing food will empower a student to know that food can be fun to grow, and learn to connect food to everyday life while eating healthy. Students will nurture their bodies and mind by being educated the necessary elements to a healthy lifestyle. All this transcends into a lifestyle filled with lasting skills taught here in TBGP knowing that the students will take these lessons learned and bring them home to their families and into our community. We believe if a child grows broccoli, a child will eat that broccoli. Curriculum at TBGP is derived multiple sources aligned with both CA State Standards and Common Core State Standards (CCSS).

TBGP has partnered up with the Sage Garden Project (SGP) for 2015 who has been at the forefront of preventive education about Type II Diabetes in children. In 2015 we incorporated both garden and nutrition lessons provided by SGP into the daily lives of our students. The Edible Schoolyard (ESY) was started by famed chef Alice Waters and has had proven success for the last 20 years in Berkeley CA, and after attending the academy in 2015 the ESY has provided lessons and philosophies to our program. Other resources TBGP and BMMA have pulled from include Life Lab from UC Santa Cruz, Next Generation Science (NGSS), Ag in the Classroom, Education and the Environment Initiative (EEI), CA Department of Education (CDE); Nutrition to Grow On, and Health Education Standards, as well as our own developed curriculum and lessons used in our classrooms daily from Maria Montessori. In 2018 the school also partnered with the County of San Diego Health and Human Services Agency for the Live Well San Diego program. This program allows the school to share its health and wellness goals countywide. Campus wide gardens extend learning possibilities for all grades K-8 from the first step onto the campus at the main gate and right into their classroom. Fig trees rich in local history date back as far as 1749 and stretch their limbs to offer shade to the students and fruit brought here along with the Missions. Oak trees such as Live Oak have been so important in our native history by providing foods to Native Americans that once fed on this land while today the Oak tree supplies rich nutrients back to the soil giving us a place to grow like the Natives once did. TBGP present learning opportunities that are both tactile and forever memorable. Again, our mission is to prepare these students with 21st Century skills and a life after BMMA. Socially we also teach Respect, Responsibility, Safety, Productive and be an Ally. This will contribute to student buy-in of the garden program because these are their gardens. Other important components to help make a well rounded student here at BMMA includes SEL (Social-Emotional Learning) which will help with developing the whole child to make the right choices by managing their emotions and set positive goals, show empathy towards others (people and plants), establish positive relationships and learn to make responsible decisions. This is a very important component of our school wide program for Positive Discipline. New this year is the addition of Restorative Practices.

Last updated: 2/4/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	122
Grade 1	84
Grade 2	75
Grade 3	78
Grade 4	68
Grade 5	62
Grade 6	63
Grade 7	36
Grade 8	46
Total Enrollment	634



Last updated: 2/4/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	0.3 %
Asian	2.1 %
Filipino	1.3 %
Hispanic or Latino	38.5 %
Native Hawaiian or Pacific Islander	%
White	45.9 %
Two or More Races	8.3 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.1 %
English Learners	14.2 %
Students with Disabilities	10.8 %
Foster Youth	0.3 %

