

**Bella Mente Montessori Academy**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School**  
**Year**  
**California Department of Education**

**Address:** 1737 West Vista Way  
Vista, CA , 92083-2112

**Principal:** Erin Feeley,  
Superintendent

**Phone:** (760) 621-8931

**Grade** tK-8  
**Span:**

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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### Erin Feeley, Superintendent

📍 Principal, Bella Mente Montessori Academy

### Contact

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

Phone: (760) 621-8931

Email: [info@bellamentecharter.org](mailto:info@bellamentecharter.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Vista Unified
<b>Phone Number</b>	(760) 726-2170
<b>Superintendent</b>	Doyle, Matt
<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 2025–26)

<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) 621-8931
<b>Principal</b>	Erin Feeley, Superintendent
<b>Email Address</b>	<a href="mailto:info@bellamentecharter.org">info@bellamentecharter.org</a>
<b>Website</b>	<a href="http://www.bellamentecharter.org">http://www.bellamentecharter.org</a>
<b>Grade Span</b>	tK-8
<b>County-District-School (CDS) Code</b>	37684520128223

## School Description and Mission Statement (School Year 2025–26)

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education in grades tk-6. In Middle School, students experience a Montessori philosophy-based education experienced through project-based and community service 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.

For the past five 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. In 2021, Bella Mente was recognized as a Bronze Level California Green Ribbon School for its efforts in whole school sustainability, and in 2022-2024 we received the Silver Level award. In 2025, we received the Green Achiever award, the highest honor offered by the California Department of Education, continuing to prove and showcase our commitment to environmental education.

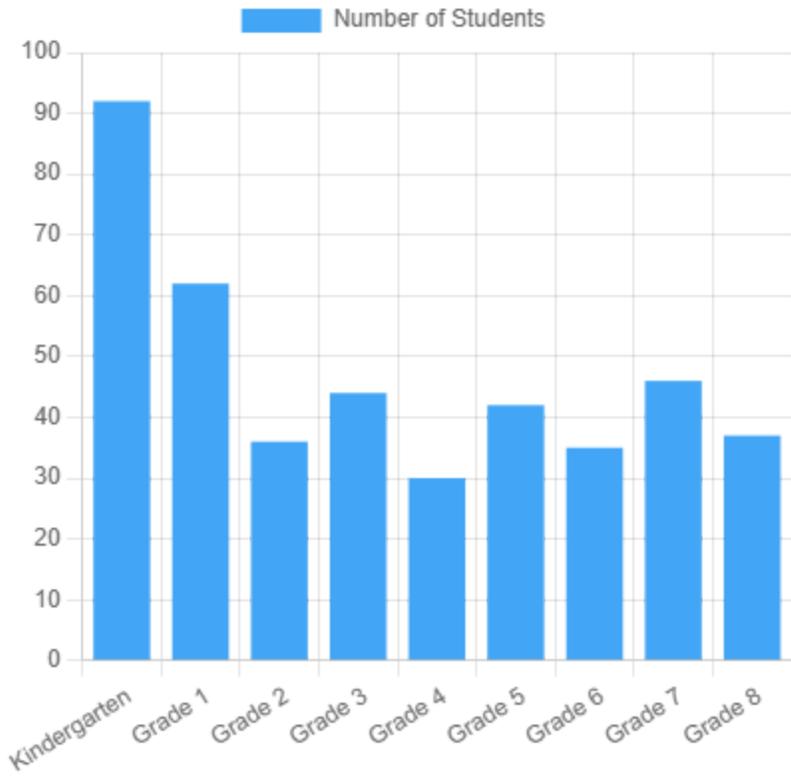
**Our School Motto- RRSP Responsible Respectful Safe Productive**

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 tK8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	92
Grade 1	62
Grade 2	36
Grade 3	44
Grade 4	30
Grade 5	42
Grade 6	35
Grade 7	46
Grade 8	37
Total Enrollment	424



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	50.50%
Male	49.30%
Non-Binary	0.20%
American Indian or Alaska Native	0.20%
Asian	0.90%
Black or African American	2.80%
Filipino	1.90%
Hispanic or Latino	63.00%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	6.10%
White	24.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.10%
Foster Youth	0.50%
Homeless	9.00%
Migrant	0.00%
Socioeconomically Disadvantaged	64.20%
Students with Disabilities	17.70%

