

# Bella Mente Montessori Academy

## 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/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.



### Dr. Rebecca McQuestion

📍 Principal, Bella Mente Montessori Academy

#### About Our School

Dr. Rebecca McQuestion began her first year at Bella Mente as Assistant Principal and transitioned to the Principalship in the 2019-2020 school year. In addition she supports the Special Education Program. She comes with experience working with children from birth through 12th grade. Dr. McQuestion started working at home childcare and then opened her childcare in 1990. She quickly expanded to a preschool and was chosen as one of only three private preschools to contract with Head Start in a pilot program in North County, San Diego. As her own two sons grew up, she decided to continue her education and move to serve in the public schools. Dr. McQuestion worked as an Education Specialist for middle school and high school students. She taught Biology, Earth Science, and Health at the high school level. Also, she worked as a Program Specialist for Special Education and most recently supported a small high school filling the roles as Education Specialist, Program Specialist, and Administration Designee in an inclusion program. Dr. McQuestion has also supported teacher candidates at CSUSM as a University Supervisor.

Dr. McQuestion has a degree from CSUSM in Child Development and Special Education. She completed her doctorate in Educational Leadership. She loves learning and continues to explore her area of research, which is positive teacher-student relationships and positive school culture.

As a Native Californian, Dr. McQuestion and her husband raised their two sons in North County, San Diego. Her family has been blessed with two wonderful daughters-in-law and two adorable grandchildren. She enjoys spending time with family, loves all dogs, and spending time flower gardening.

Dr. McQuestion's philosophy is, "It takes a village to raise a child." She feels strongly in a team approach between family and school.

#### Contact

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

*Phone: 760-621-8948  
Email: [info@bellamentecharter.org](mailto:info@bellamentecharter.org)*



# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Vista Unified
<b>Phone Number</b>	(760) 726-2170
<b>Superintendent</b>	Matt Doyle
<b>Email Address</b>	<a href="mailto:mattdoyle@vistausd.org">mattdoyle@vistausd.org</a>
<b>Website</b>	<a href="http://www.vistausd.org">www.vistausd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Bella Mente Montessori Academy
<b>Street</b>	1737 West Vista Way
<b>City, State, Zip</b>	Vista, Ca, 92083-2112
<b>Phone Number</b>	760-621-8948
<b>Principal</b>	Dr. Rebecca McQuestion
<b>Email Address</b>	<a href="mailto:info@bellamentecharter.org">info@bellamentecharter.org</a>
<b>Website</b>	<a href="http://www.bellamentecharter.org">www.bellamentecharter.org</a>
<b>County-District-School (CDS) Code</b>	37684520128223

Last updated: 2/4/2020

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

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education, led by Montessori trained teachers in Primary and Lower Elementary grades. As students transition to Upper Elementary and Middle School, students experience a Montessori philosophy based education experienced through project based learning.

### Mission

We provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

### Vision

We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.

We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

We prepare children to care for their bodies through healthy eating and living.

In the 2019-2020 school year, Bella Mente was proud to be recognized as one of America's Healthiest Schools with the Bronze Award from the Alliance for a Healthier Generation.

This year Bella Mente also became a Leader in Me School using teaching practices to promote social and emotional learning. The practice teaches the 7-Habits of Highly Effective People made famous by Franklin Covey.

Our staff sets high expectations for our students who we describe as "scholars."

I am a Responsible Scholar because I take ownership and am accountable for my academic and social choices.

I am a Respectful Scholar because I speak and act with care and treat all people and things with kindness.

I am a Safe Scholar because I am considerate and I value myself, my school, and others.

I am a Productive Scholar because I am prepared, organized and focused on reaching my goals.

As a Scholar my education is important to me and I strive to achieve my full potential.

