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## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**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 2020–2021)

District Contact Information (School Year 2020–2021)	
<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 2020–2021)	
<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>

### School Description and Mission Statement (School Year 2020–2021)

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 and 2020-2021 school years, 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 is Bella Mente's second year as 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.

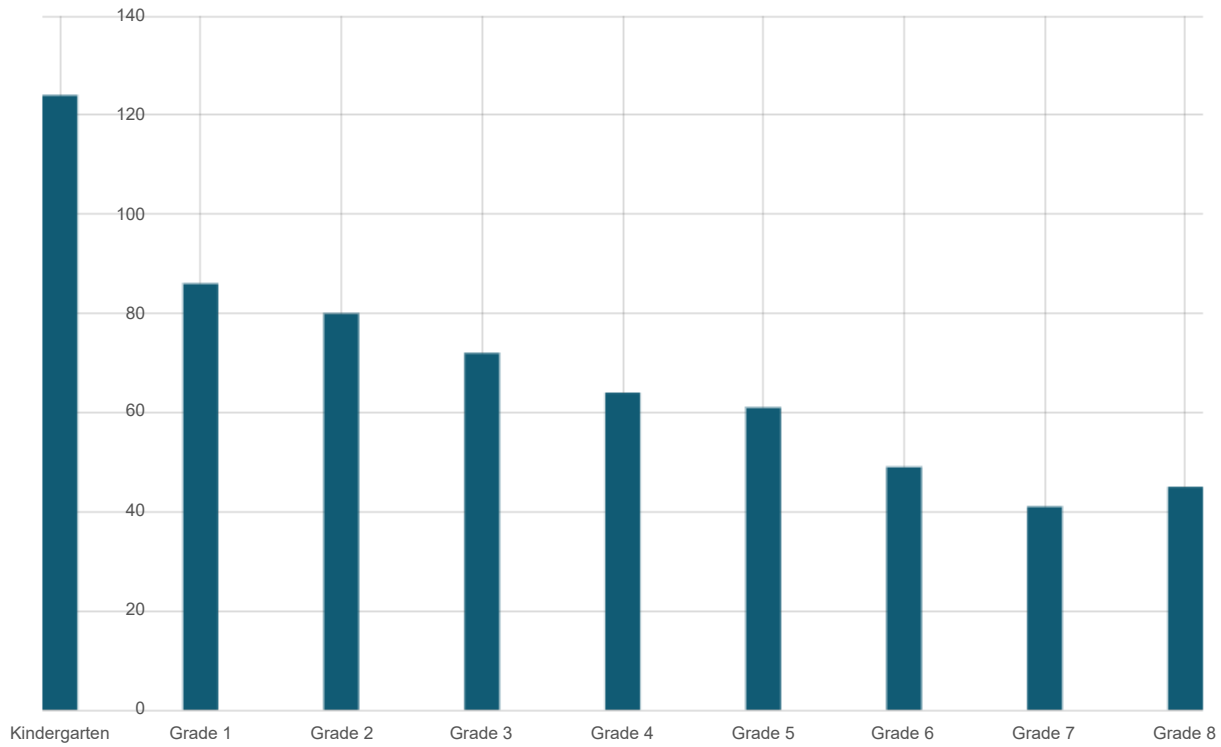
I am a Productive Scholar because I am prepared, organized and focused on reaching my goals.

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.

### Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	124	86	80	72	64	61	49	41	45	622



Last updated: 1/25/2021

### Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian
Percent of Total Enrollment	2.10 %	0.30 %	2.60 %	1.00 %	44.20 %	
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	38.70 %	13.20 %	11.90 %	%	0.60 %	

