



Bella Mente Montessori Academy

Board of Directors

Scott Moote, President
Caroline Veale, Secretary
Daniel Niebaum, Treasurer
Janet Figueroa, Member

Bella Mente Charter School Board Meeting Agenda February 8, 2022

Type of Meeting: Regular Webinar Board Meeting

Location: <https://attendee.gotowebinar.com/register/9101104565535177743>

You can also dial in using your phone.

United States: 1 (631) 992-3221

Access Code: 684-211-467

Closed Session: at 6:30 PM

Open Session: when the closed session adjourns

IMPORTANT NOTICE: The Board of Directors Meeting will be conducted entirely online, via virtual/video conferencing. Members of the public can view the meeting via livestream and can participate in the meeting electronically via GotoWebinar, by following the instructions for submitting a request to make public comments listed on the agenda below. This meeting will be held virtually and live-streamed (no in-person). Members of the public who would like to address the Board must email jmeeker@bellamentecharter.org the day of the meeting requesting a hold card beginning at 6:00pm up until the meeting is called to order.

With the enactment of AB 361 signed on September 16, 2021, Government Code section 54953 has been amended to provide additional flexibility for legislative bodies to meet remotely. Since the legislature adopted an urgency clause when passing AB 361, this bill became effective immediately upon the Governor's signature on September 16, 2021 and will sunset January 1, 2024. With all things considered, the legislature's intent behind passing AB 361, as described in the bill itself, was "to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future emergencies by allowing broader access through teleconferencing options."

I. CLOSED SESSION (One)

6:30 PM

Call to order, roll call and establishment of quorum

1. In accordance with Government Code Section 54957, the Board will meet in closed session to consider: PERSONNEL MATTERS- (One)
2. In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS- (None)
3. In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: PUBLIC EMPLOYEE EVALUATION - (None).
4. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CHARGE OR COMPLAINT INVOLVING INFORMATION PROTECTED BY FEDERAL LAW - (None)
5. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Gov. Code §54956.9(d)(2) and/or §54956.9(d)(4) - (None)

II. OPEN SESSION/REGULAR MEETING

Call to order, roll call and establishment of quorum

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

IV. PRESENTATIONS BY COMMUNITY MEMBERS/PUBLIC COMMENTS (20 MINUTES TOTAL)

PUBLIC COMMENTS/COMMUNITY MEMBERS: Any member of the audience who wishes to speak to an agenda item (or at the appropriate time, speak to an item not on the agenda) must email jmeeker@bellamentecharter.org the day of the meeting requesting a hold card, beginning at 6:00pm up until the meeting is called to order. Per Education Code 35145.5 and Government Code 54954.3, members of the public have the opportunity to provide public comment on any agenda item, as well as any non-agenda item that is within the subject matter jurisdiction of the Board. Per Board Bylaw 9323, individual speakers will be allowed three (3) minutes to address the Board on each agenda or non agenda item, and the Board will limit the total time for public input on each item to twenty (20) minutes.

In an effort to hear as many speakers as possible, comment times may be shortened (depending on the number of speakers on any agenda or non-agenda item). The Board may also extend the time limits for comments, and/or may move additional comments beyond a specific time allotment to later in the meeting, in order to provide sufficient time for the Board to conduct the Board's business during the meeting.

Bella Mente Montessori Academy welcomes your participation at the District's School Board meetings. Your participation assures us of continuing community interest in our school.

Items not on the agenda/Items for future discussion

V. APPROVAL OF AGENDA

Recommended motion: Approve the agenda for the February 8, 2022 Board of Directors Meeting.

Moved by _____ Seconded by _____ Vote _____

VI. DISCUSSION ITEMS

1. **Executive Director Announcements** - Erin Feeley will provide COVID-19, legislative, safety & risk management, special education updates and fiscal projection updates.
2. **Charter Vision Board Report** - Janina from CSMC will report on cash flow and review CharterVision dashboard monthly report.
3. **Principal Report**- Mr. James Proby will present a plan for improving student academics.

VII. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

All items listed under the Consent Calendar are considered by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion, unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

1. Minutes from the January 11, 2022 Board of Directors Meeting
2. Recommended action on the personnel activity list
3. Check Registers January 2022
4. School Accountability Report Card (SARC) for 2020-2021
5. Niche.com Services in the amount of \$11,985.00 for 18 months
6. Top Notch Invoice for January 2022 in the amount of \$11,326.17

Executive Director's Recommendation: Approve Consent Calendar

Moved by _____ Seconded by _____ Vote _____

VIII. DISCUSSION/ACTION ITEMS

1. **Review and Approve the 2022-2023 Comprehensive School Safety Plan as presented by Morgan Ballis from Campus Safety Alliance**

Executive Director's Recommendation: Approve

Moved by _____ Seconded by _____ Vote _____

2. **Review of the Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan**

Executive Director's Recommendation: No Action Required

3. **Review of the 2021 -2022 LCAP Mid Year Progress Report**

Executive Director's Recommendation: No Action Required

4. **Approve resolution No. 22-15 Authorizing remote teleconference meetings for the period of February 1, 2022 through March 31, 2022**

Executive Director's Recommendation: Approve

Moved by _____ Seconded by _____ Vote _____

5. **Approve student and staff calendar for the 2022-2023 school year**

Executive Director's Recommendation: Approve

Moved by _____ Seconded by _____ Vote _____

6. **Review and approve the Bella Mente Board of Directors Board Terms**

Executive Director's Recommendation: Approve

Moved by _____ Seconded by _____ Vote _____

7. **Review and approve the Bella Mente Board of Directors Meeting Dates for the 2022-2023 School year**

Executive Director's Recommendation: Approve

Moved by _____ Seconded by _____ Vote _____

IX. **ADJOURNMENT**

Moved by _____ Seconded by _____ Vote _____

Instructions for Presentations to the Board by Members of the Community

BMMA welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We hope that you will visit these meetings often and your participation assures us of continuing community interest in our School. To assist you in speaking/participating in our meetings, the following guidelines are provided.

1. The agenda is available to all community members
2. Community members who wish to speak on any agenda items or under the general category of "Public Comment" will be given an opportunity to do so.
3. "Public Comment" is set aside for members of the community to raise issues that are not specifically on the agenda. However, due to public meeting laws (Brown Act), the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed twenty (20) minutes. Exceptions to these time limits may be made at the discretion of the Board Chair. The board may give direction to staff to respond to your concerns or you may be offered the option of returning with a citizen requested agenda item.
4. With regard to items that are on the agenda, you may speak for up to (3) minutes when the Board discusses that item. Exceptions to this time may be made at the discretion of the Board Chair.
5. Community members may request in writing that a topic related to school business be considered for placement on a future agenda. Requests should be addressed to the Board Chair and emailed to board@bellamentecharter.org. If such an item is placed on the agenda and publicly noticed, the Board can respond, interact, and act upon the item.
6. Any person with a disability who requires a modification or accommodation, including auxiliary aids or services, to participate in a public meeting of the Bella Mente Charter School Board of Directors may request such modification or accommodation from Jennifer Meeker, at 760-621-8931. Please make any requests at least 12 hours prior to the meeting.



Bella Mente Montessori Academy

Minutes of the Bella Mente Charter School

Board of Directors Meeting

January 11, 2021

Type of Meeting: Regular Board Meeting

Location: <https://attendee.gotowebinar.com/register/9075965331213326095>

You can also dial in using your phone.

United States: 1 (631) 992-3221

Access Code: 735-990-466

Closed Session: None

Open Session: 6:30pm

IMPORTANT NOTICE: This meeting will be held virtually and live-streamed (no in-person). Members of the public who would like to address the Board must email jmeeker@bellamentecharter.org the day of the meeting requesting a hold card beginning at 6:00pm up until the meeting is called to order.

The Board of Education Meeting will be conducted entirely online, via virtual/video conferencing. On September 16, 2021, Governor Newsom signed Assembly Bill 361 into law. The urgency bill amends the Brown Act to provide the ability for boards to hold remote meetings during a proclaimed state of emergency without following the Brown Act's teleconferencing rules. AB 361 provides that Boards need not follow the Brown Act's teleconferencing rules if the Board makes a finding that there is a proclaimed state of emergency and either state or local officials have imposed or recommended social distancing measures or meeting in person would present imminent risks to the health or safety of attendees due to the emergency. Members of the public can view the meeting via livestream and can participate in the meeting electronically via GotoWebinar, by following the instructions for submitting a request to make public comments listed on the agenda below

I. CLOSED SESSION (None)

6:30 PM

Call to order, roll call and establishment of quorum

1. In accordance with Government Code Section 54957, the Board will meet in closed session to consider: PERSONNEL MATTERS-(None)
2. In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS- (None)
3. In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: PUBLIC EMPLOYEE EVALUATION - (None)
4. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CHARGE OR COMPLAINT INVOLVING INFORMATION PROTECTED BY FEDERAL LAW - (None)
5. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Gov. Code §54956.9(d)(2) and/or §54956.9(d)(4) - (None)

II. OPEN SESSION/REGULAR MEETING-

Call to order, roll call and establishment of quorum

The meeting was called to order at 6:32 PM by Scott Moote

- Scott Moote conducted the roll call. A quorum of directors is present.
 - Members Present: Scott Moote, Dan Niebaum, Caroline Veale, Janet Figueroa
 - Members Absent:
 - Others in Attendance: Erin Feeley, Executive Director, James Proby, Principal and Janina Arruda, CSMC

III. ACTION ITEMS CONSIDERED IN CLOSED SESSION

No Action Taken

IV. PRESENTATIONS BY COMMUNITY MEMBERS/PUBLIC COMMENTS (20 MINUTES TOTAL)

None

V. Approval of Agenda

Caroline Veale moved to approve the amended agenda for January 11, 2021. Dan Niebaum moved to second. Motion passed unanimously. Votes: Scott Moote (Aye), Dan Niebaum (Aye), Caroline Veale (Aye)

VI. DISCUSSION ITEMS

1. **Executive Director Announcements** - Erin Feeley will provide COVID-19, legislative, safety & risk management, special education updates and fiscal projection updates.
2. **Charter Vision Board Report** - Janina Arruda, our new Associate School Business Manager from CSMC will report on CharterVision dashboard monthly report.
3. **Principal Report-** Mr. James Proby will present Winter MAPs internal assessment results and plan for the second semester.

VII. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

All items listed under the Consent Calendar are considered by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion, unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

1. Minutes from the December 7, 2021 Board of Directors Meeting
2. Minutes from the December 14, 2021 Special Board of Directors Meeting
3. Recommended action on the personnel activity list
4. Check Registers for December 2021
5. Top Notch Invoice for December 2021 \$11,310.84
6. Agreement with BOONLI Merchant Payment Processing
7. Agreement with Wilkinson Hadley King & Co, LLP for Audit services
8. Agreement with Campus Safety Alliance for the 2022-2023 \$7,140.00
9. Approve the Public School Property Tax Exemption Submission

Executive Director's Recommendation: Approve Consent Calendar

Caroline Veale moved to approve the Consent Calendar/Routine Items of Business. Janet Figueroa seconded. Motion passed unanimously. Votes: Scott Moote (Aye), Dan Niebaum (Aye) Caroline Veale (Aye)

Second Call to order, roll call and establishment of quorum

Votes: Scott Moote (Aye), Dan Niebaum (Aye) Caroline Veale (Aye) Janet Figueroa (Aye)

VIII. Discussion/Action Items

- 1. Review and Approve the 2020-2021 Audit Report completed by Wilkinson, Hadley, King & Co LLP presented by Kevin Sproul.**

Caroline Veale moved to approve the 2020-2021 Audit Report completed by Wilkinson, Hadley, King & Co LLP presented by Kevin Sproul. Janet Figueroa seconded. Motion passed unanimously. Votes: Scott Moote (Aye), Dan Niebaum (Aye) Caroline Veale (Aye) Janet Figueroa (Aye)

- 2. Approve the updated Homeless Education Board Policy amended from September 2021**

Dan Niebaum moved to approve the updated Homeless Education Board Policy amended from September 2021. Janet Figueroa seconded. Motion passed unanimously. Votes: Scott Moote (Aye), Dan Niebaum (Aye) Caroline Veale (Aye) Janet Figueroa (Aye)

ADJOURNMENT - 7:27 PM

Dan Niebaum moved to adjournment of the meeting. Janet Figueroa second. Motion passed unanimously. Votes: Scott Moote (Aye), Dan Niebaum (Aye), Caroline Veale (Aye) Janet Figueroa (Aye)

Approved on:_____

Signature of Secretary:_____

Signature of Board Member:_____

Employment Change as of February 8, 2022

New Hires Full Time: Ivan Trejo - In House Substitute

New Hires Part Time: None

Resignation: None

Termination: None

Open Positions:

Classified Positions:

Part Time: Noon Duty (\$15.00) Part Time Monday - Friday
Food Service Assistant (\$15.00) Part Time Monday - Friday
Bilingual Office Assistant (\$15.83) Part Time Monday - Friday

Certificated Positions:

Full Time: None

Bella Mente

Check Register 1/1/2022 through 1/31/2022

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
2485	1/4/2022	CINTAS CORPORATION	Cleared	\$145.71	62-0000-0000-8100-4381-020-000	Materials for Plant Maintenance	Active Scraper, Gray Mat, Logo Mat	\$48.57
					62-0000-0000-8100-4381-020-000	Materials for Plant Maintenance	Active Scraper, Gray Mat, Logo Mat	\$48.57
					62-0000-0000-8100-4381-020-000	Materials for Plant Maintenance	Active Scraper, Gray Mat, Logo Mat	\$48.57
2489	1/4/2022	Banyan Tree Educational Services	Cleared	\$1,920.00	62-6500-5760-1190-5810-020-000	Educational Consultants	Reading Services September 2021	\$1,440.00
					62-6500-5760-1190-5810-020-000	Educational Consultants	Reading Services Dec 1 - Dec. 14, 2021	\$480.00
2493	1/4/2022	K12 Health	Cleared	\$1,305.00	62-0000-1110-1000-5810-020-000	Educational Consultants	Health Services - 01/01/22	\$1,305.00
2497	1/4/2022	T-Mobile	Cleared	\$170.51	62-0000-1110-2700-5900-020-000	Communications (Tele., Internet, Copies, Postage, Messenger)	Telehpne Chges. 11/18-12/17/21	\$170.51
2496	1/4/2022	Studies Weekly, Inc.	Cleared	\$845.46	62-0000-1110-1000-4100-020-000	Approved Textbooks and Core Curricula Materials	CA:1,2,3 CA 1st, 2nd Grade & Community Studies Weekly	\$845.46
2492	1/4/2022	Kaiser Foundation Health Plan Inc	Cleared	\$13,352.30	62-0000-1110-1000-3403-020-000	Health & Welfare Benefits	February 2022 Health Insurance	\$13,352.30
2484	1/4/2022	Amazon Capital Services	Cleared	\$861.17	62-0000-1110-2100-4300-020-000	Materials and Supplies	Sun Shade Sails	\$281.36
					62-0000-1110-1000-4315-020-000	Classroom Materials and Supplies	Patio Carport	\$486.04
					62-0000-1110-1000-4315-020-000	Classroom Materials and Supplies	Flexible Rulers, Square Pastels, Sketch Pencils	\$93.77
2490	1/4/2022	Dental Health Services	Cleared	\$146.00	62-0000-1110-1000-3403-020-000	Health & Welfare Benefits	January 2022 Premium	\$146.00
2494	1/4/2022	San Diego Gas & Electric	Cleared	\$3,422.66	62-0000-0000-8100-5501-020-000	Utilities	Electric Chges. 11/25-12/27/21	\$3,422.66
2498	1/4/2022	UnitedHealthcare of CA	Cleared	\$9,642.23	62-0000-1110-1000-3403-020-000	Health & Welfare Benefits	December 2021 Premium	\$9,642.23

Bella Mente

Check Register 1/1/2022 through 1/31/2022

2495	1/4/2022	San Diego Gas & Electric	Cleared	\$965.81	62-0000-0000-8100-5501-020-000	Utilities	Gas & Electric Chges. 11/25-12/27/21	\$965.81
2491	1/4/2022	EDCO Waste & Recycling Service	Cleared	\$550.13	62-0000-0000-8100-5501-020-000	Utilities	Dec. 2021 - Commerical Service	\$550.13
2488	1/4/2022	AT&T	Cleared	\$214.98	62-0000-1110-2700-5900-020-000	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone Chges. 11/20-12/19/21	\$214.98
2487	1/4/2022	AT&T	Cleared	\$1,682.80	62-0000-1110-2700-5900-020-000	Communications (Tele., Internet, Copies,Postage,Messenger)	Internet Chges. 11/9-12/18/21	\$1,682.80
2486	1/4/2022	Soliant	Cleared	\$1,960.00	62-6500-5760-1190-5810-020-000	Educational Consultants	12/19/21 School OT	\$1,960.00
5296	1/10/2022	San Diego County Office of Education	Outstanding	\$500.00	62-0000-0000-7410-5210-020-000	Training and Development Expense	Credential - TCC: LaFleur, Steen, Rogers, Liebenberg	\$500.00
2499	1/11/2022	Charter School Management Corporation	Cleared	\$13,916.67	62-0000-0000-7300-5873-020-000	Financial Services	January 2022 BBO, Payroll, SIS,CALPADS, Attendance Support	\$13,916.67
2500	1/13/2022	Lizard Wizard of SD	Cleared	\$275.00	62-0000-1110-1000-5830-020-000	Field Trips	Reptile and Amphibian Presentations 1-14-22	\$275.00
2501	1/20/2022	Charter School Management Corporation	Cleared	\$13,916.67	62-0000-0000-7300-5873-020-000	Financial Services	Feb.2022 Back-Office, Payroll,SIS, Attend.,CALPADS Support	\$13,916.67
2506	1/20/2022	San Joaquin County Office Of Education	Cleared	\$1,200.00	62-0000-0000-2700-5815-020-000	Advertising/Recruiting	EDJOIN Account Fees - One Year Term	\$1,200.00
2507	1/20/2022	Specialized Therapy Services, Inc.	Cleared	\$2,430.00	62-6500-5760-1190-5810-020-000	Educational Consultants	Psych, Psych Assessment, VI 12/31/2021	\$2,430.00
2502	1/20/2022	CINTAS CORPORATION	Cleared	\$48.57	62-0091-0000-8100-4381-020-000	Materials for Plant Maintenance	Active Scraper, Gray & Logo Mats	\$48.57
2504	1/20/2022	National Benefit Services, LLC	Outstanding	\$272.80	62-0000-0000-0000-9660-020-000	Voluntary Deductions	Reid – October Contributions	\$272.80
2503	1/20/2022	EMH Sports USA, Inc.	Cleared	\$255.00	62-6500-5760-1190-5810-020-000	Educational Consultants	APE Services December 2021	\$255.00
2505	1/20/2022	Procopio, Cory, Hargreaves &	Cleared	\$245.00	62-0000-0000-2700-5805-020-000	Legal Services	For Professional Services Rendered Through 12/31/21	\$175.00

Bella Mente

Check Register 1/1/2022 through 1/31/2022

		Savitch LLP			62-0000-0000-2700-5805-020-000	Legal Services	Professional Services Rendered Through 12/31/21	\$70.00
2508	1/20/2022	Soliant	Cleared	\$1,920.00	62-6500-5760-1190-5810-020-000	Educational Consultants	1/9/22 School OT	\$1,920.00
2509	1/25/2022	Mr. Martinez Landscaping	Cleared	\$350.00	62-0000-0000-8100-5500-020-000	Operation and Housekeeping Services	Cut Fallen Tree Into Smaller Pieces, Haul Away Green Wastes	\$350.00
2510	1/25/2022	National Benefit Services, LLC	Cleared	\$14,794.84	62-0000-0000-0000-9660-020-000	Voluntary Deductions	For Bella Mente School	\$14,794.84
2516	1/27/2022	Mutual of Omaha	Cleared	\$4,049.55	62-0000-1110-1000-3401-020-000	Health & Welfare Benefits Certificated	February 2022 Premium	\$4,049.55
2512	1/27/2022	Boonli, LLC	Outstanding	\$105.00	62-5310-1110-3700-4700-020-000	Food and Food Supplies	Standard Month, Report Upgrade	\$105.00
2511	1/27/2022	AT&T	Outstanding	\$211.33	62-0000-1110-2700-5900-020-000	Communications (Tele., Internet, Copies, Postage, Messenger)	Phone Chges. 12/20-01/19/22	\$211.33
2513	1/27/2022	CINTAS CORPORATION	Cleared	\$48.57	62-0091-0000-8100-4381-020-000	Materials for Plant Maintenance	Active Scaper, Gray Mats	\$48.57
2521	1/27/2022	Vista Irrigation District	Outstanding	\$352.24	62-0000-0000-8100-5501-020-000	Utilities	Water Chges. - 1737 W Vista - 11/2-01/04/22	\$352.24
2522	1/27/2022	Vista Irrigation District	Outstanding	\$92.24	62-0000-0000-8100-5501-020-000	Utilities	Water Chges. - 155 N Emerald - 11/02-01/04/22	\$92.24
2523	1/27/2022	Vista Irrigation District	Outstanding	\$231.92	62-0000-0000-8100-5501-020-000	Utilities	Water Chges. - 1737 W Vista 11/3-01/04/22	\$231.92
2524	1/27/2022	VendorMax, Inc.	Outstanding	\$48.00	62-0000-0000-2700-5815-020-000	Advertising/Recruiting	Lead Fees - For December 2021	\$48.00
2520	1/27/2022	Vista Irrigation District	Outstanding	\$118.88	62-0000-0000-8100-5501-020-000	Utilities	Water Chges. - 1737 W Vista 11/3-1/4/22	\$118.88
2517	1/27/2022	Soliant	Cleared	\$2,240.00	62-6500-5760-1190-5810-020-000	Educational Consultants	1/16/22 School OT	\$2,240.00
2519	1/27/2022	Vista Irrigation District	Outstanding	\$137.34	62-0000-0000-8100-5501-020-000	Utilities	Water Chges. 221 N Emerald - 11/02-01/04/22	\$137.34
2518	1/27/2022	T-Mobile	Outstanding	\$303.27	62-0000-1110-2700-5900-020-000	Communications (Tele., Internet, Copies, Postage, Messenger)	Telephone Chges. 12/18-01/17/22	\$303.27

Bella Mente

Check Register 1/1/2022 through 1/31/2022

2515	1/27/2022	Home Depot Credit Services	Cleared	\$660.16	62-0091-0000 -8100-4381- 020-000	Materials for Plant Maintenance	Epoxy, Carbide Hamm, Aluminum CSB	\$660.16
2514	1/27/2022	CARDMEMBER SERVICE	Cleared	\$2,228.59	62-0000-1110 -2700-5900- 020-000	Communications (Tele., Internet, Copies,Postage,Messenger)	01/06/22 Cloudways	\$22.50
					62-0000-0000 -7410-5200- 020-000	Travel and Conferences	01/06/22 Vista Chamber of Comm.	\$150.00
					62-0000-1110 -2700-5900- 020-000	Communications (Tele., Internet, Copies,Postage,Messenger)	01/10/22 Flowrouter	\$30.00
					62-0000-1110 -2100-4300- 020-000	Materials and Supplies	12/14 Rubios	\$103.77
					62-0000-1110 -1000-4315- 020-000	Classroom Materials and Supplies	01/12/22 Brainpop.com	\$405.00
					62-0000-1110 -2700-5900- 020-000	Communications (Tele., Internet, Copies,Postage,Messenger)	12/27 Flowrouter	\$34.32
					62-0000-0000 -2700-5815- 020-000	Advertising/Recruiting	12/23 Facebook Advertising	\$90.00
					62-0000-1110 -2100-4300- 020-000	Materials and Supplies	01/14/22 Good Belly Deli	\$309.00
					62-0000-0000 -2700-5815- 020-000	Advertising/Recruiting	01/05/22 Enrollhand	\$1,000.00
					62-0000-0000 -2700-5815- 020-000	Advertising/Recruiting	01/03/22 Lathem Time Corp	\$84.00
Total Check Amount				\$98,136.40	Total GL Amount			\$98,136.40

Bella Mente Montessori Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

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

Principal: James Proby

Phone: (760) 621-8931

Grade Span: K-8

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.

About This School

James Proby

Principal, Bella Mente Montessori Academy

About Our School

My name is James Proby and it is my pleasure to serve as the Principal of Bella Mente. I am thrilled to be working with all of you: Teachers, parents, service providers, students and staff. I am excited to join my talents with yours to collaborate and provide new opportunities for our students.

My primary focus is to build positive relationships through trust and mutual respect. I have worked 18 years in education and have served the majority of that time in special education. Equity is a concern that I hope you share as we strive to provide quality education to all students. I have been privileged to work in traditional, charter and private schools. Each has areas that I felt were needed for that particular school and I enjoyed being a part of those organizations. Through my many years of service, I have held the positions of special day class teacher K-5, resource teacher for elementary, middle and high schools, as well as Special Education Director.

I am a California native and have lived in San Diego for more than 20 years. I spent some years abroad as I am an Army veteran. I served in communications with line of sight and satellite communications. I enjoyed my time seeing the world and learning about different cultures. I have been married to my wife, Annette for 30 years and I have two children, David who is 22 and my daughter Emily who is 17.

I received my Bachelor's degree from the University of Phoenix in Computer Information Systems and my teaching credential from California State University San Marcos. I earned my Master's degree from Concordia University Irvine in Educational Administration.

It is my goal to support students, teachers and staff through collaboration, mentoring and trust. If we all work together, I believe that we can accomplish this and much more!

Contact

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

Phone: (760) 621-8931
Email: info@bellamentecharter.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Vista Unified
Phone Number	(760) 726-2170
Superintendent	Doyle Ed.D., Matt
Email Address	superintendentsoffice@vistausd.org
Website	www.vistausd.org

School Contact Information (School Year 2021—2022)

School Name	Bella Mente Montessori Academy
Street	1737 West Vista Way
City, State, Zip	Vista, CA , 92083-2112
Phone Number	(760) 621-8931
Principal	James Proby
Email Address	info@bellamentecharter.org
Website	http://www.bellamentecharter.org
County-District-School (CDS) Code	37684520128223

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

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 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.