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

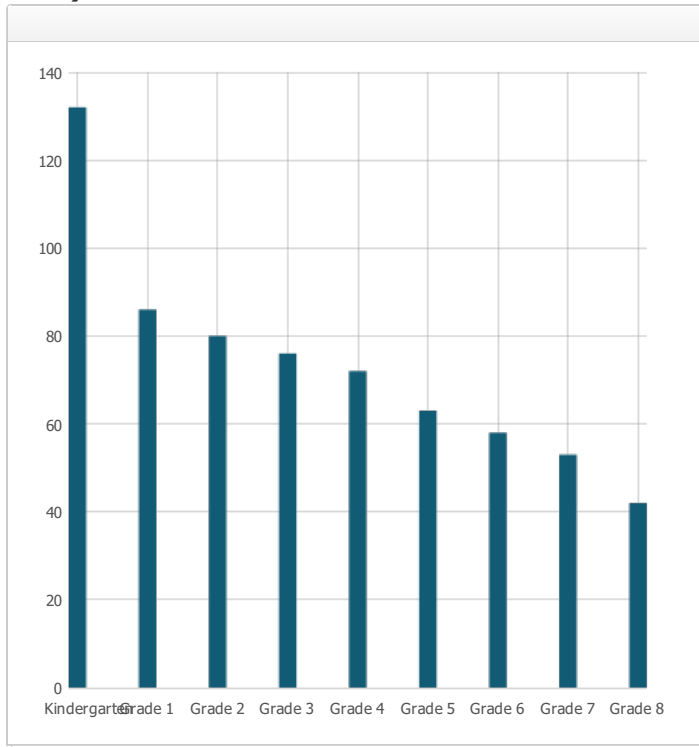
quality Montessori philosophies, we strive to foster forward thinking students prepared with 21st Century skills while enriching and nurturing the whole child. In either our garden classroom or with the mobile nutrition cart granted to us from the Sage Garden Project (SGP), we strive to teach the students 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.

*Last updated: 2/3/2020*

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

Grade Level	Number of Students
Kindergarten	132
Grade 1	86
Grade 2	80
Grade 3	76
Grade 4	72
Grade 5	63
Grade 6	58
Grade 7	53
Grade 8	42
<b>Total Enrollment</b>	<b>662</b>



Last updated: 2/3/2020

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

Student Group	Percent of Total Enrollment
Black or African American	2.00 %
American Indian or Alaska Native	0.30 %
Asian	2.10 %
Filipino	1.10 %
Hispanic or Latino	39.90 %
Native Hawaiian or Pacific Islander	%
White	45.60 %
Two or More Races	8.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.00 %
English Learners	14.50 %
Students with Disabilities	12.50 %
Foster Youth	0.20 %
Homeless	0.50 %