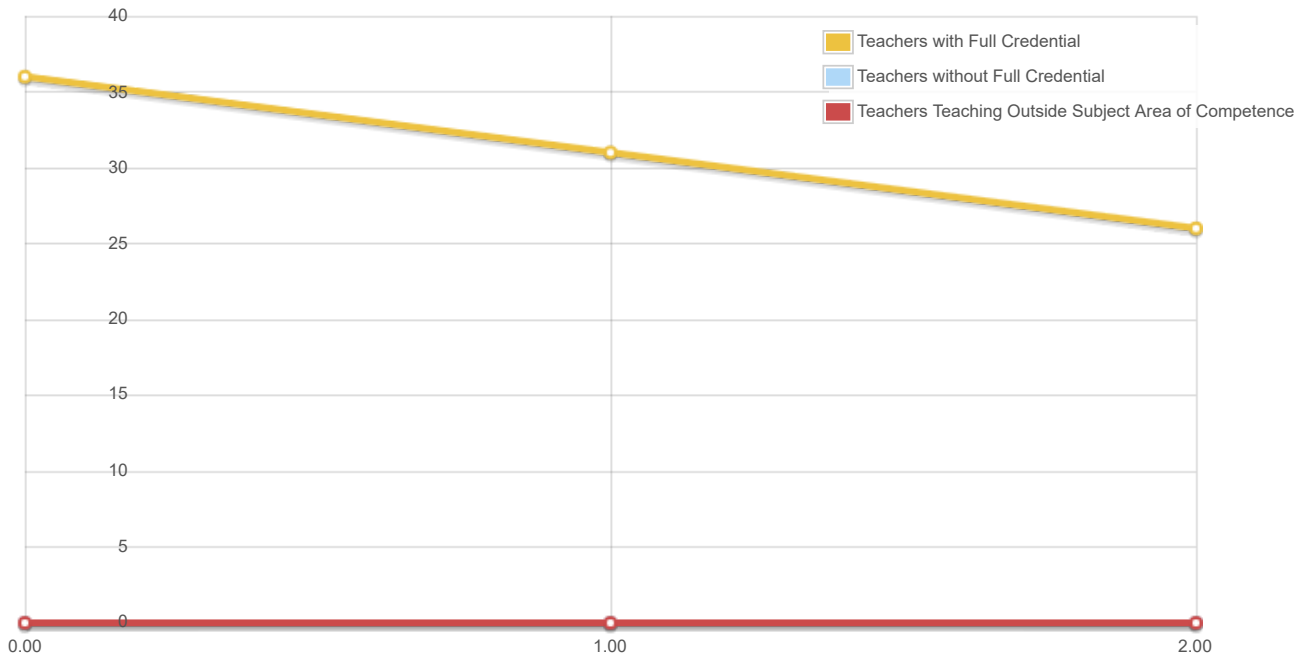
### State Priority: Basic

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

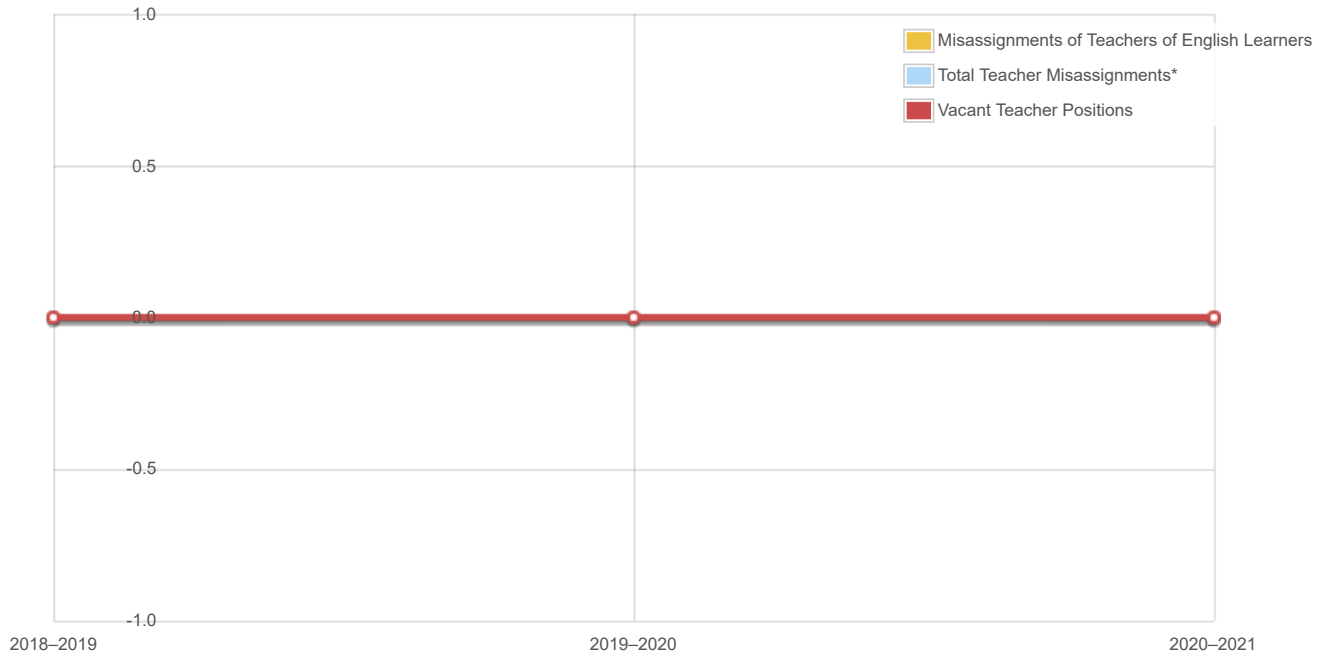
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	36	31	26	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



