

Bella Mente Montessori Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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

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 intend to promote an educational atmosphere that encourages socioeconomic diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to prepare each of our students with the skills, knowledge, and values to participate meaningfully in the pluralistic world of the 21st century.

We are extremely excited in the growth potential of our fourth year efforts, as well as the transformation into a new and modern campus that will allow us to be a school of choice for parents in North San Diego County.

Contact

Bella Mente Montessori Academy
1737 West Vista Way
Vista, CA 92083-2112

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Vista Unified
Phone Number	(760) 726-2170
Superintendent	Devin Vodicka
E-mail Address	devinvodicka@vistausd.org
Web Site	www.vistausd.org

School Contact Information (School Year 2016-17)	
School Name	Bella Mente Montessori Academy
Street	1737 West Vista Way
City, State, Zip	Vista, Ca, 92083-2112
Phone Number	760-621-8948
Principal	Carrie McCraw
E-mail Address	info@bellamentecharter.org
Web Site	www.bellamentecharter.org
County-District-School (CDS) Code	37684520128223

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

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) on the campus. 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.

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.

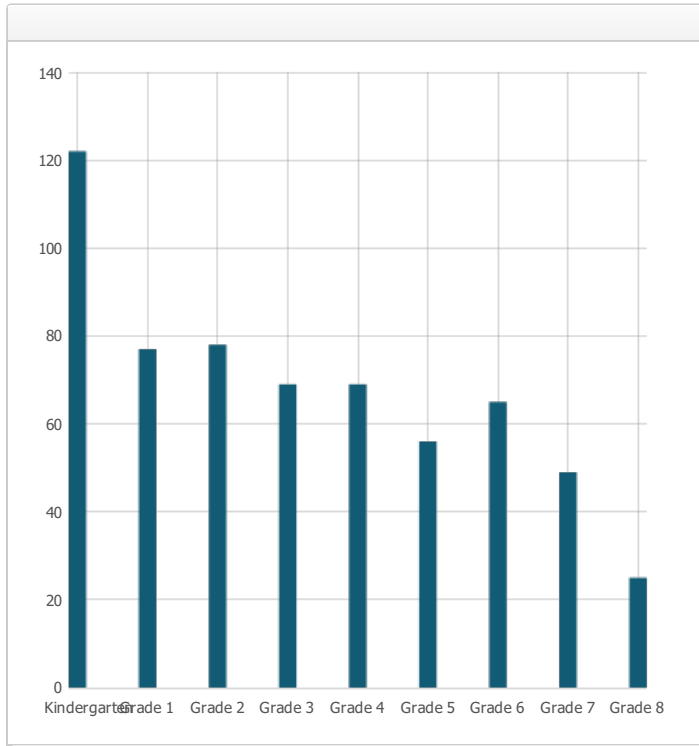
TBGP present learning opportunities that are both tactile and forever memorable. Again, our mission is to prepare these students with 21st Century skills and a life after BMMA.

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

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	122
Grade 1	77
Grade 2	78
Grade 3	69
Grade 4	69
Grade 5	56
Grade 6	65
Grade 7	49
Grade 8	25
Total Enrollment	610



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.5 %
American Indian or Alaska Native	2.2 %
Asian	4.4 %
Filipino	2.6 %
Hispanic or Latino	30.5 %
Native Hawaiian or Pacific Islander	1.0 %
White	54.3 %
Two or More Races	7.9 %
Other	-7.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.5 %
English Learners	4.8 %
Students with Disabilities	11.8 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