A. Conditions of Learning

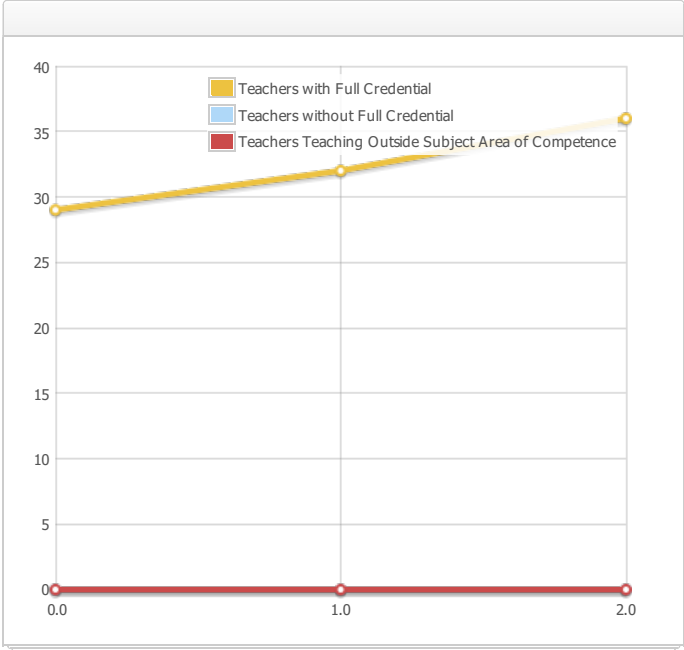
State Priority: Basic

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

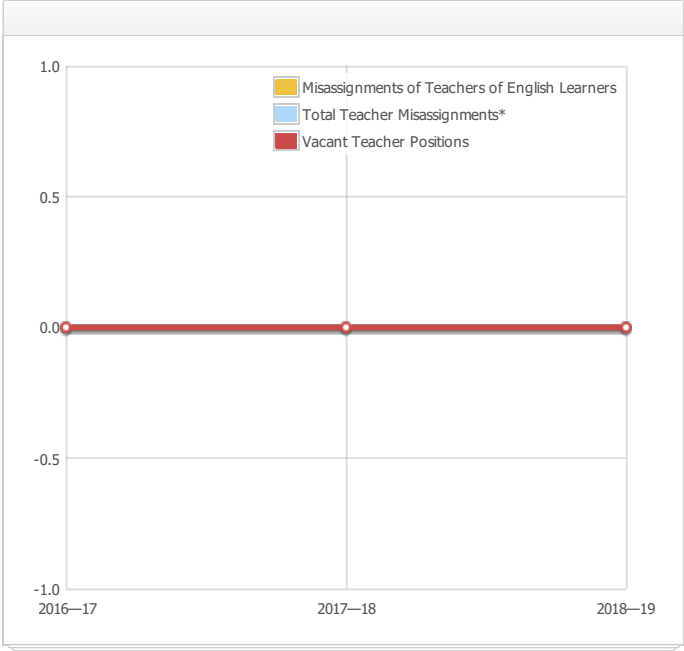
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	32	36	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Last updated: 2/4/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards. The school uses state adopted textbooks to complement the Montessori materials. During the school year, no students were lacking text book or instructional materials. Montessori Language Arts Curriculum Lexia Core Reading Plus Scholastic Leveled Reader Engage NY Study Sync ELA Wonders ELD	Yes	0.0 %
Mathematics	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards. The school uses state adopted text books to complement the Montessori materials. During the school year, no students were lacking textbook or instructional materials. Montessori Albanesi Math Curriculum Engage NY Go Math! Houghton Mifflin Harcourt 1st-8th grades	Yes	0.0 %
Science	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State standards. The school uses state adopted text books to complement the Montessori materials. During the school year, no students were lacking textbook or instructional materials. Science Explorer Prentice Hall 7th-8th grades	Yes	0.0 %
History-Social Science	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State standards. The school uses state adopted text books to complement the Montessori materials. During the school year, no students were lacking textbook or instructional materials. SS Impact California	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 2/4/2019

School Facility Conditions and Planned Improvements

Bella Mente Montessori Academy is located in a redevelopment area in Vista on approximately 4 acres. The school acquired an additional parcel at the entrance, adding additional parking and drive thru lines to alleviate car queuing on Emerald Dr during afterschool pickup times. Facilities include a two story building for Transitional Kinder through eighth-grade students. The single story building has a food transfer (kitchen) room where hot breakfast and lunch is brought in and served to students, a multipurpose room, Occupational Therapy room, Nutrition Lab, and a performance stage. The playground facilities include a full basketball court, artificial turf play field, slide, monkey and parallel bars, climbing caterpillar and wall, and a separated age appropriate Primary age level play structure and gated play area. The school has an outdoor garden classroom where vegetables are grown by students and chickens are cared for. Students also have access to raised or container gardens. Data for these questions was collected in December 2018.

The school has sufficient classroom, playground and staff spaces to support teaching and learning. BMMA takes great efforts to ensure that the school is clean, safe, and functional. To assist in this effort, BMMA uses a facility survey instrument developed by the State of California Office of Public School Construction, the Facility Inspection Tool (FIT). The results of this survey are available for review at the school office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

BMMA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An automated work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The principal works daily with the custodial and janitorial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 2/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	During the month of December, an exceptionally strong storm disturbed a roof drain and water penetrated through the roof into the 2nd story building. Drywall was removed, a professional restoration company dried out any water in the wall. Drywall was repaired and painted during Winter Break.
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	At the time of the survey, December 2018, the wrought iron fences separating the play area from the parking lot seemed to be showing signs of early rust. Facilities will access the panels for weakness and repair as needed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 2/4/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	45.0%	46.0%	49.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	34.0%	33.0%	33.0%	37.0%	38.0%

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: 2/4/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	329	95.92%	45.12%
Male	201	192	95.52%	43.46%
Female	142	137	96.48%	47.45%
Black or African American	11	11	100.00%	18.18%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	140	137	97.86%	31.62%
Native Hawaiian or Pacific Islander				
White	147	139	94.56%	53.96%
Two or More Races	28	28	100.00%	67.86%
Socioeconomically Disadvantaged	144	140	97.22%	31.65%
English Learners	56	56	100.00%	17.86%
Students with Disabilities	57	51	89.47%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 2/4/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	329	95.92%	34.25%
Male	201	192	95.52%	34.55%
Female	142	137	96.48%	33.82%
Black or African American	11	11	100.00%	9.09%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	140	137	97.86%	19.71%
Native Hawaiian or Pacific Islander				
White	147	139	94.56%	40.88%
Two or More Races	28	28	100.00%	67.86%
Socioeconomically Disadvantaged	144	140	97.22%	21.01%
English Learners	56	56	100.00%	12.50%
Students with Disabilities	57	51	89.47%	8.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 2/4/2019

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/4/2019

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 2017–18)

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	22.0%	0.0%	0.0%
7	22.9%	0.0%	0.0%

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.