*Last updated: 1/25/2021*

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/25/2021

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other 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. Programs are online to accommodate distance learning.  Wonders ELA and ELD McGraw Hill TK - 6th Grade Study Sync ELA and ELD McGraw Hill 7th and 8th grades Big Universe K12 Inc TK-8th grades	Yes	0.00 %
Mathematics	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards. Programs are online to accommodate distance learning.  IKL-IXL Learning tk-2nd grades ALEKS Math- McGraw Hill 3rd-8th grades	Yes	0.00 %
Science	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards.  Science Explorer-Prentice Hall California Inspire Science-McGraw Hill	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards. Studies Weekly- TK-6th grades SS Impact California- 7th-8th grades		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: 1/25/2021*

### School Facility Conditions and Planned Improvements

The most recently collected Facility Inspection Tool was completed on November 19, 2020. 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 has been noted as needing replacement.

*Last updated: 1/25/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Upon inspection, an aging HVAC system (heat pump split 5 ton unit) which services two unoccupied learning space is no longer functional and requires replacement.  Ductless air conditioned in IT server room
<b>Interior:</b> Interior Surfaces	Good	



System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2020

Overall Rating	Good
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*Last updated: 1/25/2021*

## 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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	N/A	49.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	33.0%	N/A	36.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total

number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/25/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/25/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/25/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	32	N/A	27	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/25/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for

### Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
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 2019–2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 2020–2021)

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

- Monthly District English Learner Advisory Committee
- Bimonthly Health and Wellness Committee
- Monthly Board Meetings
- Monthly Answers with Dr. McQuestion (Principal Meeting)
- Cooking It Up with Mr. Hank-monthly cooking classes
- Quarterly Parent Teacher Conferences
- Dine Outs

For more information, parents can contact our Community Liason, Macarena Davis, [mdavis@bellamentecharter.org](mailto:mdavis@bellamentecharter.org).

## 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.40%	0.00%
<b>School 2018–2019</b>	2.20%	0.00%
<b>District 2017–2018</b>	3.70%	0.10%
<b>District 2018–2019</b>	4.00%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

**State  
2017–2018**

### Suspensions and Expulsions for School Year 2019–2020 Only

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)

**2019–2020**

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	--	--
<b>District 2019–2020</b>	--	--
<b>District 2019–2020</b>	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/25/2021

## School Safety Plan (School Year 2020–2021)

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. This consulting firm leads the safety committee each year which develops, reviews and revises the Comprehensive School Safety Plan each year.

The 2020-2021 Comprehensive School Safety Plan was completed by the safety committee on February 10, 2020 and later presented to the Board of Directors and approved in open session at the February 11, 2020 Board of Directors meeting.

Last updated: 1/25/2021

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 (2017–2018)**

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

\* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	26.00			27.00			24.00	
Number of Classes *								
1-20	5			9			8	
Number of Classes *								
21-32								
Number of Classes *								
33+								

\* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00						6.00	27.00
Number of Classes *							1	1
1-20	5							
Number of Classes *								17
21-32								1
Number of Classes *								
33+								

\* 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.

Last updated: 1/25/2021



**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	20.00	20.00	16.00	16.00
Number of Classes * 1-22	4	3	4	5
Number of Classes * 23-32		1	1	

**Number of Classes \* 33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	23.00	23.00	19.00	19.00
Number of Classes * 1-22	2	2	4	3
Number of Classes * 23-32	2	2	2	2

**Number of Classes \* 33+** \* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	13.00	18.00	22.00	22.00
Number of Classes * 1-22	7	5	3	3
Number of Classes * 23-32	1	1	1	1

**Number of Classes \* 33+**

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/25/2021*

**Student Support Services Staff (School Year 2019–2020)**

Number of FTE* Assigned to School	
Counselor (Academic, Social/Behavioral or Career Development)	1.00

	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	0.75
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	
Other	1.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/25/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

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: 1/25/2021*

## Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	6	13	15

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