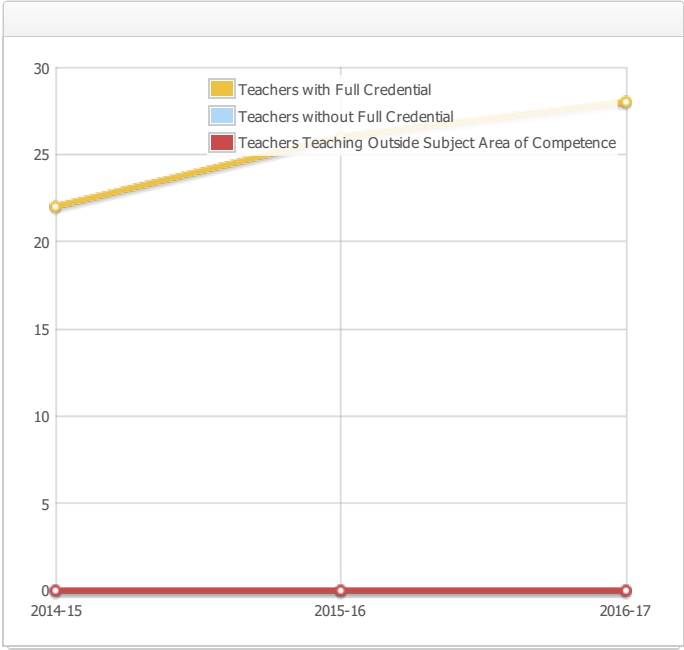
State Priority: Basic

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

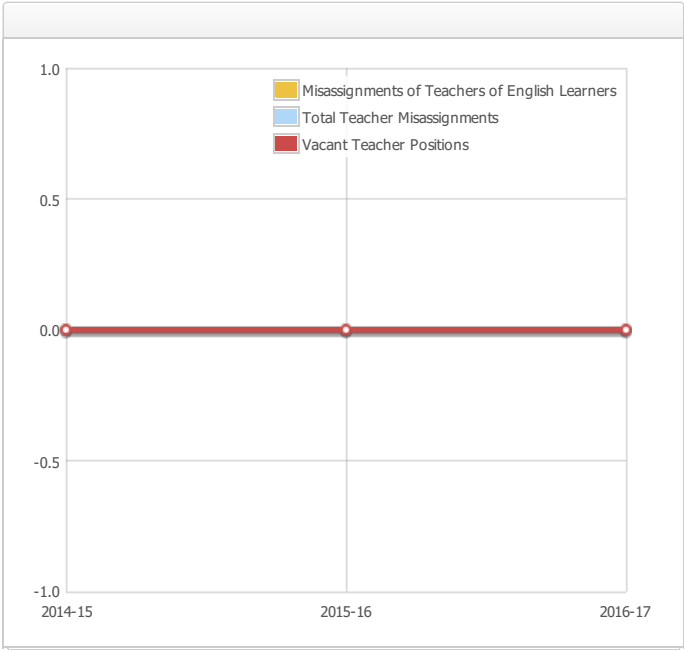
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	26	28	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	100.0%	0.0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>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 2016/2017 school year, no students were lacking text book or instructional materials.</p> <ul style="list-style-type: none"> Montessori Language Arts Curriculum Lexia Core Reading Plus Scholastic Leveled Reader Engage NY 		0.0 %
Mathematics	<p>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 2016/2017 school year, no students were lacking textbook or instructional materials.</p> <ul style="list-style-type: none"> Montessori Albanesi Math Curriculum Engage NY Go Math! Houghton Mifflin Harcourt 7th-8th grades 		0.0 %
Science	<p>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 2016/2017 school year, no students were lacking textbook or instructional materials.</p> <ul style="list-style-type: none"> Science Explorer Prentice Hall 7th-8th grades 		0.0 %
History-Social Science	<p>Bella Mente Montessori Academy curriculum and materials used are aligned with CA State standards. The school uses state adopted textbooks to complement the Montessori materials. During the 2016/2017 school year, no students were lacking textbook or instructional materials.</p>		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: 2/1/2017

School Facility Conditions and Planned Improvements

Bella Mente Montessori Academy is located in a redevelopment area in Vista on approximately 3.3 acres. 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 lunch is brought in and served to students, a multipurpose room, stage, and a library. 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 area. The school also 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 August 2016. Students are safe on school grounds before, during, and after school. 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 OPSC. 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 Operations Coordinator has adopted cleaning standards for the school. The principal works daily with the custodial and janitorial staff to develop cleaning schedules to ensure a clean and safe school.

Expansion Project

- Over the 2015-2016 school year an expansion project for the school resulted in the addition of 22 classroom, a library, staff lounge, science lab, and new offices. The one story building housing the multipurpose room and serving kitchen received a newly wired fire alarm system and office work areas.

Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There are several HVAC units that serve the single story building. One of the units is beyond repair.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Cleaness is good. During the school year we underwent construction that allowed for temporary openings in the structure. These openings allowed for access of rodents into the structure. With construction complete, all openings were closed off. A professional pest management company was contracted to remove the exterminate the rodents. The rodent issue has been eradicated.