# A. Conditions of Learning

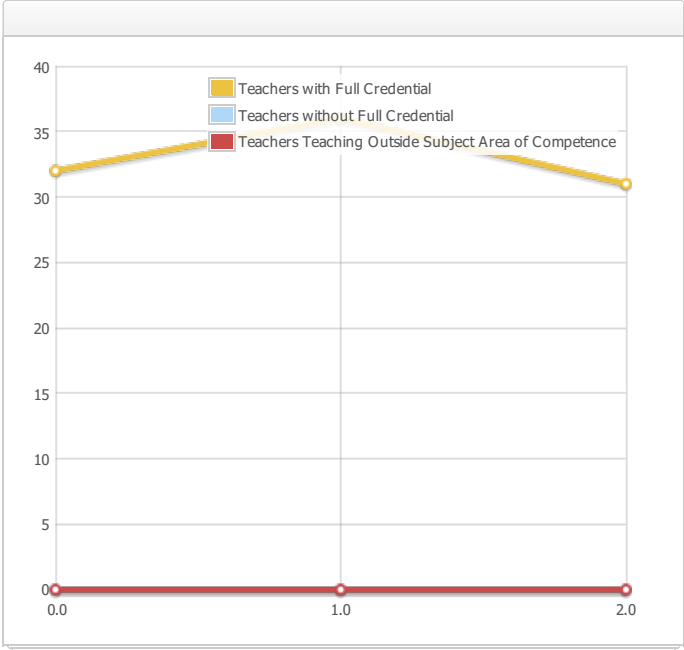
## State Priority: Basic

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

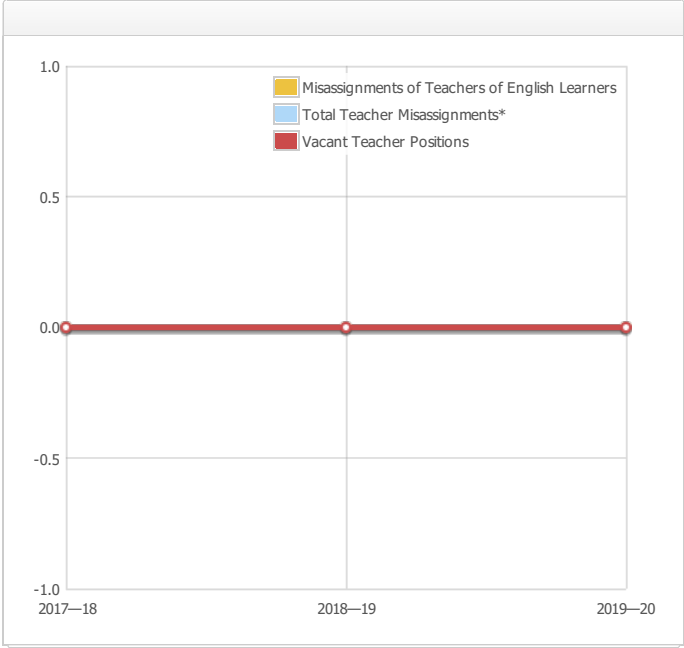
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	32	36	31	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/3/2020

### 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	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: 2/3/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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 Montessori materials.  Montessori Language Arts Curriculum  Waseca Reading Program  Lexia Core5 Reading  Reading Plus  Scholastic Leveled Readers  StudySync ELA-McGraw Hill  Wonders ELD  Newsela	Yes	0.00 %
Mathematics	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 Montessori materials.  GO Math! 1st-8th grades Houghton Mifflin Harcourt  ALEKS Math- McGraw Hill		0.00 %
Science	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 Montessori materials.  Science Explorer-Prentice Hall  California Inspire Science-McGraw Hill		0.00 %
History-Social Science	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 Montessori materials.  Studies Weekly  SS Impact California		0.00 %
Foreign Language	Duolingo		0.00 %
Health			0.00 %
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: 2/3/2020

## School Facility Conditions and Planned Improvements

The most recently collected Facility Inspection Tool was completed on September 25, 2019. The overall condition of the campus is good. The campus is a mixture of original construction consisting of the one-story administrative and multiple use building, a complete redesign and remodel of the original two story building in the summer of 2014 as well as a new addition completed in the spring of 2016.

Upon inspection, an aging HVAC system was identified in the two story "original" wing. This unit which services an unoccupied room will need to be replaced in the next three years as it has increasing amounts of downtime.

*Last updated: 2/4/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Upon inspection, an aging HVAC system was identified in the two story "original" wing. This unit which services an unoccupied room will need to be replaced in the next three years as it has increasing amounts of downtime.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	The two story building is completely LED lighting. A project was undertaken to change out all old T12 light fixtures in the one-story and replace with energy efficient LED lighting.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	The two story building has occasional leaks which have sealed. The one story-building has an aging roof which was recoated in 2013 as a short term solution. A permanent solution for the roof will be need in the next three years.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The automatic gate at the entrance has the original electric motor. Based on the average life, the motor is set to fail at any time and will need to be completely replaced.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 2/4/2020*



## 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)	45.0%	46.0%	49.0%	49.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	33.0%	33.0%	36.0%	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: 2/3/2020*

**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	356	340	95.51%	4.49%	46.47%
Male	203	195	96.06%	3.94%	45.64%
Female	153	145	94.77%	5.23%	47.59%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	148	141	95.27%	4.73%	31.91%
Native Hawaiian or Pacific Islander					
White	152	145	95.39%	4.61%	57.24%
Two or More Races	30	30	100.00%	0.00%	63.33%
Socioeconomically Disadvantaged	156	152	97.44%	2.56%	38.82%
English Learners	65	65	100.00%	0.00%	18.46%
Students with Disabilities	60	54	90.00%	10.00%	11.11%
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: 2/3/2020*