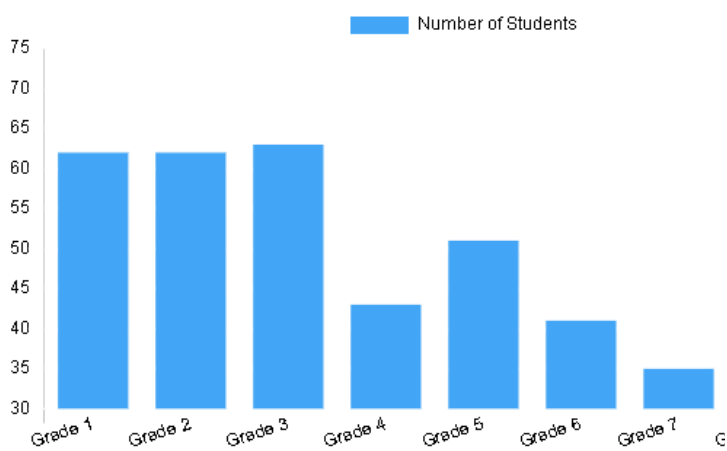
I am a Productive Scholar because I am prepared, organized and focused on reaching my goals. As a Scholar my education is important to me and I strive to achieve my full potential.

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.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	62
Grade 2	62
Grade 3	63
Grade 4	43
Grade 5	51
Grade 6	41
Grade 7	35
Grade 8	34
Kindergarten	74
Total Enrollment	465



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	3.20%
Black or African American	1.90%
Filipino	1.50%
Hispanic or Latino	51.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.70%
White	34.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.20%
Foster Youth	0.20%
Homeless	8.20%
Migrant	0.00%
Socioeconomically Disadvantaged	52.90%
Students with Disabilities	12.70%

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 2020—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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 2021—2022)

Year and month in which the data were collected: October 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. The school uses state adopted textbooks to complement Montessori materials. Montessori Language Arts Curriculum Waseca Reading Program Lexia Core5 Reading Reading Plus, Lexia PowerUp Scholastic Leveled Readers StudySync ELA, McGraw Hill Wonder ELA , McGraw Hill Wonders ELD	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 K - 6th grade, McGraw Hill ALEKS 4th - 8th grade.	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	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	Yes	0%
Foreign Language	Students in grades 7 and 8 have the option of enrolling in a foreign language elective with instruction provided by Rosetta Stone through an online, interactive platform.	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

School Facility Conditions and Planned Improvements

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

Last updated: 1/19/22

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: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: 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. 2-4 ton Heat Pumps are currently non-operational and require repair or replacement in two unoccupied learning spaces.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Vandalized divider: replacement on order
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	One leak at the roof penetraion requires repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/28/22

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).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/19/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	NT	NT	NT	NT
Female	142	NT	NT	NT	NT
Male	134	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	149	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	NT	NT	NT	NT
White	89	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	153	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	NT	NT	NT	NT
Female	142	NT	NT	NT	NT
Male	134	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	149	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	NT	NT	NT	NT
White	89	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	153	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): MAP NWEA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	204	179	87.75	12.25	50.84
Female	120	101	84.17	15.83	56.42
Male	115	78	67.83	32.17	43.58
American Indian or Alaska Native	1	1	100	0	1
Asian	11	9	81.82	18.18	44.44
Black or African American	5	4	80	20	50
Filipino	0	--	--	--	--
Hispanic or Latino	137	92	67.15	32.85	42.39
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	17	17	100	0	70.59
White	64	55	85.94	14.06	56.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): MAP NWEA - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	279	246	88.17	11.83	34.15
Female	144	130	90.28	9.72	52.85
Male	135	116	85.93	14.07	47.15
American Indian or Alaska Native	1	1	100	0	0
Asian	14	13	92.86	7.14	61.54
Black or African American	7	6	85.71	14.29	16.67
Filipino	0	0	--	--	--
Hispanic or Latino	146	127	86.99	13.01	22.05
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	19	18	94.74	5.26	50
White	91	80	87.91	12.09	47.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/19/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	54	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

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 2020—2021)

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
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/1/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

The COVID19 pandemic has disrupted the school's ability to safely invite parents to campus. Due to COVID safety protocols in our area, the school is currently not inviting family members to the campus. We look forward to the return of families to our campus.

During this year, families have been invited to Dine Out events off campus at Panda Express and Chipotle. At our annual Winter Spectacular event which was held onsite, families were invited to volunteer their time helping their child's teacher. The Garden Program has invited families to volunteer in the school garden area. Families also walked in the City of Vista's annual Christmas Parade.

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.

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
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	493	19	3.9
Female	250	239	5	2.1
Male	263	254	14	5.5
American Indian or Alaska Native	15	15	0	5.5
Asian	1	1	0	0.0
Black or African American	10	10	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	261	255	13	5.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	43	40	0	0.0
White	176	165	6	3.6
English Learners	92	88	4	4.5
Foster Youth	1	1	0	0.0
Homeless	50	49	8	16.3
Socioeconomically Disadvantaged	278	266	13	4.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	70	3	4.3

Last updated:

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	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.19%	0.00%	3.96%	1.26%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.10%	0.01%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	2.07%	3.50%	2.45%
Expulsions	0.00%	0.10%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/19/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	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	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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 2021-2022 Comprehensive School Safety Plan was completed by the safety committee on February 3, 2021 and later presented to the Board of Directors and approved in open session at the February 9, 2021 Board of Directors meeting.

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

Last updated: 2/1/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	2.00		5	
1				
2				
3			9	
4				
5				
6			8	
Other**	25.00			0

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

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		3	
1				
2				
3				
4				
5				
6				
Other**	29.00	2	14	1

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

** "Other" category is for multi-grade level classes.

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	2	2	
Math	23.00	2	2	
Science	19.00	4	2	
Social Science	19.00	3	2	

* 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	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	13.00	7	1	
Math	13.00	5	1	
Science	22.00	3	1	
Social Science	22.00	3	1	

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	14.00	5		
Math	14.00	3	1	
Science	23.00	1	2	
Social Science	23.00	1	2	

Last updated: 1/20/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/19/22

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	2.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.50

Last updated: 1/19/22

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10210.52	\$2433.31	\$7777.21	\$63560.42
District	N/A	N/A	--	\$83222.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$86376.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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.

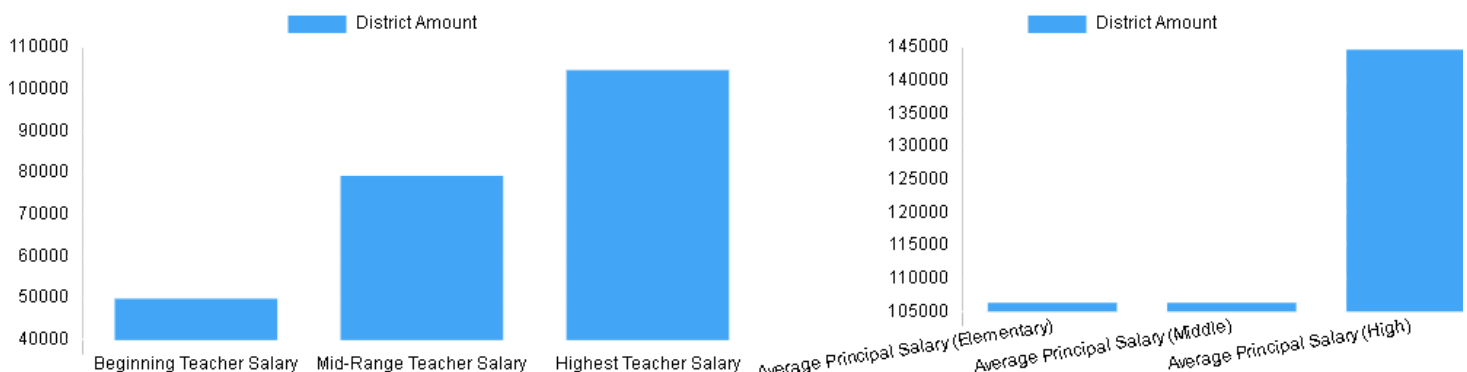
English Learner Program: BMA meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent 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. 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.

Last updated: 1/20/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49905.00	\$52562.00
Mid-Range Teacher Salary	\$79321.00	\$83575.00
Highest Teacher Salary	\$104599.00	\$104166.00
Average Principal Salary (Elementary)	\$130744.00	\$131875.00
Average Principal Salary (Middle)	\$106341.00	\$137852.00
Average Principal Salary (High)	\$144704.00	--
Superintendent Salary	\$260000.00	\$260243.00
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	12



Extension Amendment For Niche.com Services

Customer		
Customer	Bella Mente Montessori Academy	
Contact	Name: Erin Feeley Email: efeeley@bellamentecharter.org Phone: 760-621-8948	
PO #		Sales Tax Exempt?

As of the Extension Effective Date provided below, this document (the "**Extension**") serves as an amendment to renew, extend, and/or add Services to the Agreement between the customer identified above ("**Customer**") and Niche.com, Inc. ("**Niche**"), dated as of 02/01/2022, including any prior amendments thereto (collectively, the "**Agreement**"). The Extension includes the Services described below commencing on the Extension Effective Date.

Except as expressly amended by the Extension, all of the terms and provisions of the Agreement shall remain in full force and effect, apply to the Services listed below, and are hereby ratified and confirmed in every respect. Customer Terms and Conditions (the "Terms and Conditions" are located on the internet at the following link - <https://about.niche.com/service-agreement/>).

Services	
Service Name	Price
Niche Reach Plus Package <ul style="list-style-type: none">• Event Promotion• Google Analytics Dashboard• Premium Profile• Sponsored Profile Listings• Sponsored Search Listings• Standard Remarketing with Search	\$11,985.00
Total Service Fee (USD):	\$11,985.00
Invoicing Selection:	Upfront

Extension Effective Date	02/01/2022
Term Length	18 Months

Term: The Initial Term ("**Initial Term**") of this Service Agreement is indicated above and will begin on the Initial Term Start Date noted above. At the end of the Initial Term, this Service Agreement will automatically renew for successive 12 month terms. Each Renewal Term, Niche reserves the right to increase the Service Fee up to 5% (each a "**Renewal Term**," collectively referenced with the Initial Term as the "**Term**") unless either Party terminates this Service Agreement by providing written notice at least 30 days prior to the end of the Initial Term or any Renewal Term.

Agreement & Acceptance: Niche and Customer agree that this Extension Amendment shall be deemed effective upon either the full execution or email acceptance by Customer, at Customer's option.

IN WITNESS WHEREOF the parties, intending to be legally bound, have entered into the Extension, as of the Extension Effective Date.

NICHE.COM, INC.

CUSTOMER:

By: _____

By: _____

Name: _____

Name: Erin Feeley

Title:

Title: Executive Director

Date: _____

Date: _____



**BELLA MENTE MONTESSORI
JANUARY 2022 INVOICE**

Date: February 2, 2022

Top Notch Catering
6190 Fairmount Ave Suite G
San Diego, CA 92120

To: Gladys Espino

Cost per breakfast:\$1.85

Cost per lunch: \$3.21

	PRICE	TOTAL MEALS	TOTAL AMOUNT DUE
BELLA MENTE MONTESSORI SCHOOL			
BELLA MENTE MONTESSORI SCHOOL-BREAKFAST	\$1.85	1191	\$2,203.35
BELLA MENTE MONTESSORI SCHOOL-LUNCH	\$3.21	2842	\$9,122.82
Total		4033	\$11,326.17

Total Amount Due **\$11,326.17**

Thank you,

PLEASE MAIL PAYMENT TO:

Top Notch Catering
6190 Fairmount Ave Suite G
San Diego, CA 92120

Please see attached spreadsheet for breakdown in numbers.

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.1.

TO: Board of Directors

FROM: Executive Director

DATE: February 8, 2022

SUBJECT: Approve the 2022-2023 Comprehensive School Safety Plan presented by Morgan Ballis from Campus Safety Alliance

ISSUE: All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California [Education Code sections 32280-32289.5](#). A final presentation draft must be approved by the Board of Directors to be submitted to the State by March 1.

BACKGROUND:

1. On February 1, 2022, the BMMA School Safety Planning Committee reviewed and revised the Comprehensive School Safety Plan (CSSP) for the 2022/2023 school year. The Committee recommends the Board of Directors Approve the presented CSSP draft allowing for any recommendations from the local Sheriff's department or Vista Fire, if any, no later than March 1, 2022, in compliance with *CA Education Code* sections 32280-32289.
2. The most significant changes made to the CSSP are as follows:
 - a. Updated version of the COVID-19 Prevention Program (CPP).
 - b. Updated building maps and site maps under the "Building Information" section. These maps are considered sensitive and tactical information.

FISCAL IMPACT/ FUNDING SOURCE: none

RECOMMENDATION: Approve the presented draft allowing for any recommendations from the local Sheriff's department or Vista Fire, if any.

Respectfully Submitted,

Erin Feeley
Executive Director



Comprehensive School Safety Plan

2022 - 2023

(Updated February 1, 2022)
Board Approved February 8, 2022

Bella Mente Montessori Academy

Erin Feeley, Executive Director
1737 W. Vista Way Vista, CA 92083
760-621-8948
info@bellamentecharter.org

NOTE: *Tactical information is excluded from the public inspection document.* A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

This document is available for public inspection during regular business hours at 1737 W Vista Way Vista, CA 92083.
 Date Recommended by School Safety Planning Committee: December 02, 2021

Committee Members	Title
James Proby	Principal
Alex Morgan	Teacher
Renee LaFluer	Teacher
Susan Croniser	Classified Staff/Administrative Assistant
Jessica Hamdi	Parent of Child Attending the School
Morgan Ballis	Emergency Management Consultant

CA Education Code Section 32280

Staff trained on the Comprehensive School Safety Plan: August 11, 2021

CA Education Code Section 32281(b)(3)

San Diego Sheriff's Department	Date of Consultation	Date Plan Shared
Jason Omundson, 760-940-4564	TBD	02/09/2021
Vista Fire Protection District	Date of Consultation	Date Plan Shared
Mark Vierow, 760-643-5350	TBD	02/09/2021

BMMA Projected Drill Dates (2021 – 2022)

Drill	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Fire *1 per month	25	29	20	10	15	12	09	16	18	16	02
Earthquake *4 per year			TBD		TBD		TBD			TBD	
Shelter in Place *1 per year								TBD			

Secure Campus *1 per year	TBD										
Lockdown *1 per year		TBD									
Options-Based *1 per year						TBD					

BELLA MENTE MONTESSORI ACADEMY MISSION STATEMENT

The mission of Bella Mente Charter School is to provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

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BELLA MENTE MONTESSORI ACADEMY CRIME ASSESSMENT

School Crime Committed on Campus and at School Related Functions

Bella Mente Montessori Academy property is within Vista City limits. During the 2021-2022 school year, there was one incident involving a student with a non-functional BB gun/perceived threat and one incident involving a transient suspect threatening a staff member with a weapon on campus.