Last updated: 2/4/2019

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 2018—19)

Parent Involvement Opportunities

Volunteer Logs are kept in the front office

On-going:

- Drop off/Dismissal assistants
- Field Trip Chaperones
- Garden/food lab
- LCAP Committee
- Library Committee
- Monthly "Kids for Peace" events
- Monthly Board Meetings
- Monthly Coffee Mornings
- Monthly Park Playdates
- Monthly PTO Meetings
- Parents are invited to volunteer daily/weekly in the classroom
- Professional services/skills volunteers
- Special Event volunteers

Events:

- August 7-9 Kinder Camp
- August 16: Sneak Peek
- September 20: Cooking it up with Mr. Hank- Salads and More!
- September 28: Lower Elementary Continent Kick Off
- October 10: Bike/Walk to School
- October 11-17: Book Fair
- October 13: Fall Festival
- October 25: Cooking It Up With Mr. Hank- Squash Made 3 Ways
- October 23-31: Red Ribbon Week
- October 29, 30: Wyland On Site Field Trip (1st-6th grade)
- October 25: Fun Run
- November 1, 2: Parent/Teacher Conferences
- November 9: Family Movie Night
- November 14: Primary/Lower Elementary Assembly ("Danny Dog")
- November 29: Cooking it Up with Mr. Hank- Pizza @ Home
- November 30: Middle School Fall Hangout
- December 13: Winter Spectacular
- January: Middle School Winter Hangout- TBD
- January 14-25: Friendship Gram Fundraiser
- January 24: Cooking It Up With Mr. Hank- Italian Nights
- January 21-25: Great Kindness Challenge Week; National School Choice Week
- January 25 - February 1: Book Fair
- January 31, February 1: Parent/Teacher conferences
- February: Middle School Play- TBD
- February 8: Father and Daughter Dance
- February 21: Cooking It Up With Mr. Hank- Soups and Stews
- March: iFly Field Trip (Middle School): TBD
- March 16: Screenagers Film Screening
- March 21: Cooking It Up With Mr. Hank- Asian Inspired Dishes
- April: Overnight Camping On Campus: TBD
- April 12: Talent Show
- April 18: Cooking It Up With Mr. Hank- Cinco De Mayo
- May 1: Mother/Son Movie Night
- May 8: Bike to School Day
- May 9-15 BOGO Book Fair
- May 16: Cooking It Up With Mr. Hank- Chillin and Grillin
- May 20: 5th Annual Golf Tournament
- June 5, 6: Field Days
- June 13-14: Parent/Teacher Conferences

State Priority: Pupil Engagement

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

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

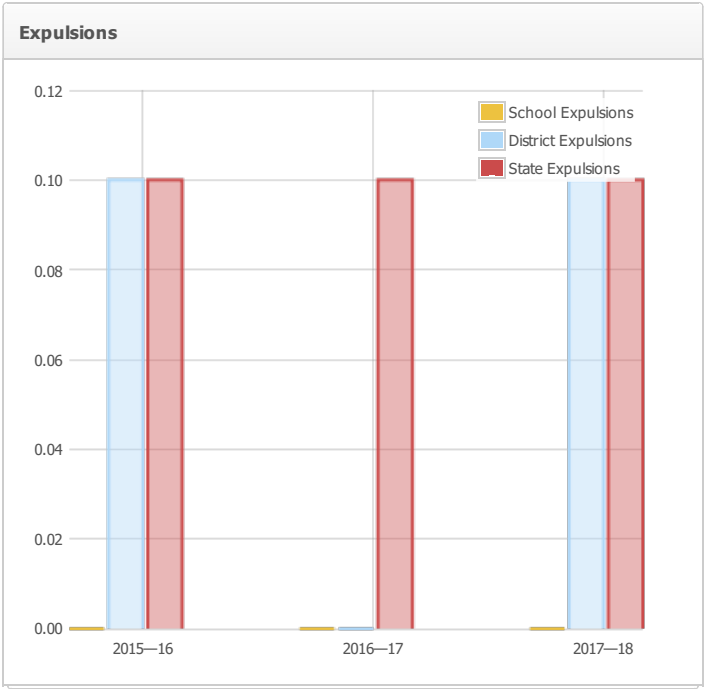
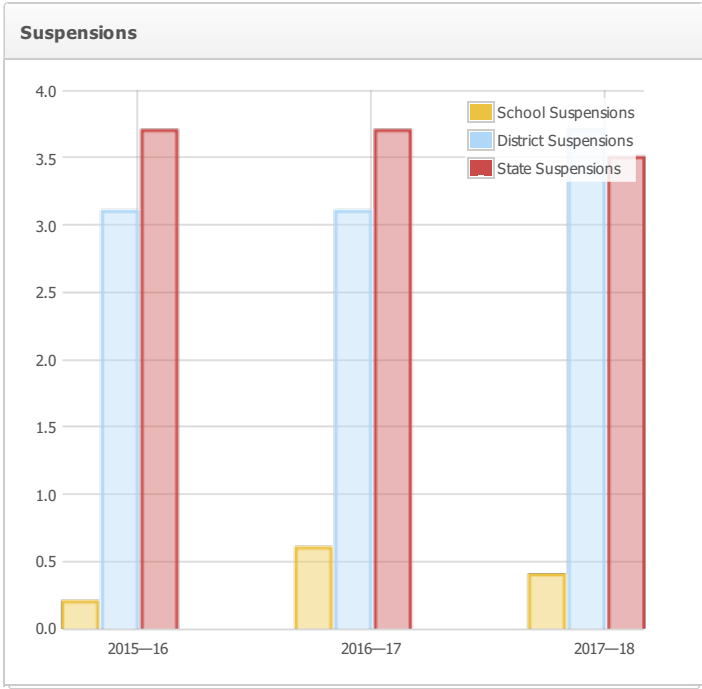
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.2%	0.6%	0.4%	3.1%	3.1%	3.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/4/2019