## 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 Preparation and Placement (School Year 2021–22)

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)	3.20	12.38%	21.10	1.99%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	48.20	4.55%	11953.10	4.28%
Unknown/Incomplete/NA	0.90	3.68%	70.40	6.64%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>25.80</b>	<b>100.00%</b>	<b>1060.50</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2022–23)

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)	16.80	89.39%	925.30	87.74%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.40	0.04%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	8.81%	22.70	2.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	39.20	3.72%	11746.90	4.23%
Unknown/Incomplete/NA	0.30	1.75%	66.90	6.34%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>18.80</b>	<b>100.00%</b>	<b>1054.60</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2023–24)

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)	15.00	75.00%	888.00	86.94%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	10.00%	2.30	0.23%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.00%	20.10	1.97%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	30.50	2.99%	12112.80	4.34%
Unknown/Incomplete/NA	1.00	5.00%	80.30	7.86%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>20.00</b>	<b>100.00%</b>	<b>1021.40</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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)**

<b>Authorization/Assignment</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>	<b>2023– 24 Number</b>
Permits and Waivers	0.00	1	1.00
Misassignments	3.20	0.6	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.20	1.6	2.00

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

<b>Indicator</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>	<b>2023– 24 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

**Class Assignments**

<b>Indicator</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>	<b>2023– 24 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3%	11.7%	2.70%
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%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bella Mente Montessori Academy curriculum and materials used are aligned with CA State and Common Core standards. The school uses state adopted textbooks to complement Montessori materials. Montessori Language Arts Curriculum Waseca Reading Program, Recipe for Reading, Lexia Core5 Reading, Wordly Wise, Lexia PowerUp, Scholastic Leveled Readers, StudySync, Exact Path	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, Exact Path, ALEKS	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 ScienceMcGraw Hill, TCI for grades 6-8	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	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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.	0
Health	Comprehensive Health Skills for Middle School- 3rd Edition	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

Based on the most recently collected Facility Inspection Tool (FIT) data, the school facility is **in exemplary condition** and **meets or exceeds standards of good repair** as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

All major facility systems—including **systems (gas, HVAC, and sewer), cleanliness, electrical, restrooms and drinking fountains, safety, and structural components**—were found to be in good working order with **no extreme deficiencies identified**. A very limited number of **minor deficiencies** were noted in isolated areas, primarily related to **interior surfaces and roofing**, which reflect normal wear and tear and **do not impact the overall functionality or safety** of the campus. These items are scheduled for routine maintenance and monitoring.

With an overall average score of **99% across the eight evaluated categories**, the school is rated **Exemplary**, indicating that the facility is well maintained, safe, and supportive of student learning, with only minimal and non-critical issues identified.

## 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: October 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Parkling lot and exterior building lighting and cctv system rewire project currently underway. Expected completion Winter 2025
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Replacement of Boys Multipurpose Room Restroom partitions during Winter Break. Tile repair in multiple bathrooms over Winter Break
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof drain in upper elementary hallway near end of life. Replacement to occur during Fall Break
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: October 2025

Overall Rating	Exemplary
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

In 2024–25, Bella Mente Montessori Academy demonstrated significant academic growth that outpaced statewide trends. While state performance increased by only one percentage point in both English Language Arts and mathematics, the school achieved substantially larger gains- an increase of 15 percentage points in ELA and 11 percentage points in mathematics. As a result, the school exceeded the state average in ELA and closely aligned with the state in mathematics, reflecting the effectiveness of targeted instruction, intervention supports, and a strong focus on continuous improvement.

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	39%	54%	42%	44%	47%	48%
Mathematics (grades 3-8 and 11)	25%	36%	31%	32%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

In 2024-25, Bella Mente Montessori Academy demonstrated strong English Language Arts achievement across student groups, with an overall proficiency rate of 53.81%, exceeding the state average of 48%. Several student groups performed notably above the schoolwide average, including female students (60.19%), White students (60.42%), and students identifying as Two or More Races (63.64%). Hispanic or Latino students achieved a 50% proficiency rate, reflecting progress toward closing achievement gaps. While English Learners and Students with Disabilities continue to perform below the schoolwide and state averages, their results provide clear direction for targeted instructional supports and interventions. Overall, the school’s performance indicates that instructional practices are yielding positive results and that continued focus on equity-driven supports will further strengthen outcomes across all student groups.