The ARJIS Crime Statistics reports that from January 2021 to December 2021 (designated by calendar year quarters), the following crimes were reported in the City of Vista and were handled by the contract law enforcement provider, the San Diego County Sheriff's Department.

Crime	Quarter 1-2021	Quarter 2-2021	Quarter 3-2021	Quarter 4-2021	Total
Murder	0	0	1	1	2
Rape	2	11	5	4	22
Armed Robbery	12	3	10	12	37
Strong Arm Robbery	11	9	12	18	50
Aggravated Assault	52	79	68	47	246
Total Violent Crime	77	102	96	82	357
Residential Burglary	17	23	19	2	78
Non-Residential Burglary	27	33	38	16	132
Total Burglary	44	56	57	18	210
Theft >= \$400	106	72	84	36	372
Theft < \$400	81	83	98	52	386
Total Thefts	187	155	182	88	758
Motor Vehicle Thefts	54	56	70	29	262
Total Property Crime	285	267	309	135	1230

Bella Mente Montessori Academy is committed to providing a safe environment for students, staff and visitors to the campus. To that end, the school employs a variety of strategies to reach that goal that include:

1. A secure campus with controlled vehicle and pedestrian access.
2. A video surveillance system that administrators utilize to view access gates, campus buildings and play areas.
3. An Identification Display Badge system for staff and visitors.
4. A number of policies and procedures that are utilized in the event of emergencies.
5. Regularly scheduled drills and training in safety procedures for both staff and students.
6. Daily campus inspections ensuring that campus safety and security is maintained.
7. An automated reporting system for staff to report facility safety issues.
8. Partnering with Campus Safety Alliance, a K-12 emergency management consulting firm.

Campus safety is reviewed and discussed each week by the school Administrative Cabinet at their regularly scheduled meeting.

CHILD ABUSE REPORTING PROCEDURES

CA Education Code Section 32282(A)

California Penal Code section 11166 requires any teacher or child care custodian or other public school employee who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse or neglect to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to the Principal or Assistant Principal. Reporting such incidents to the Assistant Principal and/or the Principal does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

BMMA uses a portion of its staff development time at the beginning of the year to train staff on the laws, policies and procedures required of school employees as mandated reporters. BMMA administrators are also available to assist staff in the process of making a report of Suspected Child Abuse or Neglect.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
		OFFICIAL CONTACTED - TITLE		TELEPHONE ()			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	
						GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		
	PRIMARY LANGUAGE SPOKEN IN HOME						
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)	
			<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND			<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
		<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			<input type="checkbox"/> OTHER (SPECIFY)		
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIM'S SIBLINGS						
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	
	1. _____					3. _____	
	2. _____					4. _____	
	VICTIM'S PARENTS/GUARDIANS						
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip	HOME PHONE ()
				BUSINESS PHONE ()			
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip	HOME PHONE ()
			BUSINESS PHONE ()				
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
				TELEPHONE ()			
	OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

DIRECTED TRANSPORTATION

Implemented when students and staff are loaded into municipal buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger.

Hazard Examples: chemical accident, fire, flood

I. Actions

Authority to Act

Administrators, Office Manager, or those given direct authority may initiate response actions.

Administrator Actions:

Prior to implementing directed transportation, determine the following:

1. Who is assigned to each loading area?
2. Where are loading areas?
3. What, if any, change in vehicle traffic patterns are necessary?
4. What staff supervises this ACTION, and where?
5. How can sufficient transportation be arranged to accommodate the entire student population and staff?

Staff Actions:

1. Take attendance before leaving the campus.
2. Upon arrival at the safe site, take attendance again after students exit the bus.
3. Report attendance to the Principal/designee.
4. Keep students together. Remain calm.

To evacuate by privately owned vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of staff vehicles and parent vehicles that are available. *This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.*

1. Drivers should take the safest route to the pre-identified evacuation sites.
2. Account for all students before transportation occurs and after arrival at the safe site.

II. Announcements

Authority to Make Emergency Announcement

Administrators, Office Managers, or those given direct authority may make emergency announcement.

Priority of Notification Systems:

1. PA System
2. Landline Phone
3. Radio
4. Voice/Runners

Emergency Announcement:

"Directed transportation, directed transportation, directed transportation. All students will be transported to *INSERT LOCATION*. Directed transportation, directed transportation, directed transportation. All students will be transported to *INSERT LOCATION*.

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

At REQUEST TABLE, verify parent ID and authorization.
Direct parent to RELEASE TABLE; radio or send runner for student.
At RELEASE TABLE, verify Student Request Form is signed
Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

Fill out Student Request Form.
Show photo ID at REQUEST TABLE.
Move to RELEASE TABLE to wait for student.
Leave campus immediately after student is released to your custody.

I. Actions

Authority to Act

Administrators, Office Manager, or those given direct authority may initiate response actions.

Incident Commander / Administrator Actions:

1. Set up Incident Command Post (ICP).
2. Notify staff of school evacuation and communicate that this is not a drill.
3. Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
4. Determine medical and assistance needs after population assessment. Determine search and rescue needs.
5. Reassess as situation changes. Reassign emergency teams as needed.
6. Keep staff informed as to status of missing students.

Staff Actions:

1. Evacuate students to designated area, with students grouped as determined by district or school site.
2. Take roll by distributing pre-labeled name tags to each student.
3. Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
 - i. *A = Absent*
 - ii. *M = Medical; students taken to the First Aid station*
 - iii. *U = Missing/Unaccounted*
4. Send undistributed nametags to the Student Request Table.
5. Organize students. Monitor students' medical and emotional condition.
6. Extra staff should partner for other assigned duties; report to Command Post.

II. Team Assignments

Student Release Team:

1. Take supplies to designated Request/Release Table locations.
2. Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
3. Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
4. Wear identifying vests or hats.
5. Distribute clipboards with Student Request Forms to parents in line.
6. Set out white board for special instructions and parent requests.
7. Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

Traffic Controller (Staff members and/or parent volunteers):

1. Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
2. Set out traffic cones to cordon off parking for emergency vehicles.
3. Maintain order in parking areas; direct cars away from areas for emergency vehicles.
4. Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
5. For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

Parent Information Representative (Staff or trained volunteer):

1. Provide information about student release procedures to parents.
2. Maintain white board with special information.
3. Learn which students need medical attention and attempt to locate their parents.

Crisis Intervention Counselor (School Psychologist):

1. Maintain order at Student Request Table; calm agitated parents and students.
2. Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
3. Escort parents to First Aid Station to reunite with injured students.

Runners (Staff, students and/or parent volunteers):

1. Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
2. Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

ADAPTATIONS FOR PUPILS WITH SPECIAL NEEDS

CA Education Code 32282(A)

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan (IEPP) must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require a wheelchair, specialized equipment or physical assistance to evacuate in a timely manner.
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Safety Coordinator is responsible for:
 - a. Identifying students who will require additional assistance
 - b. Working with the designated staff to ensure that a IEPP be completed for each student.

** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.*

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

1. Turn lights on/off to gain person's attention **or**
2. Indicate directions with gestures **or**
3. Write a note with evacuation directions.

To individuals using crutches, canes or walkers

1. Evacuate these individuals as injured persons.
4. Assist and accompany to evacuation site, if possible, **or**
5. Use a sturdy chair (or one with wheels) to move person **or**
2. Help carry individual to safety.

To evacuate individuals using wheelchairs

1. Give priority assistance to wheelchair users with electrical respirators
2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
3. Reunite person with the wheelchair as soon as it is safe to do so.

USE OF FACILITIES DURING DISASTERS

CA Education Code Section 32282(B)(ii)

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

CONVERT SCHOOL

Implemented during a disaster when a requirement exists for community medical facilities or shelters. Convert school will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another action such as evacuation. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

I. Actions

Administrator Actions:

During School Hours

1. Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
2. Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

1. Alert school employees through the School Personnel Alerting System.
2. Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify Executive Director for assistance by other means.
3. Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
4. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

II. Announcement

Authority to Make Emergency Announcement

Administrators, Office Managers, or those given direct authority may make emergency announcement.

Priority of Notification Systems:

1. PA System
2. Landline Phone
3. Radio

4. Telephone Notification System

Emergency Announcement:

During School Hours

"Convert, convert, convert. This real. Convert school for community emergency use. Convert, convert, convert. This real. Convert school for community emergency use.

Other than School Hours

Use the School Personnel Telephone Notification System to notify all school employees.

SUSPENSION AND EXPULSION POLICIES

CA Education Code Section 32282(C)

***Governing Law:** The procedures by which pupils can be suspended or expelled. CA Education Code Section 47605 (b)(5)(J).*

This Pupil Suspension and Expulsion Procedure is intended to promote learning and protect the safety and wellbeing of all students at the School. When school discipline policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. These procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

2. Enumerated Offenses

- a. Students may be suspended or expelled for any of the following acts when it is determined the pupil: Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.

- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing of another.
- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
- w. Any other conduct that the Executive Director or Board determines violates school policy or expectations for student conduct.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

- a. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

b. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

5. Authority to Expel

A student may be expelled by the Executive Director after providing an opportunity for a hearing before a Hearing Officer appointed by the BMMA Board. Unless an appeal hearing is timely requested by the student's parent(s) or guardian, the Executive Director's determination is final.

The parent(s) or guardian of a student shall have 10 days from issuance of a written notice of the Executive Director's recommendation for expulsion to file a written request for an appeal hearing to be presided over by a hearing officer appointed by the BMMA Board of Directors (the "Hearing Officer"). If no appeal is requested, the expulsion becomes final as of the 11th day following the Executive Director's recommendation for expulsion.

5. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.

The Hearing Officer shall hold a confidential appeal hearing within 15 days of receipt of a timely request for an appeal of the Executive Director's recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence and the right to question BMMA representatives.

Written notice of the hearing shall be provided to the student and the student's parent or guardian at least 10 days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

- (1) The date, time and place of the expulsion appeal hearing;
- (2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- (3) A copy of the school's rules or policy which relate to the alleged violation;
- (4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- (5) Notification of the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- (6) Notification of the right to inspect and obtain copies of all documents to be used at the hearing;
- (7) Notification of the opportunity to confront and question witnesses who testify at the hearing;
- (8) Notification of the opportunity to question evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer's designee shall attend and prepare minutes of the proceeding, which shall

become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support the Executive Director's recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation. The Hearing Officer's determination after the appeal hearing is final and unappealable.

6. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**
The Hearing Officer may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Hearing Officer may take any other measures (s)he deems reasonable under the circumstances to the protect the privacy of witnesses.

7. **Presentation of Evidence**
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

8. **Written Notice to Expel**
The Executive Director, or designee, following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including findings of fact made by the Hearing Officer, to the student or parent/guardian. This notice shall also include the following:
 - a. Notice of the specific offense committed by the student
 - b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the district of residence.

This notice shall include the following:

- a. The student's name

- b. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

9. **Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to VUSD upon request.

10. **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

11. **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

CA Education Code Section 32282(D)

As a student enrolls in BMMA, school Office Managers contact previous schools to request cumulative records. When the cumulative record arrives at the school the vice principal reviews the file, and informs the receiving teacher in writing of any potentially dangerous student behaviors. For students who are already enrolled in the school, student records are provided by the previous teacher. Teachers also have access to Powerschool for records.

When a student is suspended for any offense, the teacher of the student may view a copy of the suspension notice which is placed in the cumulative file.

DISCRIMINATION AND HARASSMENT POLICY

CA Education Code Section 32282(E)

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Directors shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Administrative Assistant to the Executive Director
1737 W. Vista Way
Vista, CA 92083
760-820-9501

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Executive Director or designee and refer the matter to law enforcement where required.

SCHOOL WIDE DRESS CODE PROHIBITING GANG ATTIRE

CA Education Code Section 32282(F)

There will be no tolerance for attire promoting gangs or hate groups.

Montessori education is concerned with the inner development of the child's mental, emotional, physical and spiritual being. As such, we seek to limit undue focus of attention on external appearances. After much discussion about the relative values of a dress code and individual freedom, BMMA has adopted the following middle path Dress Code. We believe that your child will be happiest when dressed in casual, comfortable clothing.

Dress Code Policy

Bella Mente Montessori Academy ("BMMA") is a school of choice. In order to facilitate and maintain an effective, healthy, and safe learning environment, the principal, staff, and parents of BMMA decided to implement this Dress Code Policy. This Dress Code Policy was adopted because we believe that a respectable or wholesome and professional image reduces distractions and promotes learning. Therefore, the school Dress Code Policy requires clothing fit the student appropriately, be cleaned on a regular basis, and cannot deviate from the style and color choices. Students are expected to present themselves in a neat, clean, and professional manner at all times. Clothing that is tight, baggy, dirty or sloppy is not allowed. Items that are torn or cut in any way are prohibited.