School Safety Plan (School Year 2018—19)

The 2018-2019 Comprehensive School Safety Plan was last reviewed and adopted by the BMMA Board of Directors on February 13, 2018. The plan's procedures comply with existing laws related to school safety. It includes Child Abuse Reporting procedures, disaster procedures, routine and emergency, earthquake emergency procedures, policies and procedures which lead to suspension and/or expulsion, procedures for safe ingress and egress, among many other items required by Education Code Sections 32280-32289. The plan can be viewed in the school's front office during business hours.

Last updated: 2/4/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		5	
1				
2				
3	24.0		9	
4				
5				
6	24.0		8	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	5	
1				
2				
3	28.0		9	
4				
5				
6	24.0	1	7	
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	23.0	0	5	0
1	26.0	0	9	0
2	26.0	0	9	0
3	26.0	0	9	0
4	25.0	0	7	0
5	25.0	0	7	0
6	25.0	0	7	0
Other**	20.0	4	0	0

* 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.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		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.

Last updated: 2/4/2019

Professional Development

2018/2019 Professional Development Calendar

July

24-26: The National MTSS Professional Learning Institute (MTSS Implementation Team Representative)

August

1, 2: Team Lead Training (Some of this time could be used to re-visit the MTSS plan)

13-16: Pre-Planning

HR Requirements

Independent Study Review

Safety Review

Suicide Prevention Training

Health/Wellness Policy Review

Report Card Training

Lunch Program : Civil Rights and Offer vs Served

Introduce MTSS draft plan (6/14) including articulation exercise

Are staff members required to do mandated trainings in these days???

OT/Movement Training 30 min with Jeff Miller (include all IAs)

September

NCCSE: IEP 101 Legally Compliant IEPs Using the Special Education Information System (for all SPED Staff) (Sept 26th)

14: MTSS Overview (Whole Staff Training)

20: Writing Scoring

21: Restorative Practice 101: Given by: SDCOE, Anna Schen, MSW, PPSC

Project Specialist

October

NCCSE: Crisis Prevention Institute (CPI): Non-violent Crisis Intervention Enhanced Two-Day Training (Oct 1st & 2nd or Oct 10th & 17th)

SST Training: October 26

Defensible Data Collection Strategies (Oct 30th am only)

5: Data Analysis (Team Level)

19: MTSS: Follow-Up Training 1 (Dyslexia Interventions)

November

NCCSE: IEP Facilitation for Administrators (SPED/Admin Staff)

8: ELD: Module 4/5 Training

December

7: Report Card Training

January

10: Technology Review

25: Writing Assessment Hand Scoring Workshop

31: Options Based Responses for Active Shooter and Other Armed Assailant Situations in Schools

February

8: Data Analysis (Team Level)

22: MTSS: Follow-Up Training 2 (review and update the plan? Or is this the requires planning from the grant?)

March

NCCSE Training: Overview of the NCCSE Behavior Intervention Series (NBITS) Program

8: MTSS: Follow-Up Training 3 (review and update the plan? Or is this the requires planning from the grant?)

15: CAASPP Training

April

5: ELD: Module 6 Training

May

3: End of the Year Check Out

17: Writing Assessment Hand Scoring Workshop

June

7: Data Analysis (Team Level)

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