<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	227	223	98.24%	1.76%	53.81%
Female	109	108	99.08%	0.92%	60.19%
Male	118	115	97.46%	2.54%	47.83%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	152	98.70%	1.30%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00%	0.00%	63.64%
White	49	48	97.96%	2.04%	60.42%
English Learners	42	42	100.00%	0.00%	33.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%

<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>
Military	13	13	100.00%	0.00%	53.85%
Socioeconomically Disadvantaged	142	139	97.89%	2.11%	49.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	57	53	92.98%	7.02%	33.96%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

In 2024–25, Bella Mente Montessori Academy continued to demonstrate meaningful progress in mathematics achievement. The percentage of students meeting or exceeding the state standard increased to 35.59%, representing a substantial improvement from the prior year and bringing the school within approximately one percentage point of the state average (37%). Several student groups exceeded both the schoolwide and state averages, including military-connected students (53.85%), White students (44.68%), and female students (41.67%). While achievement gaps persist for English Learners, Students with Disabilities, and socioeconomically disadvantaged students, the school’s accelerated rate of improvement compared to modest statewide gains indicates that instructional strategies and targeted supports

are having a positive impact. Continued focus on differentiated instruction and intervention will further strengthen outcomes across all student groups.

<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	227	222	97.80%	2.20%	35.59%
Female	109	108	99.08%	0.92%	41.67%
Male	118	114	96.61%	3.39%	29.82%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	152	98.70%	1.30%	30.92%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00%	0.00%	36.36%
White	49	47	95.92%	4.08%	44.68%
English Learners	42	42	100.00%	0.00%	26.19%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	13	13	100.00%	0.00%	53.85%
Socioeconomically Disadvantaged	142	139	97.89%	2.11%	30.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	57	52	91.23%	8.77%	19.23%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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

From 2023-24 to 2024-25, Bella Mente Montessori Academy increased the percentage of students meeting or exceeding the state standard in science from 20.90% to 25.64%, reflecting a 4.74 percentage point gain. This rate of improvement exceeded statewide growth over the same period, which increased by 1.79 percentage points. While the school continues to perform below the state average, the accelerated growth indicates positive momentum and suggests that instructional focus on hands-on, inquiry-based science learning and aligned supports is beginning to yield measurable results. Continued emphasis on science instruction and integration across grade levels will be key to further closing the gap with state performance.

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<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
Science (grades 5, 8, and high school)	20.90%	25.64%	28.50%	29.99%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

In 2024-25, Bella Mente Montessori Academy increased overall science proficiency to 25.64%, reflecting meaningful progress from the prior year and a rate of improvement that exceeded statewide gains. Although the school remains below the state average of 32.52%, several student groups demonstrated encouraging outcomes, including White students (41.18%), female students (28.57%), and Students with Disabilities (25.00%), performing at or above the schoolwide average. Hispanic or Latino students, English Learners, and socioeconomically disadvantaged students continue to perform below both schoolwide and state levels, indicating a need for continued targeted supports. Overall, the school’s accelerated growth in science achievement suggests that hands-on, inquiry-based instruction and increased alignment to state science standards are contributing to improved outcomes, with continued focus needed to close remaining achievement gaps.

<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	79	78	98.73%	1.27%	25.64%
Female	35	35	100.00%	0.00%	28.57%
Male	44	43	97.73%	2.27%	23.26%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00%	0.00%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	17	100.00%	0.00%	41.18%
English Learners	15	15	100.00%	0.00%	6.67%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%

<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>
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92%	2.08%	21.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	25.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 2024–25)

#### Percentage of Students Participating in each of the five Fitness Components

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5	98%	98%	98%	98%	98%
7	98%	98%	98%	98%	98%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

### Opportunities for Parental Involvement (School Year 2025–26)

Throughout the year, Bella Mente Montessori Academy provides families with numerous opportunities to engage in meaningful school and community activities that strengthen partnerships and support student success. Families are invited to participate in off-campus fundraisers such as Dine-Out events at local restaurants including Panda Express, Chipotle, and other community partners, often coordinated in collaboration with the Parent-Teacher Association (PTA).

On campus, the school hosts monthly evening family events such as game nights and movie nights, as well as signature events like the annual Winter Spectacular, where families are encouraged to volunteer, support classrooms, and connect with staff. The PTA plays an active role in planning, supporting, and staffing many of these events, helping to foster a welcoming and inclusive school community.

Families are also invited to volunteer in the Bella Mente Garden Program, supporting hands-on learning while helping students develop an understanding of sustainability and environmental stewardship. In addition, families proudly represent Bella Mente at community events such as the City of Vista's annual Christmas Parade and the Strawberry Festival, strengthening the school's presence and partnerships within the broader community.