Appropriateness of overall appearance will be left to the discretion of the administration. Although shirts are not required to be tucked in and belts are optional, we recommend that students choose to do so whenever feasible. We believe that a uniform Dress Code Policy promotes a sense of pride in our school and solidarity between students. School Spirit days allowing “Themed Dress” will be designated by the school principal and requirements for these days will be sent to parents in advance. This Dress Code Policy has been adopted by the Board of Directors of BMMA in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

Dress Code Policy – 2019.20sy

BMA Dress Code Policy 08.02.2019

BMMA uniforms must be purchased through Bella Mente Montessori Academy. Uniform Store page will be available July 1st.

A. Tops

Light blue or navy collared polo **with BMMA** logo (short or long sleeve).

Navy jackets **with BMMA** logo

BMMA t-shirts may be worn during Friday School Spirit Days.

- *Undershirts or turtlenecks worn under the polo must be plain white or black (no graphics or other designs)*

NOT Acceptable

- Shirts one size **larger** than the student’s body size.
 - Modifications to shirts such as, **but not limited to**, pinning, rolling, knotting or any other modifications.
 - Undershirts or turtlenecks may not have hoods
-

B. Bottoms

Khaki or navy skorts, shorts, jumpers, and pants

- *Leggings worn under skorts or shorts must be plain white or black (no graphics or other designs)*

NOT Acceptable

- Bottoms must fit properly, be worn at the waist, and not altered or modified in any way.
 - Bottoms that are too large (saggy/baggy) or too tight (skinny) are not allowed.
 - Shorts and skorts must be 2” above the knee or longer (shorts must also not be more than 2” below the knee) and may not be form-fitting. They must fit properly
 - No cargo pants or pants with side-leg pockets.
-

C. Shoes

Expectation

- Shoes must have closed toes.
- Shoes should be chosen with discretion.
*athletic shoes are **highly** recommended during PE days*

NOT Acceptable

- Boots, house shoes, heels, sandals, or slippers.
- Shoes with offensive logos.
- Heelies or platform shoes.
- Shoes that can be a distraction to others (i.e. shoes with lights).

D. Accessories & Grooming

Expectation

- Belts without offensive logos or design.
- BMAA hats may be worn outdoors.
please write student's name on inside tag

NOT Acceptable

- Hats may not be worn indoors.
- Accessories, such as backpacks or notebooks with writing, pictures or any other insignia which are crude, vulgar, profane, provocative, or sexually suggestive are prohibited. Neither may they advocate racial, ethnic or religious prejudice or the use of drugs or alcohol.

BMMA is in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND EMPLOYEES FROM SCHOOL SITE

CA Education Code Section 32282 (G)

Due to traffic and facility configurations, BMMA has a specific drop off and pick up procedures. This procedure is available as an addendum to the handbook. In general, parents should plan to drop off their children at the designated location, and provide a warm, affectionate goodbye. Extending the drop-off procedure on a regular basis can create separation problems and can take away the child's opportunity to establish healthy patterns of self-confidence and responsibility. As noted in the Academic Overview portion of this handbook, students are encouraged to develop self-reliance and positive esteem. These characteristics are best developed and practiced through effective care of self and care of environment. Once students have worked through the initial "First Day of School" experience, students are very capable of getting themselves settled in and ready for the academic day without the help of parent/guardian.

Parents will not be allowed to walk students into class (even the first week). Students will report to their classroom immediately after drop off.

Likewise, parents should plan to pick up their students at the end of the day in the same designated location to alleviate traffic and campus congestion.

If you have a need to come on to the campus during the school day, please be sure to park in the designated parent/guest parking areas. Parking in staff areas, even if only for "a second" can create parking problems for the entire staff. As explained in the Academic Overview, students are provided with uninterrupted units of time to support their ability to concentrate on the lessons of the day. For the benefit of the students, BMMA seeks to limit classroom interruptions and asks that parents refrain from entering the classroom after the start of the school day and before school has been released. Forgotten homework, lunches, etc., may be delivered to the school office where they will be given to the teacher or delivered to the student at the appropriate time. For safety reasons, all parents/guests coming on to the campus during the school day must check in through the school office and obtain a visitor pass. At the completion of your visit, you will need to check back out at the school office and return the visitor pass. In the event of a school emergency, this is the most effective way to keep track of who is on the campus grounds at any given time. For purposes of this section, students arriving at school late or departing early must be cleared through the school office. When late to school, parents should plan to:

- Accompany their children into the school office
- Sign them in using the designated office logbook
- Assist each child in obtaining a tardy slip from an office staff member
- To keep disruption to a minimum, you do not need to enter the classroom with your child as long as she/he has the tardy slip to give to the teacher.

If your child is frequently tardy to school, please consider scheduling a family meeting to discuss a plan of action that will correct this problem. Children arriving late are often self-conscious and feel uncomfortable entering the room. It also affects their ability to settle into the business of learning when they are in this emotional state. The class often takes care of a variety of business during this time and/or begins quiet journaling activities at this time. Students arriving late create an unwelcome disruption to the rest of the class. Please support your child to be on time. This is a life skill which will be of great benefit as the child gets older. In the Montessori classroom, a great amount of learning happens at all times of the day, including the afternoon hours. Afternoon lessons are filled with all the cultural activities of history, science, art, etc., and incorporate practice of core academic subject material as well. BMMA stresses the importance of the afternoon curriculum. Parents need to understand this importance and respect the need for the student to attend school for the entire day. When an early pick up from school is necessary and unavoidable, parents should plan to:

- Contact the school office or the teacher in advance of the early pickup so that staff can assist the child and the class to prepare for the interruption and transition.
- At the time of the pickup, parent/guardian must check in at the school office and sign the student out in the designated office logbook.
- The office staff will facilitate getting the student from class for you while you wait in the office. Adult visitors are not permitted to be unattended on the campus.
- Leave as quietly as possible.

GOALS AND PLANS THAT CREATE A SAFE AND ORDERLY ENVIRONMENT CONDUCTIVE TO LEARNING AT SCHOOL

CA Education Code Section 32282(H)

DISCIPLINE AND BEHAVIORAL GUIDELINES

Bella Mente Montessori Charter School holds a five-year focus plan. A wide variety of stakeholders participated in the development of this plan. Although many goals were identified, the following relate specifically to creating a safe and orderly environment conducive to learning at school.

These goals include:

- We believe that a quality Montessori environment creates positive learning opportunities.
- We believe that a safe, orderly environment directly affects student learning.
- We believe in monitoring the constantly evolving environment/facilities/campus.
- We believe in developing and maintaining an environment that is student centered, safe and conducive to learning.
- We believe in creating and maintaining a safe physical environment that is conducive to learning.

Current plans, policies and methods are all based on ensuring that these goals are met. Strategies and objectives developed remain in alignment with these goals.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE

CA Education Code Section 32282(l)

The BMMA staff is trained in positive discipline methods such as Positive Discipline and Restorative Practices. “The classroom curriculum includes Peace Education, with an emphasis on personal peace and tolerance of others differences. Conflict resolution tools, such as the Peace Table, as well as Peer Mediation techniques, assist the children in learning these important life skills.

Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations. Positive reinforcement is stressed, and students are “caught” following the rules and guidelines.

When a student is observed not following a rule, the child is asked if they know the rule and is then redirected to show the appropriate behavior. Only when a child repeatedly misbehaves are they referred to the school office and parents contacted. Data is collected to determine if further training is necessary for all of the students when issues occur often and by numerous students. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach.

Physical violence will result in an immediate office referral. Parents will receive a written notification (Incident Report), and a phone call made if it is deemed necessary. Students disrupting their classroom may be removed to do work in another room or in the office.

Generally, once a child has completed a designated amount of work, they are invited to return to their own classroom.

Communicating with parents is an important element in building a team of staff and families. Phone calls and written notes or reports sent home are ways the school can keep parents informed about how their child is doing in the school environment. When necessary, parent/teacher conferences and meetings with the administrator will be scheduled to assist teachers and parents in finding the most beneficial ways to support a student’s success at school.

When behavior that is unacceptable occurs, the following steps will be taken:

1. For minor incidents and with younger students, staff will provide opportunities for re-direction and a chance to “try again.”
2. Repeated offenses will initiate a progressive system of meetings starting with a conference between the parents/guardians and teachers.
3. Should the behavior(s) continue, a Student Success Team (SST) meeting will be scheduled with a campus administrator, the teacher(s), and the parents/guardians. Other school staff and family members may also be included if deemed appropriate. In the SST process, the team identifies concerns, works together on solutions, and creates an action plan. It is customary

for follow-up meetings to take place to discuss progress of the need for additional interventions.

4. Serious incidents will lead to an immediate referral to a campus administrator. Parents/guardians will be notified by phone or in writing, and a suspension warning may be issued.
5. Repeated offenses will initiate a progressive system of RTI (Response to Interventions) meetings starting with a conference between the parent/guardian and teacher.
6. It may be deemed appropriate for the student to be placed in an alternate setting on campus for the school day (another classroom or in the school office.)
7. Serious or repeated infractions will result in one or more days of suspension from school (refer to Suspension and Expulsion Policies).

HATE CRIME REPORTING PROCEDURES AND POLICIES

The term "hate crime" is defined by various federal and state laws. In its broadest sense, the term refers to an attack on an individual or his or her property (e.g., vandalism, arson, assault, murder) in which the victim is intentionally selected because of his or her race, color, religion, national origin, gender, disability, or sexual orientation.

Bella Mente Montessori school is diligent in creating a school culture in which prejudice and hate-motivated behavior are not acceptable, but which also permits the expression of diverse viewpoints. To that end, Bella Mente is committed to the following:

1. Providing hate prevention training to all staff. Training should include anti-bias and conflict resolution methods; procedures for identifying and reporting incidents of racial, religious, and sexual harassment, discrimination, and hate crime; strategies for preventing such incidents from occurring; and resources available to assist in dealing with these incidents.
2. Ensure that all students receive hate prevention training through age-appropriate classroom activities, assemblies, and other school-related activities. Prejudice and discrimination are learned attitudes and behaviors. Neither is uncontrollable or inevitable. Teaching children that even subtle forms of hate-such as ethnic slurs or epithets, negative or offensive name-calling, stereotyping, and exclusion-are hurtful and inherently wrong can help to prevent more extreme, violent manifestations of hate. Through structured classroom activities and programs,

children can begin to develop empathy, while practicing the critical thinking and conflict resolution skills needed to recognize and respond to various manifestations of hate behavior.

3. Develop partnerships with families, community organizations, and law enforcement agencies. Hate crime prevention cannot be accomplished by schools alone. School districts are encouraged to develop partnerships with parent groups, youth serving organizations, criminal justice agencies, victim assistance organizations, businesses, advocacy groups, and religious organizations.

HATE CRIME REPORTING

Upon receiving information of a possible “hate crime” Bella Mente ADCAB / Site Administrator will notify the San Diego County Sheriff’s Department. A crime as defined as a “hate crime” will be investigated by San Diego County Sheriff’s Department with assistance of Bella Mente staff. If necessary, the FBI works closely with state/local/tribal authorities on investigations, even when federal charges are not brought. FBI resources, forensic expertise, and experience in identification and proof of hate-based motivations often provide an invaluable complement to local law enforcement. Many cases are also prosecuted under state statutes such as murder, arson, or more recent local ethnic intimidation laws. Once the state prosecution begins, the Department of Justice monitors the proceedings in order to ensure that the federal interest is vindicated and the law is applied equally among the 95 U.S. Judicial Districts.

Bullying and Cyberbullying Prevention **CA Education Code Section 32282(e) and CA Assembly Bill 2291**

Bullying can threaten students’ physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. Training school staff and students to prevent and address bullying can help sustain bullying prevention efforts over time.

To ensure that bullying prevention efforts are successful, all school staff need to be trained on what bullying is, what the school’s policies and rules are, and how to enforce the rules. Assembly Bill 2291, which became effective on January 1, 2019, requires that local educational agencies (LEAs) adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying, and that LEAs make training available to certificated and all other school site employees who have regular interaction with students.

The California Department of Education (CDE) Online Bullying Training Module and Bullying presentation is mandated by Assembly Bill 1993 and California *Education Code* Section 32283.5. The Online Bullying Training Module and Bullying Module will assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying. The Online Bullying Training Module presentation and Bullying Module identify

acts of bullying and suggest strategies to address bullying. In alignment with these mandates, all Bella Mente certificated and classified staff will be required to participate in the Online Bullying Training Module and Bullying Module annually (<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>). Additionally, all Bella Mente certificated and classified staff will be required take the “Bullying: Recognition & Response” online training module.

The ability for students, staff, and parents to safely report acts of bullying is vital to the safety of our students and the success of our programs. When students are comfortable sharing information with adults, we obtain the information needed to maintain a positive school climate and get students the help they need. As such, Bella Mente has adopted the STOPit K-12 Solution reporting system. This system allows Bella Mente to be proactive instead of reactive when it comes to dealing with incidents of inappropriate behavior that lead to avoidable issues. Students report anonymously via mobile app, web, or phone hotline service. 100% anonymous, 100% of the time.

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.2.

TO: Board of Directors - Special Board Meeting

FROM: Executive Director

DATE: February 8, 2022

SUBJECT: Review the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

ISSUE: Each year the Board of Directors is responsible for reviewing an annual update to the LCAP document. This requirement was shifted due to the COVID pandemic.