**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	356	339	95.22%	4.78%	33.04%
Male	203	195	96.06%	3.94%	34.87%
Female	153	144	94.12%	5.88%	30.56%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	148	140	94.59%	5.41%	19.29%
Native Hawaiian or Pacific Islander					
White	152	145	95.39%	4.61%	41.38%
Two or More Races	30	30	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	156	151	96.79%	3.21%	25.17%
English Learners	65	65	100.00%	0.00%	13.85%
Students with Disabilities	60	53	88.33%	11.67%	5.66%
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: 2/3/2020*

**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: 2/3/2020*

### **Career Technical Education (CTE) Programs (School Year 2018–19)**

Bella Mente offered all students in 7th and 8th grades a course entitled College Readiness. In this course students are introduced to the world of career exploration, with emphasis on techniques for filling out job applications, interviewing techniques, preparation of a resume, communication and stress management skills. Students were introduced to the college application process for both Community College, California State University system, and University of California.

*Last updated: 2/3/2020*

### **Career Technical Education (CTE) Participation (School Year 2018–19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	99
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are 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 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
9	--	--	--

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: 2/3/2020

## 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)

Parents and families are what make Bella Mente great! Parents are encouraged to volunteer in student classrooms and at events.

There are many ways parents/guardians can be involved in the Bella community:

-Monthly District English Learner Advisory Committee

-Monthly School Site Council Meeting

-Monthly LCAP Meeting

-Monthly Board Meetings

-Monthly Questions with Dr. McQuestion (Principal Meeting)

-Monthly PTO Coffee Mornings

-Monthly PTO Meetings

-Field Trip Chaperones

-Cooking It Up with Mr. Hank-monthly cooking classes

-Monthly PTO park playdates

-Quarterly Parent Teacher Conferences

### State Priority: Pupil Engagement

*Last updated: 2/3/2020*

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

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



# 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	0.60%	0.40%	2.20%	3.10%	3.70%	4.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 2/3/2020*

## School Safety Plan (School Year 2019—20)

Bella Mente believes student safety is one of our top priorities. During the 2018-2019 school year, the Board of Directors hired DMB Consultants, an emergency management consulting firm. One of the services provided by the firm is to review the Comprehensive School Safety Plan.

The 2019-2020 Comprehensive School Safety Plan was completed by the safety committee on February 12 and later presented to the Board of Directors and approved in open session at the February 12, 2019 Board of Directors meeting.

The Comprehensive School Safety Plan contains all required elements. Some of these crucial elements include identification and support of students with mental health concerns, threat assessment procedures, mental health crisis intervention, tactical information, and incident command procedures.

*Last updated: 2/3/2020*



## 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)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	4	
1				
2				
3	28.00		9	
4				
5				
6	24.00	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	23.00			
1	26.00			
2	26.00			
3	26.00		9	
4	25.00			
5	25.00			
6	25.00		7	
Other**	20.00	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	26.00		5	
1				
2				
3	27.00		9	
4				
5				
6	24.00		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.

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	
Other	0.80

\*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: 2/4/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

Bella Mente strives to provide a wide variety of programs. LCFF funds and mandated block grant funds are utilized to increase student achievement and provide a supportive environment. Services provided include but are not limited to: all academic programs for tk-6 and middle school (7-8), BTSA/Induction, English Learner Program, Special Education Program, and special programming including CTE, garden/nutrition and art education.

English Learner Program: Bella Mente meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. All teachers of English learners are certified in Cross-cultural and Academic Development (CLAD) or comparable authorization. Bella Mente teachers use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Language Learners. The Montessori philosophy of learning at Bella Mente differentiates instruction to meet the needs of English Learners based on their academic and language readiness. Bella Mente teachers are trained on instructional strategies to be used specifically with English Language Learners.