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: August 2016

Overall Rating	Good
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Last updated: 2/1/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	35.0%	42.0%	45.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	28.0%	28.0%	29.0%	32.0%	33.0%	37.0%

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: 2/1/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	64	93.0%	48.0%
Male	39	36	92.0%	50.0%
Female	30	28	93.0%	47.0%
Black or African American	2	1	50.0%	--
American Indian or Alaska Native	1	1	100.0%	--
Asian	2	2	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	18	17	94.0%	47.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	39	36	92.0%	50.0%
Two or More Races	6	6	100.0%	--
Socioeconomically Disadvantaged	16	15	94.0%	33.0%
English Learners	3	3	100.0%	--
Students with Disabilities	62	59	95.0%	51.0%
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	67	97.0%	46.0%
Male	36	35	97.0%	50.0%
Female	33	32	97.0%	41.0%
Black or African American	2	2	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	0	--	--	--
Filipino	0	--	--	--
Hispanic or Latino	15	15	100.0%	40.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	43	42	98.0%	50.0%
Two or More Races	8	8	100.0%	--
Socioeconomically Disadvantaged	7	7	100.0%	--
English Learners	4	4	100.0%	--
Students with Disabilities	59	57	97.0%	52.0%
Students Receiving Migrant Education Services	0	0	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	55	95.0%	49.0%
Male	37	35	95.0%	43.0%
Female	21	20	95.0%	60.0%
Black or African American	0	--	--	--
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	2	2	100.0%	--
Hispanic or Latino	14	14	100.0%	28.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	34	32	94.0%	53.0%
Two or More Races	6	6	100.0%	--
Socioeconomically Disadvantaged	11	10	91.0%	--
English Learners	3	3	100.0%	--
Students with Disabilities	9	9	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	61	93.0%	39.0%
Male	34	34	100.0%	27.0%
Female	32	27	84.0%	56.0%
Black or African American	1	1	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	0	--	--	--
Filipino	1	1	100.0%	--
Hispanic or Latino	29	26	90.0%	35.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	33	31	94.0%	45.0%
Two or More Races	2	2	100.0%	--
Socioeconomically Disadvantaged	24	22	92.0%	46.0%
English Learners	3	2	67.0%	--
Students with Disabilities	12	11	92.0%	18.0%
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 2/1/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	48	98.0%	46.0%
Male	31	31	100.0%	35.0%
Female	18	17	94.0%	65.0%
Black or African American	1	1	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	0	--	--	--
Filipino	1	1	100.0%	--
Hispanic or Latino	23	22	96.0%	41.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	18	18	100.0%	39.0%
Two or More Races	6	6	100.0%	--
Socioeconomically Disadvantaged	17	16	94.0%	51.0%
English Learners	3	2	66.0%	--
Students with Disabilities	8	8	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.0%	28.0%
Male	14	14	100.0%	14.0%
Female	12	11	92.0%	45.0%
Black or African American	0	--	--	--
American Indian or Alaska Native	0	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	13	13	100.0%	15.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	8	8	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	5	5	100.0%	--
English Learners	2	2	100.0%	--
Students with Disabilities	3	3	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	64	93.0%	44.0%
Male	39	36	92.0%	42.0%