BACKGROUND:

California's 2021 Budget Act, along with other historic state and federal acts, have provided local educational agencies (LEAs) with significant increases in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students.

Section 124(e) of Assembly Bill 130 requires LEAs to present an update to the LEAs governing board or body

The intent of this update is to provide the governing board or body and the LEAs educational partners with a point-in-time report related to funding received through the 2021 Budget Act, which includes federal Elementary and Secondary School Emergency Relief (ESSER) III funds, as well as the implementation of the LCAP to date.

1)The LEA shall present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the local educational agency.

2)The update shall include all of the following:

The supplement to the annual update required by subdivision (a).

All available mid-year outcome data related to metrics identified in the 2021–22 LCAP.

Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

FISCAL IMPACT/ FUNDING SOURCE: \$280,697 was accounted for using the 21-22 LCAP.

RECOMMENDATION: No action required.

Respectfully Submitted,

Erin Feeley
Executive Director

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bella Mente Montessori Academy	Erin Feeley, Executive Director	info@bellamentecharter.org , 760-621-8948

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Bella Mente Montessori Academy engaged with its educational partners for the development of the 2021-22 LCAP. Resources available as of June 15, 2021 did not permit inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

LCFF S&C including One-time 15% Add-On (\$0.00): *Unfortunately Bella Mente did not qualify for these dollars*

Educator Effectiveness Block Grant (\$106,199.00): A first read public meeting/forum was held on 12/07/2021 regarding the Educator Effectiveness Block Grant. The final approval was received at a public meeting on 12/14/2021. Bella Mente will use the funds to hire a professional to work in the role of academic coach to mentor all credentialed and classified staff. The purpose of this position is to help staff better engage scholars and use the standards based curriculum which has been adopted by the Board of Directors. This position will provide the professional development needed for all educational staff to succeed in their position. The title of this position has not been defined at this date. This position will assist in training to assure the school offers programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. In addition, this position will provide

training for staff on practices and strategies that reengage pupils and lead to accelerated learning. These funds will be used to fund this position in the academic year 2022-2023.

Pre-K Planning & Implementation Grant (\$64,116.00): This consists of a \$50,000 base component, \$9,85.00 enrollment component, and a \$4,241.00 supplemental component. A public meeting forum is planned on March 16, 2022 regarding the Pre-K Planning & Implementation Grant. June

06/08/2021 Students entering the transitional kindergarten/kindergarten program at Bella Mente, if according to the school's charter document and state law, do not require Board approval. Students who fall into a specific category, with a birthday after December 2, an approval is required by the Board of Directors, before the student can enroll. This policy addresses the issue that a student may have delayed enrollment if required to wait for a Board approval and the Board of Directors would be enrolling a student based on information provided by the school staff. By adopting this policy, the school board aims to place the determination of enrollment on the school Principal and appropriate staff designated by the school Principal, and bypass the requirement to submit for board approval each student enrollment. This policy requires all statutes of law be followed, including the parent/guardian being notified by school staff the advantages, disadvantages, and other information about the effect of early admittance to the Program. Bella Menete looks forward to an expanded pre-k program with the increase in funding over the next few years.

Expanded Learning Opportunities Program (\$153,153.00): A public meeting forum is planned on 03/16/2022 regarding the Expanded Learning Opportunities Program.

First Read/Collect Stakeholders 04/13/2021

Final Read 05/11/2021 Bella Mente's ELO plan is a representation of the parents, staff, and student's recommendations. The ELO enables Bella Mente to use ELO funding to supplement existing instructional programs, extending instructional learning time after school and increase social and emotional services for English Learners, disengaged students, students with an IEP (Individual Educational Plan), and students who are below grade level, for the 2021-22 school year. With the ELO grant, Bella Mente has hired a reading specialist, counselor and multiple community liaisons and attendance outreach to assist our students and their families.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Bella Mente Montessori Academy has an unduplicated pupil enrollment of 39% (20-21 P2) and therefore did not receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process, Bella Mente Montessori Academy received input on a variety of programs and services provided to students. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 21-22 LCAP, however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

The LEA engaged its educational partners during the release of these federal funds as follows:

CARES, LLMP< ESSER I, GEER I, CRRSA-ESSERII) efforts used when planning

Input from the BMA community is crucial to developing an ESSER LEA plan which meets the needs of the community we serve. Informal feedback from staff and stakeholders was used to create the first draft of the plan which was shared with families on September 14. Stakeholders were encouraged to share feedback on the draft plan which was presented to the Board of Directors at their September meeting for feedback. Stakeholders were engaged with a Google Survey to increase the amount of feedback received. A final draft was submitted to the Board of Directors and stakeholders for approval at the October 12, 2021 Board of Directors meeting. Bella Mente evaluated its community engagement opportunities and determined that specific civil rights organizations, tribes and advocates are neither present nor served by the school.

Based on the draft plan which was submitted to the Board of Directors at their meeting on Tuesday, September 14, 2021, a survey was sent to stakeholders to elicit feedback. The Family and Staff survey, sent via email and text message, received 35 responses from Families and 21 from Staff. The survey requested stakeholders to mark which supports they would like to see continued in the 2022-2023 school year. Responses are summarized below.

Families:

School Counselor - 65.7%

Reading Intervention Specialist - 77.1%

Math Intervention Specialist - 74.3%

After School Sports - 62.9%

After School Art/Music - 74.3%

After School Tutoring - 54.3%

Summer Learning Program - 45.7%

Extended School Year - 20%

Extended School Days - 20%

In addition, families suggested access to after school programs which provide enrichment for their scholars and increased STEM opportunities. One family suggested if late start Mondays continue, that no-cost childcare be provided.

Staff:

School Counselor - 45.8%

Reading Intervention Specialist - 75%

Math Intervention Specialist - 58.3%

After School Sports - 45.8%

After School Art/Music - 54.2%

After School Tutoring - 50%

Summer Learning Program - 29.2%

Extended School Addition - 0%

Extended School Day - 0%

In addition, staff suggested access to sports programs, a Social Emotional Learning program or curriculum, elective programming during the school day, classroom aide support, and education for parents. After analyzing stakeholder feedback, BMA feels that a strong focus on targeted interventions for math and ELA as well as providing social emotional development opportunities with a strong sense of belonging are important continuing into the 2022-2023 school year.

Expanded Learning Opportunities Grant (ELOG- code 3216, 3217, 3218) efforts used when planning

ESSER III (link to ESSER III) efforts used when planning:

All engagement sessions

Board Meetings:

08/04/2021, 09/14/2021, 10/12/2021, 12/07/2021, 01/1/2022

DELAC Meetings:

09/14/2021, 10/12/2021, 11/09/2021, 12/14/2021

Answer's with Dr. McQuestion:

09/30/2021, 10/28/2021,

New Student Info Event

08/05/2021, 08/19/2021, 09/02/2021, 09/16/2021,

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Bella Mente Montessori Academy to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, BMMA has planned actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have created the job description for the Director of Compliance and Academic Accountability which will be funded in its first year by the ESSER III. This position will provide training to staff to increase student performance.

We have also experienced challenges to implementation. These challenges included an increase in COVID cases in our local area, especially during the month of January. While advertisements were placed for a long term substitute, instructional assistants and noon duties we have had little to no turn out. We have used several hiring sites (Indeed, Craigslist & EdJoin) and strategies for our open positions, including raising the hourly starting wage. We start with a simple phone interview and then follow up with an in person/virtual interview. We have continued to struggle with applicants not showing up for interviews. Individuals hired for the position have begun training or worked for a few days and informed the school they plan to return to full time staying at home.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Bella Mente Montessori Academy considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve student outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. In the LCAP, goal 1 states Bella Mente will offer a California standards based curriculum along with targeted interventions to support academic growth in ELA and Math for all students as measured by statewide assessments and internal assessments. Goal 2 states Bella Mente will provide a safe community for all scholars which promotes health and well-being, creativity, positive social and emotional development, strong staff/scholar relationships, and a sense of belonging as measured by staff/student/family surveys. Goal 3 states Bella Mente will

increase parent involvement through collaboration and open communication and continue to build a collaborative culture which promotes creativity, responsibility, participation, and trust among all stakeholders where diversity and equity are valued.

Some examples of the alignment of these funds to the LCAP are:

1. ESSERII funds have been used to maintain operations and continuity of services and continue to employ existing staff.
2. Title I funds have been used to hire an additional full time reading specialist to work with students.
3. ELO funds have been used to hire and maintain Instructional Assistant staff, hire an additional reading specialist to provide additional academic services for students, to provide training for school staff, to fund a full time counselor for all students, to fund internet service for students who do not have access at home, to fund 2 full time substitute teachers to provide additional academic services for students, to hire multiple individuals to act as community liaisons to ensure families have access to the supports they need in their native languages, and to provide students access to after school programs such as music, art and physical education.

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.3.

TO: Board of Directors - Special Board Meeting

FROM: Executive Director

DATE: February 8, 2022

SUBJECT: Review the 2021-2022 LCAP Mid Year Progress Report

ISSUE: Each year the Board of Directors is responsible for reviewing a mid year progress report for the LCAP document. This requirement was shifted due to the COVID pandemic.

BACKGROUND:

Last summer, several new funding sources were approved after local education agencies (LEAs) had finalized their LCAPs for the 2021-22 school year. To link accountability for the new funding to the LCAP process, AB 130 established a one-time requirement for a mid-year report to the LEA's governing board (i.e., the charter school board). The report must include the following three components:

- LCAP Supplement. LEAs must complete a supplement to the LCAP, using the template recently approved by the State Board of Education entitled the "2021–22 Supplement to the Annual Update to the 2021–22 LCAP and Budget Overview for Parents" ([LCAP Supplement](#)). The LCAP Supplement template includes five prompts on the following points:
 - Engagement of education partners as to the use of "new" funds,
 - Use of Concentration Grant "Add-On" funds to increase the number of staff providing direct services to "high-needs" students in the current school year (see below),
 - Progress report on ESSER III plan implementation and alignment with the LCAP to maximize student outcomes.
- LCAP outcome data. Mid-year "point-in-time" outcome data related to 2021-22 LCAP metrics
- LCAP expenditure and implementation data. Mid-year "point-in-time" expenditure and implementation data related to all 2021-22 LCAP actions

The LCAP mid-year reports aim to provide transparency and prompt reflection given significant flux in funding and in learning conditions since LEAs drafted their LCAPs. There is no required format for presenting mid-year data related to LCAP metrics, expenditures, and implementation. LEAs may use data from existing reports, such as first interim financial reports, to avoid duplication of effort.

LEAs must present related information to their governing boards at a regularly scheduled meeting before the February 28, 2022 deadline.

FISCAL IMPACT/ FUNDING SOURCE: \$280,697 was received and accounted for using the 21-22 LCAP.

RECOMMENDATION: Review of the 21-22 LCAP Mid Year Progress Report

Respectfully Submitted,

Erin Feeley
Executive Director

2021-22 Mid-Year LCAP Progress Report

Since the production of this adopted LCAP, the school reduced in ADA, lowering the amount of received funds from \$365,285 to \$280,697. Th

Goal #1:
Bella Mente will offer a California standards based curriculum along with targeted interventions to support academic growth in ELA and Math for all students as measured by statewide assessments and internal assessments.
State Priorities: 1, 2, 4,

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
SBAC Academic Performance Tiered System-student groups’ performing 50 points or more below standard	All student groups except the White student group are below 50 points or more ELA standard, White student group are 32 points below Math standard and all other Student Groups are 50 or more points below Standard in Math.	Students take the SBAC in Spring. Reporting will be unavailable until then.	All student groups will progress 30 points more towards standard or to the next SBAC Tier Level
Increase the % of students in grades 1-8 at or above grade level norms level math and ELA standards measured NWEA MAP will increase by 10% from Fall-Spring	50% or more students are below Grade Level Norms (see chart)	Reading Progress from Winter 2020 to Winter 2021: First grade decreased 18% Second decreased 5% Third decreased 10% Fourth decreased 3% Fifth decreased 13% Sixth decreased 16% Seventh decreased 14% Eighth decreased 10% Math from Winter 2020 to Winter 2021:: First decreased 40% Second decreased 36% Third decreased 10% Fourth decreased 12%	60% of all students will be At or Above Grade Level Norms in grades 1-8

		<p>Fifth <u>increased</u> 10%</p> <p>Sixth decreased 13%</p> <p>Seventh decreased 14%</p> <p>Eighth decreased 10%</p> <p>This information is not measuring the same students. It is measuring 4th grades in 20-21 to 4th graders in 21-22.</p>	
Increase the % of all students working at Grade Level (GLM) measured by Lexia Assessments by Spring	47% of TK-8th grade students are Below GLM (Grade Level of Material) 44% At grade GLM, 9% Above GLM (see chart)	<p>Working at Grade Level</p> <p>First: 54%</p> <p>Second: 26%</p> <p>Third: 18%</p> <p>Fourth: 21%</p> <p>Fifth: 10%</p> <p>Sixth: 56%</p> <p>Seventh: 69%</p> <p>Eighth: 35%</p>	75% of all students in grade K-8 will be at or above GLM

Increase the % of 4-8 grade students progressing towards grade level standards using ALEKS assessment by Spring	Students in 4th -8th grade are below expected standard progress (see chart)	<p>1st - 6th grade up 10.24%</p> <p>2nd - 7th grade up 14.39%</p> <p>3rd -8th grade up 27.0%</p>	All 4th -8th grade students will reach 85% mastery of core Math standard
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Mid-Year 2021-22 Progress: Status of Implementation and Expenditures					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 12/31/21)
In Progress	1	1-FTE-Reading Specialist	Y	\$76,000.00	\$55,083.00
In Progress	2	Wonders Curriculum-Wonders for English Learners	Y	\$18,500.00	\$17,617.63