During National Veterans and Military Families Month, families participate in activities that honor and support military-connected students and families, including writing letters to veterans and organizing care packages. To promote open communication and shared decision-making, the school hosts monthly Coffee Mingles, providing families with opportunities to meet with the Leadership Team to share feedback, ask questions, and address concerns.

Parents also engage in leadership and advisory roles through participation in PTA meetings, DELAC, Wellness Committee meetings, and the Parent Engagement Committee. The school schedules six minimum days throughout the year to hold parent-teacher conferences, ensuring regular communication about student academic progress and social-emotional development.

Additional volunteer opportunities include supporting field trips, acting as chaperones for offsite trips. Families are encouraged to share their skills and experiences through mentorship and enrichment opportunities, including Career

Day, cultural appreciation events, and classroom presentations. Parents may also support fundraising initiatives such as Apex Fun Run and assist with ongoing campus initiatives including the Bella Garden Project, composting efforts, and waste-reduction programs.

Families interested in becoming involved or learning more are encouraged to contact Macarena Davis, Community Liaison, at [mdavis@bellamentecharter.org](mailto:mdavis@bellamentecharter.org), or Anthony Beaver, Activities, Marketing, and Community Outreach Director, at [abeaver@bellamentecharter.org](mailto:abeaver@bellamentecharter.org)

## **State Priority: Pupil Engagement**

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

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

### Chronic Absenteeism by Student Group (School Year 2024–25)

During the 2024-25 school year, Bella Mente Montessori Academy maintained a low overall chronic absenteeism rate of 4.3%, indicating strong student engagement and effective attendance supports. Several student groups demonstrated particularly low rates, including English Learners (1.2%), female students (2.7%), and White students (2.9%), while no students in the Black or African American or Two or More Races groups were identified as chronically absent. Higher rates were observed among Students with Disabilities (10.0%) and students experiencing homelessness (9.3%), highlighting the need for continued targeted interventions, family outreach, and coordinated supports to ensure consistent attendance for all students.

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	471	444	19	4.3%
Female	236	221	6	2.7%
Male	234	222	13	5.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	12	0	0.0%
Filipino	--	--	--	--
Hispanic or Latino	297	284	15	5.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	28	0	0.0%
White	110	103	3	2.9%
English Learners	86	81	1	1.2%
Foster Youth	--	--	--	--
Homeless	45	43	4	9.3%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	318	301	15	5.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	90	9	10.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

During the 2024-25 school year, Bella Mente Montessori Academy reported a 0.00% suspension rate and a 0.00% expulsion rate, reflecting a strong commitment to positive behavior supports and restorative practices. This represents a significant improvement from 2023-24 and remains well below state averages, which continued to report suspension and expulsion rates above zero. The school's results demonstrate the effectiveness of its proactive, relationship-based approach to student behavior and campus climate.

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.45%	1.51%	0.00%	4.73%	3.24%	3.23%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.09%	0.08%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## **School Safety Plan (School Year 2025–26)**

The Bella Mente Montessori Academy Comprehensive School Safety Plan was reviewed, updated, and approved by the Board of Directors on June 10, 2025. The plan is reviewed annually and was developed in consultation with school leadership, faculty, and a student representative, and discussed with staff to ensure understanding and alignment with campus procedures. Key elements of the plan include emergency preparedness and response procedures, campus supervision and access control, student and staff safety protocols, behavioral threat assessment, disaster preparedness, and coordination with local law enforcement and emergency responders.

## **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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$19602.00	\$4585.00	\$15017.00	\$73499.00
District	N/A	N/A	--	\$95692.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Types of Services Funded (Fiscal Year 2024–25)**

During Fiscal Year 2024-25, Bella Mente Montessori Academy funded a range of programs and services designed to support the academic, social-emotional, and physical well-being of all students. These included standards-aligned instructional programs in English Language Arts, mathematics, and science; targeted academic interventions and tutoring for students performing below grade level; and specialized supports for English Learners and Students with Disabilities, including individualized learning plans and related services.

The school also funded student wellness and engagement initiatives such as counseling services, restorative practices, positive behavior supports, health and nutrition programs, and expanded physical activity opportunities. Additional services included before- and after-school enrichment, field trips, outdoor education, and hands-on learning programs such as the school garden and sustainability initiatives. Family engagement and student support services, including community partnerships, attendance interventions, and college and career awareness activities, were also supported to ensure a well-rounded educational experience for all students.

**Professional Development**

<b>Measure</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Number of school days dedicated to Staff Development and Continuous Improvement	11	14	16