Female	30	28	93.0%	46.0%
Black or African American	2	1	50.0%	--
American Indian or Alaska Native	1	1	100.0%	--
Asian	2	2	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	18	17	94.0%	35.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	39	36	92.0%	45.0%
Two or More Races	6	6	100.0%	--
Socioeconomically Disadvantaged	16	15	94.0%	33.0%
English Learners	3	3	100.0%	--
Students with Disabilities	7	5	71.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	67	97.0%	25.0%
Male	36	35	97.0%	31.0%
Female	33	32	97.0%	19.0%
Black or African American	2	2	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	0	--	--	--
Filipino	0	--	--	--
Hispanic or Latino	15	15	100.0%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	98.0%	31.0%
Two or More Races	8	8	100.0%	--
Socioeconomically Disadvantaged	7	7	100.0%	--
English Learners	4	4	100.0%	--
Students with Disabilities	10	10	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	53	91.0%	28.0%
Male	37	35	95.0%	31.0%
Female	21	18	82.0%	22.0%
Black or African American	0	--	--	--
American Indian or Alaska Native	0	--	--	--
Asian	2	1	50.0%	--
Filipino	2	2	100.0%	--
Hispanic or Latino	14	14	100.0%	7.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	30	88.0%	--
Two or More Races	6	6	100.0%	--
Socioeconomically Disadvantaged	11	10	91.0%	--
English Learners	3	3	100.0%	--
Students with Disabilities	9	8	89.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	60	91.0%	20.0%
Male	34	33	97.0%	15.0%
Female	32	27	84.0%	26.0%
Black or African American	1	1	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	0	--	--	--
Filipino	1	1	100.0%	--
Hispanic or Latino	29	26	90.0%	8.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	30	91.0%	26.0%
Two or More Races	2	2	100.0%	--
Socioeconomically Disadvantaged	24	22	92.0%	28.0%
English Learners	3	2	66.0%	--
Students with Disabilities	12	11	92.0%	9.0%
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	47	96.0%	23.0%
Male	31	31	100.0%	23.0%
Female	32	27	84.0%	25.0%
Black or African American	1	1	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	0	--	--	--
Filipino	1	1	100.0%	--
Hispanic or Latino	23	22	96.0%	14.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	18	18	100.0%	22.0%
Two or More Races	6	5	83.0%	--
Socioeconomically Disadvantaged	17	16	94.0%	25.0%
English Learners	3	2	66.0%	--
Students with Disabilities	8	8	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.0%	20.0%
Male	14	14	100.0%	14.0%
Female	12	11	92.0%	27.0%
Black or African American	0	--	--	--
American Indian or Alaska Native	0	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	--	13	13.0%	100.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	8	8	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	5	5	100.0%	--
English Learners	2	2	100.0%	--
Students with Disabilities	3	3	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	10.0%	53.0%	49.0%	16.0%	49.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	83	79	95.0%	59.0%
Male	49	49	100.0%	51.0%
Female	32	32	100.0%	53.0%
Black or African American	1	0	--	--
American Indian or Alaska Native	3	0	0.0%	--
Asian	4	--	--	--
Filipino	3	3	--	--
Hispanic or Latino	26	26	100.0%	35.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	41	41	100.0%	66.0%
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	--	15	--	27.0%
English Learners	--	--	--	--
Students with Disabilities	--	11	--	27.0%
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	0	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	23.6%	20.0%
7	20.8%	29.2%	35.4%

