Bella Mente Montessori Charter Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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.

2023-24 School Contact Information

School Name	Bella Mente Montessori Charter Academy
Street	155 N. Emerald Dr.

City, State, Zip	Vista, CA , 92083-2112
Phone Number	(760) 621-8931
Principal	Erin Feeley
Email Address	info@bellamentecharter.org
School Website	http://www.bellamentecharter.org
County-District-School (CDS) Code	37684520128223

2023-24 District Contact Information

District Name	Bella Mente Montessori Academy
Phone Number	(760) 726-2170
Superintendent	Matt Doyle Ed.D.
Email Address	superintendentsoffice@vistausd.org
District Website	http://www.vistausd.org/

2023-24 School Description and Mission Statement

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education, led by Montessori trained teachers in the Primary, Lower Elementary, and Upper Elementary grades. In 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 2019 and 2020 (hiatus of the award in 2021), 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.
In 2021, Bella Mente was recognized as a Bronze Level California Green Ribbon School for its efforts in whole school sustainability.
Bella Mente is also 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 a Garden and Nutrition program in partnership with The Sage Garden Project. The mission of our program 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. We believe in giving an ultimate well-rounded learning experience coupled by curriculum from a multitude of resources. BMMA educates our students with an innovative curriculum for all the grades from tK-8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	52
Grade 2	38
Grade 3	51
Grade 4	46
Grade 5	47
Grade 6	42
Grade 7	35
Grade 8	31
Total Enrollment	398

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.3%
American Indian or Alaska Native	0.5%
Asian	1.8%
Black or African American	2.8%
Filipino	1.3%
Hispanic or Latino	60.3%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	5.5%
White	26.9%
English Learners	15.1%
Foster Youth	0.8%
Homeless	5.8%
Socioeconomically Disadvantaged	59.5%
Students with Disabilities	16.1%

A. Conditions of Learning	**State Priority: Basic**

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	86.67	920.80	87.11	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.92	2.00	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	16.40	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.67	44.80	4.24	12115.80	4.41
Unknown	1.10	4.67	72.90	6.90	18854.30	6.86
Total Teaching Positions	25.50	100.00	1057.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	80.04	917.70	86.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.87	3.00	0.28	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	21.10	1.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	12.38	48.20	4.55	11953.10	4.28
Unknown	0.90	3.68	70.40	6.64	15831.90	5.67
Total Teaching Positions	25.80	100.00	1060.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	3.20
Misassignments	0.00	0
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	3.2
Local Assignment Options	0.60	0.00
Total Out-of-Field Teachers	1.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards. The school uses state adopted textbooks to complement Montessori materials. Montessori Language Arts Curriculum Waseca Reading Program, Recipe for Reading, Lexia Core5 Reading, Lexia PowerUp, Scholastic Leveled Readers, StudySync, Study Island	Yes	0%
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. McGraw Hill Reveal Math, Montessori Math curriculum Study Island ALEKS	Yes	0%
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, TCI for grades 6-8	Yes	0%
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, TCI for grades 7-8	Yes	0%
Foreign Language	Students in grades 7 and 8 have the option of enrolling in a foreign language elective with instruction through an online, interactive platform.	Yes	0%

School Facility Conditions and Planned Improvements

The most recently collected Facility Inspection Tool was completed on . 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.

Year and month of the most recent FIT report	September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			roof membrane compromised at parapet wall. Roofer contacted for repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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). The CAASPP System encompasses the following assessments and student participation requirements: 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven. 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven. 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). **College and Career Ready** 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	41	43	43	47	46
Mathematics (grades 3-8 and 11)	23	25	28	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	242	241	99.59	0.41	41.08
Female	124	123	99.19	0.81	43.90
Male	118	118	100.00	0.00	38.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	144	99.31	0.69	31.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	63	63	100.00	0.00	61.90
English Learners	29	29	100.00	0.00	6.90

CAASPP Student Groups					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	125	99.21	0.79	35.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	21.57

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	242	240	99.17	0.83	24.58
Female	124	122	98.39	1.61	21.31
Male	118	118	100.00	0.00	27.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	144	99.31	0.69	18.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	63	63	100.00	0.00	36.51
English Learners	29	29	100.00	0.00	6.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	125	99.21	0.79	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	13.73

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.79	21.62	27.48	29.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67	1.33	21.62
Female	37	36	97.30	2.70	19.44
Male	38	38	100.00	0.00	23.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	12.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96
Grade 7	97	97	97	97	97