In Progress	3	Rosetta Stone Curriculum	Y	\$3,600.00	\$3,600.00
In Progress	4	ALEKS Curriculum	Y	\$10,000.00	\$8,064.00
In Progress	5	Studies Weekly	Y	\$930.00	\$2,291.25
In Progress	6	NWEA MAPs	Y	\$5,400.00	\$5,400.00
In Progress	7	Math Reveal McGraw Hill	Y	\$10,600.00	\$12,404.01

Goal #2
Bella Mente will provide a safe community for all scholars which promotes health and well-being, creativity, positive social and emotional development, strong staff/scholar relationships, and a sense of belonging as measured by staff/student/family surveys.
State Priorities: 1, 3, 5, 6

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Increase Parent Surveys participation rate using survey feedback platform	20%-25% Survey Participation	Parent Surveys from the 21-22 school year have a range of 11.1% to 78.6% response rate with an average of 37% response. Response rates are increased when surveys are mentioned in text messages, the Principal’s newsletter and separate emails.	Increase of 15% or more of Parent Survey participation each year
Increase colored Tier status on CA School Dashboard Suspension Rate	2019 Suspension status was in “Orange” a 1.8% increase from 2018 “Blue” suspension status	No data is yet available for the current school year.	Decrease in suspension rate to the “Blue” status by the end of three years

Leader in Me assessment-MRA	MRA - Overall score from staff was 70 out of 100. Inclusive Leadership, Culture, and Academic.	Core 2 Training Part 1 09/23/21 Core 2 Training Part 2 09/24/2021 LiM Coaching 01/03/2022 MRA is scheduled for later in the year	MRA increased to a score of overall 90 out of 100. Inclusive Leadership, Culture, and Academic.
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Mid-Year 2021-22 Progress: Status of Implementation and Expenditures					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 12/31/21)
In Progress	1	Leader in Me	Y	\$18,000.	\$17,765.53
In Progress	2	1-FTE Art Teacher	Y	\$88,800.	\$52,364.00
In Progress	3	1-FTE Garden and Nutrition Teacher	Y	\$68,775	\$70,210.00

Goal #3
Bella Mente will increase parent involvement through collaboration and open communication and continue to build a collaborative culture which promotes creativity, responsibility, participation, and trust among all stakeholders where diversity and equity are valued.
State Priorities: 3, 4, 6,

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Maintain Standard Met on CA School Dashboard-Parent and Family Engagement	2018-LEA-Standard Not Met and 2019 LEA-Met Standard	While not reported in 2020, the school has worked hard to meet Parent and Family Engagement requirements and will have Met Standard.	Three consecutive years of Standard Met
Increase parent participation at school events and meetings documented on attendance logs	5% of parents/guardians attend school activities	Over 80% attendance of parents/guardians at Winter Spectacular. 63% overall attendance at Semester one parent/guardian conferences with teachers.	Increase of 15% or more of parents/guardians attendance at school activities/meetings each year

Increase Chronic Absenteeism status above “Orange” on CA School Dashboard	2019-in Orange Tier	Attendance during the pandemic has fluctuated based on the ebb and flow of positive case rates in our community. The state has asked schools to cancel attendance incentives and programs during this pandemic period.	Move from “Orange” Status to “Green or Blue” status for LEA and all Student Groups by the end of three years.
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Increase the attendance rate for Bella Mente students by .5%	LEA 2019-20 Attendance 96.53%	Attendance during the pandemic has fluctuated based on the ebb and flow of positive case rates in our community. The state has asked schools to cancel attendance incentives and programs during this pandemic period.	Attendance Rate increase by .5% each year
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Mid-Year 2021-22 Progress: Status of Implementation and Expenditures					
Status	Action #	Title	Contributing to Increased or Improved Services	Planned - Total Funds	Mid-Year - Total Funds (As of 12/31/21)
In Progress	1	.8FTE Bilingual Community Liaison	Y	\$40,000.	
In Progress	2	.5 FTE Bilingual Attendance Clerk	Y	\$23,000.	
In Progress	3	Family Activities	Y	(\$0.00)	
On Hold during the pandemic	4	Bella Mente Attendance Initiative	Y	\$(0.00)	

2019 SBAC				
Student Groups		Tier-ELA		Tier-MATH
All Students		Orange-17.4 Pts. Below Standard		Orange-52 Pts. Below Standard
White		Yellow-5.1 Pts. Above Standard		Orange-31.6 Below Standard
Socioeconomically Disadvantaged		Orange-53 Pts. Below Standard		Orange-86.7 Pts. Below Standard
English Language Learners		Red-91.4 Pts. Below Standard		Red-111.4 Below Standard
StudentsWith Disabilities		Red-94.4 Pts. Below Standard		Red-130.8 Pts. Below Standard
MAP Assessment-Students At or Above Grade Level Norms				
Grade Level	READING	READING	MATH	MATH
	Winter 2020	Winter 2021	Winter 2020	Winter 2021
Kindergarten	83%	34%	83%	23%
First	45%	27%	49%	24%
Second	35%	30%	44%	22%
Third	43%	33%	27%	17%
Fourth	35%	32%	40%	28%
Fifth	49%	36%	36%	46%
Sixth	47%	31%	34%	21%
Seventh	50%	36%	43%	29%
Eighth	48%	38%	43%	36%

ALEKS Math Curriculum Overall Standards Progress (%)		
	Winter 2020	Winter2021
Mathematics LV4-4th grade	51.07%	37.25%
Mathematics LV5-5th grade	33.56%	43.80%
Middle School 1-6th grade	12.87%	27.26%
Middle School 2-7th grade	2.57%	54.45%

Middle School 3-8th grade	8.50%	35.50%
Students Working At Grade Level		
Grade Level	Lexia Core5	Lexia PowerUp
Kindergarten	63%	-
First	54%	-
Second	26%	-
Third	18%	-
Fourth	21%	-
Fifth	10%	-
Sixth	-	56%
Seventh	-	69%
Eighth	-	35%
Class Average by Grade		
Grade Level	Reveal Math	ALEKS
Kindergarten	0%	-
First	14.5%	-
Second	9%	-
Third	12%	-
Fourth	28%	31.03%
Fifth	53%	41.63%
Sixth	52.5%	23.80%
Seventh	-	30.89%
Eighth	-	43.08%

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.4.

TO: Board of Directors

FROM: Executive Director

DATE: February 8, 2022

**SUBJECT: APPROVE RESOLUTION No. 22-15 AUTHORIZING REMOTE
TELECONFERENCE MEETINGS FOR THE PERIOD February 1, 2022 THROUGH March 31,
2022**

ISSUE/ BACKGROUND:

On September 16, 2021, Assembly Bill 361 (AB 361), which extends the authority of school district governing boards to hold electronic (virtual) board meetings, was signed by Governor Newsom. The Governor's current Executive Order, which has allowed electronic (virtual) board meetings since March 2020, expired on September 30, 2021.

AB 361 extends this authority through January 1, 2024. AB 361 does not require a physical location for the public to observe or comment during the meeting. On November 18, 2021 the Bella Mente Board of Directors approved Resolution No. 22-10, authorizing remote teleconference meetings for the month of December. This board item is the continuation of the teleconferencing option for the period February 1, 2022 through February 28, 2022 and March 1 through March 30, 2022. If the Board would like to continue extending the option of teleconferencing Board meetings, a board item will be added to the agenda.

FISCAL IMPACT/ FUNDING SOURCE: None.

RECOMMENDATION: Approve.

Respectfully Submitted,

Erin Feeley
Executive Director

RESOLUTION NO. 22-15

A RESOLUTION OF THE BOARD OF DIRECTORS FOR BELLA MENTE MONTESSORI ACADEMY PROCLAIMING A LOCAL EMERGENCY, RATIFYING THE PROCLAMATION OF A STATE OF EMERGENCY BY GOVERNOR NEWSOM DATED MARCH 4, 2020, AND AUTHORIZING REMOTE TELECONFERENCE MEETINGS FOR THE PERIOD FEBRUARY 1, 2022 THROUGH MARCH 31, 2022

WHEREAS, the Bella Mente Montessori Academy is committed to preserving and nurturing public access and participation in meetings of the Board of Directors; and

WHEREAS, all meetings of the Bella Mente Montessori Academy's legislative bodies are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), as amended by Assembly Bill 361, Chapter 165 of the Statutes of 2021, makes provisions for remote teleconferencing participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or that the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, such conditions now exist in the District, specifically, a State of Emergency has been proclaimed by the Governor on March 4, 2020 based on an outbreak of respiratory illness due to COVID-19; and

WHEREAS, in-person meetings continued to present imminent risk to health and safety of attendees due to the continued prevalence of highly-contagious COVID variants and the fact that only 58.5% of the California population are fully vaccinated; and

WHEREAS, the Board of Directors does hereby find that the Governor's March 4, 2020 State of Emergency proclamation due to the outbreak of COVID-19 and continued prevalence of highly contagious COVID various and inadequately low rates of fully vaccinated people in California has caused, and will continue to cause, conditions of peril to the safety of persons within the District that are likely to be beyond the control of services,

personnel, equipment, and facilities of the District, and desires to proclaim a local emergency and ratify the proclamation of state of emergency by the Governor of the State of California; and

WHEREAS, as a consequence of the local emergency, the Board of Directors does hereby find that the legislative bodies of the Bella Mente Montessori Academy shall conduct their meetings without compliance with paragraph (3) of subdivision (b) of Government Code section 54953, as authorized by subdivision (e) of section 54953, and that such legislative bodies shall comply with the requirements to provide the public with access to the meetings as prescribed in paragraph (2) of subdivision (e) of section 54953; and

WHEREAS, the District will continue to provide access to Board meetings through livestreamed video feed which allows for public comment and a real-time closed-caption feed.

NOW, THEREFORE, THE BOARD OF DIRECTORS OF THE BELLA MENTE MONTESSORI ACADEMY DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. Recitals. The Recitals set forth above are true and correct and are incorporated into this Resolution by this reference.

Section 2. Proclamation of Local Emergency. The Board hereby proclaims that a local emergency now exists throughout the District, and meeting in person would present an imminent risk due to the prevalence of COVID variants and low vaccination rates among the general population.

Section 3. Ratification of Governor's Proclamation of a State of Emergency. The Board hereby ratifies the Governor of the State of California's Proclamation of a State of Emergency, effective as of its issuance date of March 4, 2020.

Section 4. Remote Teleconference Meetings. The Superintendent and legislative bodies of the Bella Mente Montessori Academy are hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution including, conducting open and public meetings in accordance with Government Code section 54953(e) and other applicable provisions of the Brown Act.

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.5.

TO: Board of Directors

FROM: Executive Director

DATE: February 8, 2022

SUBJECT: Approve student and staff calendar for the 2022-2023 school year

ISSUE: For planning purposes, the school adopts calendars up to three years in advance. For review and approval is the staff and student 2022-23 calendar.

BACKGROUND:

The school staff has reviewed the surrounding school district calendars including Vista Unified, Oceanside Unified, and Classical Academy. The school calendar was also shared with school staff for feedback before approval.

The school presents a calendar with 180 student days and 188 certificated staff days. This calendar presents a reduction in certificated staffing days by 1 with no reduction in pay. (current teaching schedules are 189 days, 180 academic and 9 training days)

To enact a high quality program, the Bella Mente Principal needs to provide teachers with weekly professional development opportunities. This time must be built into the academic calendar to ensure it is protected time for teachers. This time is also used for teachers to meet with their teaching team and for staff instructional meetings.

This calendar is submitted in conjunction with local districts approved calendars. Similar to Oceanside Unified and Vista Unified Late Start days, is a universal accepted practice for staff collaboration time.

In addition to providing protected time for teachers, this late start decreases traffic on Emerald Drive and Vista Way during peak traffic times on Mondays. This will alleviate traffic for the Vista community during this time. Parents will have a shorter commute on Mondays since drop-off will be after heaviest traffic flow times on Vista Way and Emerald Dr.

Parents with students in the Vista Unified School District High Schools will have more flexibility to drop off their Monday late start (8:30am) high schoolers before dropping off younger Bella Mente students.

Upon approval from the board, the school will submit the approved schedule to the City of Vista Traffic Engineer and Community Development Director.

After hearing feedback from parents: the regular start time for Primary (tk & k) has been updated from 9am to 8:30am, The late start Monday schedule has been amended so the latest drop off time is now 9:30 instead of 10am. The proposed late start for:

tk and k is 30 mins later (9:30am instead of 10am)

1st-3rd: 1 hour later (9:15am instead of 9:45am)

4th-6th: 1 hour later (9:00am instead of 9:30am)

7th-8th: 1 hour later (9:00am instead of 9:30am)

Parents in need of childcare will have the option of for-cost STAR Education drop off beginning at 6:30am.

Throughout the year, staff consistently requested we consider extending the summer break. We have embedded this feedback into our current calendar and have made adjustments accordingly. The most important request was to schedule

staff to return a week later in August (allowing for an extra week of summer vacation). Staff feedback from an anonymous Google Survey is found below:

“Looks good!”

“I approve”

“I think teachers need at least a day to get their rooms ready and plan for the first week before students come back. Why are students starting school on a Thursday?”

“Don’t care”

“Looks good to me”

“Thanks for asking. I like that you have PD after parent conferences. With parent and student concerns on my mind, it is a good time to collaborate and plan for the upcoming quarter.”