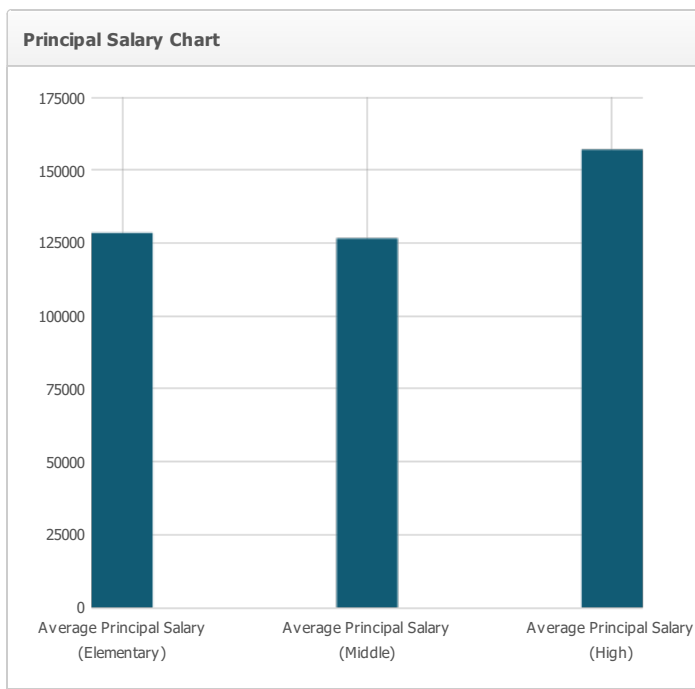
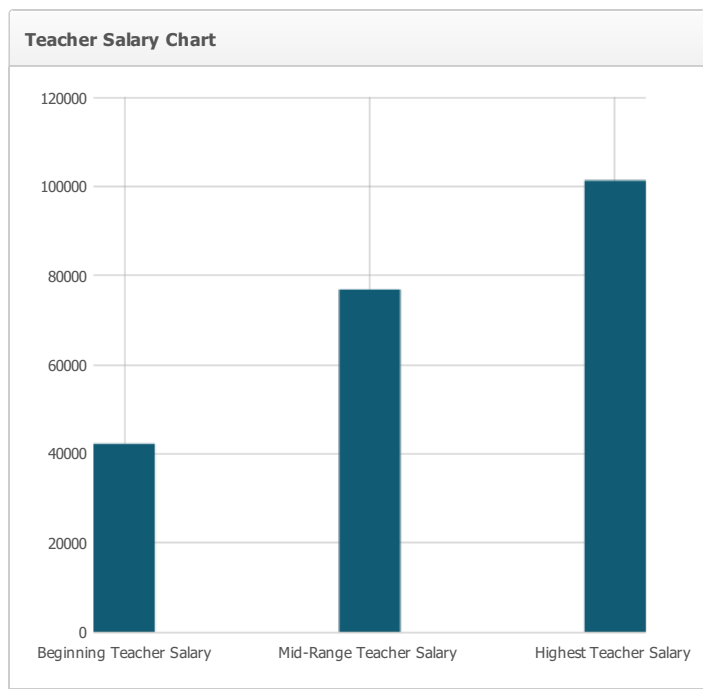
Special Education Program: Bella Mente complies with all applicable State and Federal Laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA). Bella Mente is categorized as a "public school" within the Vista Unified School District in conformity with Education Code Section 47641(b). For purposes of Special Education, the District serves as the LEA for Bella Mente under the framework and parameters set by an approved Memorandum of Understanding with the Vista Unified School District. Bella Mente complies with all requirements set forth in this agreement. The charter school complies with all state and federal laws that are related to the provisions of Special Education instruction and related services, all SELPA policies and procedures, and utilizes appropriate SELPA forms. Students with mild to severe learning differences are evaluated for appropriate placement and services through the Individual Education Plan (IEP) process. Bella Mente provides Special Education services based on the IEP. Services cover, but are not limited to, Resources Specialist services, speech therapy, occupational and physical therapy, psychological services and counseling, transportation, and behavioral interventions.

*Last updated: 2/4/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,211	\$48,612
Mid-Range Teacher Salary	\$76,825	\$74,676
Highest Teacher Salary	\$101,308	\$99,791
Average Principal Salary (Elementary)	\$128,442	\$125,830
Average Principal Salary (Middle)	\$126,582	\$131,167
Average Principal Salary (High)	\$157,035	\$144,822
Superintendent Salary	\$281,000	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 2/4/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	13