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

During this year, families have been invited to Dine Out events off campus at Panda Express and Chipotle, among many other venues. We offer monthly nighttime events, such as game nights and movie nights as well. At our annual Winter Spectacular event which is held onsite, families are invited to volunteer their time helping their child's teacher. The Garden Program has invited families to volunteer in the school garden area as well. Families also walked in the City of Vista's annual Christmas Parade and can participate in the annual Strawberry Festival. We host Coffee Mingles once per month for families to join the Leadership Team to engage in dialogue about the school and to address any concerns they may have. Parents are involved in our DELAC meetings and the school offers 6 minimum days throughout the year for parent conferences to discuss student academic achievement. We also encourage our families to become volunteers and welcome them to visit the classroom to see the amazing things our teachers and students are doing.

Families interested in participating in school related activities can contact our Community Liaison, Macarena Davis, at mdavis@bellamentecharter.org or our Activities, Marketing and Community Outreach Director, Anthony Beaver, at abeaver@bellamentecharter.org for more information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	427	142	33.3
Female	215	206	60	29.1

Male	231	220	82	37.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	9	7	0	0.0
Black or African American	13	12	2	16.7
Filipino	5	5	1	20.0
Hispanic or Latino	270	255	90	35.3
Native Hawaiian or Pacific Islander	4	3	0	0.0
Two or More Races	25	24	8	33.3
White	118	118	40	33.9
English Learners	69	66	18	27.3
Foster Youth	4	4	1	25.0
Homeless	26	25	14	56.0
Socioeconomically Disadvantaged	296	284	110	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	82	36	43.9

C. Engagement	## 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.05	0.45	1.26	4.93	4.73	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.05	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0.47	0
Male	0.43	0
Non-Binary		

American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.74	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.68	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.38	0

2023-24 School Safety Plan

Bella Mente believes student safety is one of our top priorities. Our LEA works with Campus Safety Alliance, an emergency management consulting firm, to provide an annual review of our Comprehensive School Safety Plan, meet with stakeholders, and provide training on all aspects of the plan.

The 2023-2024 Comprehensive School Safety Plan was completed by the safety committee on February 6, 2023 and later presented to the Board of Directors and approved in open session at the February 13, 2024 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	3	0
1	22	0	8	0
2	22	0	8	0
3	22	0	8	0
4	23	0	6	0
5	23	0	6	0
6	23	0	6	0
Other	25	0	3	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	3	0
1	24	0	6	0
2	24	0	6	0
3	24	0	6	0
4	20	6	0	0
5	20	6	0	0
6	20	6	0	0
Other	17	4	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	24	1	11	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	398

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13502.30	$4095.76	$9406.54	$52097.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

In striving to meet the needs of a diverse student body, BMA provides 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, technology, professional growth, BTSA/Induction, English Learner Program, Special Education Program, and curriculum development and alignment. English Learner Program: BMA meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification,

Fiscal Year 2022-23 Types of Services Funded

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 requirements. All teachers of English learners are certified in Cross-cultural and Academic Development (CLAD) or comparable authorization. BMA teachers are trained to use Specially Designed Academic Instruction in English

(SDAIE) techniques to meet the needs of English Language Learners: The instructional design model used by BMA places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through a well-defined professional development program, teachers are trained on a variety of instructional strategies to be used specifically with English Language Learners. Strategies used include, but are not limited to, the use of specific English Language Development (ELD) curriculum, Guided Language Acquisition Design (GLAD) strategies, and thematic planning and cross curricular integration. Special Education Program: BMA 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). BMA is categorized as a "public school" within the Vista Unified School District in conformity with Education Code Section 47641(b). BMA complies with membership and contractual agreement with the El Dorado Special Education Local Plan Area (SELPA). 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. BMA provides Special Education services based on the IEP. Services cover, but are not limited to, Resources Specialist services, speech therapy, occupational and physical therapy, vision therapy, assisted physical education, psychological services and counseling, and behavioral interventions.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,940	$55,550
Mid-Range Teacher Salary	$61,277	$84,645
Highest Teacher Salary	$95,744	$111,284
Average Principal Salary (Elementary)		$139,860
Average Principal Salary (Middle)		$146,440
Average Principal Salary (High)		$158,447
Superintendent Salary		$278,268
Percent of Budget for Teacher Salaries	35.71%	32.21%
Percent of Budget for Administrative Salaries	4.17%	4.89%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	11