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parent Involvement involves the participation of parents in regular two-way, and meaningful communication about student academic learning and other school activities.

On-going:

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

Events include but are not limited to the following:

- August 18: Sneak Peek
- September 14: Parent Education Night
- October 3-6: Book Fair
- October 15: Fall Festival
- October 26-28: Parent/Teacher Conferences
- November 10: Fun Run
- November 14: Parent Education Night
- December 8: Winter Spectacular
- January 23-27: Great Kindness Challenge Week
- January 26: Lower Elementary Measurement Day
- February 1-3: Book Fair
- February 1-3: Parent/Teacher Conferences
- March 20-24: Relay for Life Events
- March 23: Lower Elementary Business Day

- April 10: Parent Education Day
- May 4: Lower Elementary Day in the Past
- June 1: Lower Elementary End of the Year Showcase
- June 13-14: Parent/Teacher Conferences

State Priority: Pupil Engagement

Last updated: 2/1/2017

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

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

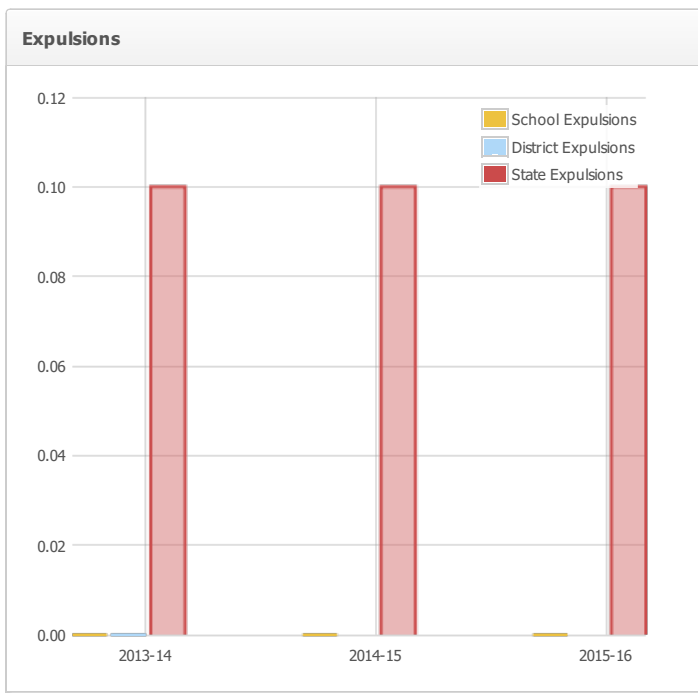
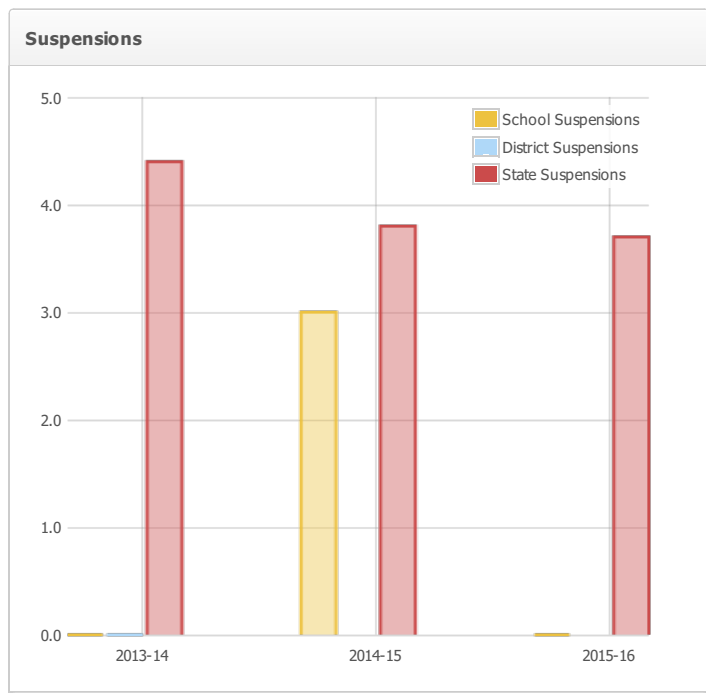
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	3.0	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

BMMA conducted a thorough update of the Comprehensive School Safety Plan (CSSP) during the 2015/16 school year. The CSSP is a document that addresses all risks based on a risk assessment of the BMMA. In August of 2016, the entire BMMA staff were provided training in a classroom setting. Training includes presentation, discussion and conducting regular, ongoing drills.

Classroom teachers in turn discuss the plan with students and practice actions to take during actual emergencies.

Key elements of the plan include:

- An all risk plan of emergency actions to take during local and area emergencies
- Emergency communications
- Identification of key personnel during emergencies
- Building Information
- Procedures to assist students with special needs

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	25.0	0	3	0	25.0	0	5	0	25.0	0	5	0
1	25.0	0	6	0	25.0	0	9	0	25.0	0	9	0
2	25.0	0	6	0	25.0	0	9	0	25.0	0	9	0
3	25.0	0	6	0	25.0	0	9	0	25.0	0	9	0
4	25.0	0	3	0	25.0	0	5	0	25.0	0	7	0
5	25.0	0	3	0	25.0	0	5	0	25.0	0	7	0
6	25.0	0	3	0	25.0	0	5	0	25.0	0	7	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist (non-teaching)		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: 2/1/2017

Professional Development

Our professional development plan was developed with student achievement and Montessori instruction in mind. As a charter school, our charter states that we will instruct the Common Core standards using the Montessori Method. For this purpose, we provide professional development that focuses on Montessori techniques and classroom management. We also used our student achievement scores from the previous school year to determine subject areas of focus. Professional Development is conducted by the Vice Principal and members of the instructional support staff. These training sessions are held in after school workshops and on early release days that are scheduled twice a year. As a follow-up, teacher-principal meetings are conducted on an "as needed" basis. A review is also conducted 3 times a year to determine a Professional development needs based on academic achievement.

Last updated: 2/1/2017