“The calendar looks well balanced with days off spread across the school year in a considerate manner. I noted the change during parent/teacher conf days to include a “development” day on Fridays, which sounds interesting. Thank you for sharing and soliciting feedback.”

“I suggest that we really think about and prioritize the P.D. organized for Staff Development Days. We need to discuss improvements to the existing program & procedures, vs. constantly being trained in existing programs for which we have received prior training. Let’s organize this better! We need time as teaching divisions to adequately plan, calendar out our semester, and communicate with one another. I would appreciate seeing some teacher time off either prior to or following: r.cards, pr.reports, conferences. Right now, all of this is happening on our Personal Time at night and during the weekend. Most schools do provide this time, even if it is a recovery day, to their faculty. The students seem to have some nice mini-breaks, but yr teachers need them too! I suggest returning to the minimum day schedule for students the day before Fall/Thanksgiving brk; the day before Winter Break; the day before Spring break. I hope that 11/18 and 12/23 are not actually staff development days, but days for teachers to be at home. That is much too close to the holidays to hold effective p.d. I would ask you to consider the May 26th date as a report card writing day given to teachers.”

I am excited to have that extra week of summer! My only concern is having to work so close to Christmas. I have to fly back to my family on the east coast and with this schedule I will then have to fly on Christmas Eve or Christmas itself depending on flights and prices.”

“I like it”

“Can we move Open House and Winter Spectacular to the end of the week?”

“Looks Good :)”

“Sounds Good to me”

“This Calendar looks good to me.”

FISCAL IMPACT/ FUNDING SOURCE: No financial impact.

RECOMMENDATION: Approve

Respectfully Submitted,

Erin Feeley
Executive Director

Bella Mente Montessori Academy											DRAFT		
School Calendar 2021-2022													
Month	M	T	W	T	F	180	189	205	220	225	Holidays/ Descriptions		
July				1	2	0	0				7/4 Observed Independence Day (Legal Holiday)		
	5	6	7	8	9	0	0						
	12	13	14	15	16	0	0						
	19	20	21	22	23	0	0				DRAFT		
	26	27	28	29	30	0	0						
Aug	2	3	4	5	6	0	0				8/9, 8/10, 8/11, 08/12, 8/13, 08/16 Staff Development Days		
	9	10	11	12	13	0	5				8/12 Sneak Peek		
	16	17	18	19	20	4	5				8/17 First Student Day		
	23	24	25	26	27	5	5						
	30	31				2	2						
Sep			1	2	3	3	3						
	6	7	8	9	10	4	4				9/6 No School - Labor Day (Legal Holiday)		
	13	14	15	16	17	5	5						
	20	21	22	23	24	5	5				9/23, 9/24 Minimum Days - Staff Development		
	27	28	29	30		4	4						
Oct					1	1	1				DRAFT		
	4	5	6	7	8	5	5						
	11	12	13	14	15	5	5						
	18	19	20	21	22	5	5				10/20 End of Quarter 1		
	25	26	27	28	29	5	5				10/27- 10/29 Minimum Days - Parent/Teacher Conf		
Nov	1	2	3	4	5	5	5						
	8	9	10	11	12	4	4				11/11 No School - Veteran's Day (Legal Holiday)		
	15	16	17	18	19	4	4				11/19-11/26 No School - Falll Break		
	22	23	24	25	26	0	0				11/25 Thanksgiving Holiday (Legal Holiday)		
	29	30				2	2						
Dec			1	2	3	3	3				DRAFT		
	6	7	8	9	10	5	5						
	13	14	15	16	17	4	4						
	20	21	22	23	24	0	0				12/17-01/04 No School - Winter Break		
	27	28	29	30	31	0	0				12/25 Christmans Day (Legal Holiday)		
Jan	3	4	5	6	7	3	5				1/1- New Year's Day (Legal Holiday)		
	10	11	12	13	14	5	5				1/3 & 1/4 Non-Student Days/Staff Development		
	17	18	19	20	21	4	4				1/5 School Resumes		
	24	25	26	27	28	5	5				1/17- No School - MLK Jr. Day (Legal Holiday)		
	31					1	1				1/19 End of Semester 1		
Feb											1/26- 1/28 Minimum Days - Parent/Teacher Conf		
		1	2	3	4	4	4						
	7	8	9	10	11	4	4				02/11 & 2/14 No School- President's Day (Legal Holiday)		
	14	15	16	17	18	4	4						
	21	22	23	24	25	5	5				DRAFT		
Mar	28					1	1						
		1	2	3	4	4	4				3/04 Minimum Days - Staff Development		
	7	8	9	10	11	5	5						
	14	15	16	17	18	5	5						
	21	22	23	24	25	5	5				3/25 End of Quarter 3		
Apr	28	29	30	31		0	0				3/28-4/1 No School - Spring Break		
					1	0	0				DRAFT		
	4	5	6	7	8	5	5						
	11	12	13	14	15	5	5						
	18	19	20	21	22	5	5						
May	25	26	27	28	29	4	5				4/29 Non-Student Days/Staff Development		
	2	3	4	5	6	5	5				DRAFT		
	9	10	11	12	13	5	5						
	16	17	18	19	20	5	5						
	23	24	25	26	27	4	4				5/27 & 5/30 No School Days		
June	30	31				1	1				05/30 Memorial Day (Legal Holiday)		
			1	2	3	3	3						
	6	7	8	9	10	3	3				6/07 & 6/08 Minimum Days - Parent/Teacher Conf		
	13	14	15	16	17	0	0				6/08 Last Student & Staff Day		
	20	21	22	23	24	0	0						
	27	28	29	30		0	0						
		First/Last Day of School				180	189	0	0	0	180 State required school days		
		Non- Student/Non Staff Day									DRAFT		
		Friday Student Minimum Day for TK - 6th grade											
		Student Minimum Day - All Grade Levels											
		Non- Student Day/Staff Development											

School Calendar 2022-2023

Month	M	T	W	T	F	180	189	Holidays/ Descriptions
July					1	0	0	7/04 Observed Independence Day (Legal Holiday)
	4	5	6	7	8	0	0	
	11	12	13	14	15	0	0	
	18	19	20	21	22	0	0	
	25	26	27	28	29	0	0	
Aug	1	2	3	4	5	0	0	8/16, 8/17 Staff Development Days
	8	9	10	11	12	0	0	8/17 Sneak Peek
	15	16	17	18	19	2	4	8/18 First Student Day
	22	23	24	25	26	5	5	
	29	30	31			3	3	
Sep				1	2	2	2	
	5	6	7	8	9	4	4	9/05 No School - Labor Day (Legal Holiday)
	12	13	14	15	16	5	5	
	19	20	21	22	23	5	5	9/22, 9/23 Minimum Days - Staff Development
	26	27	28	29	30	5	5	
Oct	3	4	6	7	8	5	5	
	10	11	12	13	14	5	5	
	17	18	19	20	21	5	5	10/18 End of Quarter 1
	24	25	26	27	28	5	5	10/26, 10/27 Minimum Days - Parent/Teacher Conf
	31					1	1	10/28 Minimum Day - Staff Development Day
Nov		1	3	4	5	5	5	
	7	8	9	10	11	4	4	11/11 No School - Veteran's Day (Legal Holiday)
	14	15	16	17	18	4	5	11/18 Non Student Day/ Staff Development
	21	22	23	24	25	0	0	11/18 - 11/25 No School - Fall Break
	28	29	30			3	3	11/24 Thanksgiving Holiday (Legal Holiday)
Dec				1	2	2	2	
	5	6	7	8	9	5	5	12/21 Winter Spectacular
	12	13	14	15	16	5	5	12/23 Non Student Day/ Staff Development
	19	20	21	22	23	4	5	12/23-01/09 No School - Winter Break
	26	27	28	29	30	0	0	12/25 Christmas Day (Legal Holiday)
Jan	2	3	4	5	6	0	0	1/01- New Year's Day (Legal Holiday)
	9	10	11	12	13	4	5	1/09 Non-Student Day/Staff Development
	16	17	18	19	20	4	4	1/10 School Resumes
	23	24	25	26	27	5	5	1/16- No School - MLK Jr. Day (Legal Holiday)
	30	31				2	2	1/18 End of Semester 1
								1/25, 1/26 Minimum Days - Parent/Teacher Conf
								1/27 Minimum Day - Staff Development Day
Feb			1	2	3	3	3	
	6	7	8	9	10	5	5	
	13	14	15	16	17	4	4	2/17, 2/20 No School- President's Day (Legal Holiday)
	20	21	22	23	24	4	4	
	27	28				2	2	
Mar			1	2	3	3	3	3/03 Minimum Day - Staff Development
	6	7	8	9	10	5	5	
	13	14	15	16	17	5	5	
	20	21	22	23	24	5	5	3/24 End of Quarter 3
	27	28	29	30	31	0	0	3/27 - 3/31 No School - Spring Break
Apr	3	4	5	6	7	5	5	
	10	11	12	13	14	5	5	
	17	18	19	20	21	5	5	
	24	25	26	27	28	4	5	4/28 Non-Student Day/Staff Development
May	1	2	3	4	5	5	5	
	8	9	10	11	12	5	5	
	15	16	17	18	19	5	5	05/18 Open House
	22	23	24	25	26	4	5	5/26 Non Student Day/ Staff Development
	30	31				1	1	5/30 No School - Memorial Day (Legal Holiday)
June				1	2	2	2	
	5	6	7	8	9	4	5	6/07, 6/08 Minimum Days - Parent/Teacher Conf
	12	13	14	15	16	0	0	6/08 Last Student Day
	19	20	21	22	23	0	0	6/09 Last Staff Day
	26	27	28	29	30	0	0	

First/Last Day of School

180

188

180 State required school days

Special Events

Non- Student/Non Staff Day

Friday Student Minimum Day for TK - 6th grade

Student Minimum Day - All Grade Levels

Non- Student Day/Staff Development

rev: 02.03.2021



2021.22 Bell Schedule

Regular Day

Primary: 9:00am - 2:45pm

Lower El: 8:15am - 3:00pm

Upper El: 8:00am - 3:10pm

Middle School: 8:00am - 3:20pm

Late Start Monday

Primary: 10:00am - 2:45pm

Lower El: 9:45am - 3:00pm

Upper El: 9:30am - 3:10pm

Middle School: 9:30am - 3:20pm

Minimum Day

Primary: 9:00am - 11:45am

Lower El: 8:15am - 12:00pm

Upper El: 8:00am - 12:10pm

Middle School: 8:00am - 12:20pm



2022.23 Bell Schedule

Regular Day

Primary: 8:30am - 2:45pm

Lower El: 8:15am - 3:00pm

Upper El: 8:00am - 3:10pm

Middle School: 8:00am - 3:20pm

Late Start Monday

Primary: 9:30am - 2:45pm

Lower El: 9:15am - 3:00pm

Upper El: 9:00am - 3:10pm

Middle School: 9:00am - 3:20pm

Minimum Day

Primary: 8:30am - 11:45am

Lower El: 8:15am - 12:00pm

Upper El: 8:00am - 12:10pm

Middle School: 8:00am - 12:20pm



THE CLASSICAL ACADEMIES

2022 - 2023 School Year

August 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	


April 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						


May 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			


June 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

 - First & Last day of School

 - Holidays & School Breaks

 - End of Units for TK-8

 - End of Quarters 9-12

Key: Bold – Non-Student Day

VISTA UNIFIED SCHOOL DISTRICT

*- Minimum Day

2022-2023 School Calendar

Board Approved: 3/5/2020

School Month	M	T	W	T	F	Student Days	Teacher Days	Key Dates/Explanations
July	4	5	6	7	8			July 4 - Independence Day (<i>Legal Holiday</i>)
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29			
August	1	2	3	4	5			Aug. 15 Teacher Preparation Day (<i>Non-Student Day</i>)
	8	9	10	11	12			Aug. 16 Site Professional Development Day (<i>Non-Student Day</i>)
	15	*16*	17	18	19			Aug. 17-First Day of School
	22	23	24	25	26			
	29	30	31			11	13	
September	5	6	7	8	9			Sept. 5 -Labor Day (<i>Legal Holiday</i>)
	12	13	14*	15	16			Sept. 14-K-8 Staff Development Day (<i>Minimum Day</i>)
	19	20	21	22	23			
	26	27	28	29	30	21	21	
October	3	4	5	6	7			
	10	11	12	13*	14*			Oct. 13&14-MVHS Finals – (<i>Minimum Days</i>)
	17	18	19	20	21			
	24	25	26	27	28			
	31					21	21	
November		1	2	3	4			Nov. 15-18 - K-5 Parent Teacher Conf. (<i>Minimum Days</i>)
	7	8	9	10	11			Nov. 15&17 - 6-8 Parent Teacher Conf. (<i>Minimum Day</i>)
	14	15*	16*	17*	18*			Nov. 11- Veteran's Day (<i>Legal Holiday</i>)
	21	22	23	24	25			Nov. 21-25 - K-12 Non-Student Days
	28	29	30			16	16	Nov. 24 - Thanksgiving Holiday (<i>Legal Holiday</i>)
December				1	2			Dec. 19-21 - RBVHS & VHS Finals (<i>Minimum Days</i>)
	5	6	7	8	9			Dec. 20 & 21 - MVHS Finals (<i>Minimum Days</i>)
	12	13	14	15	16			Dec. 22-31 - Winter Recess (School Resumes Jan.10)
	19*	20*	21*	22	23			Dec. 26 - Christmas Day Observed (<i>Legal Holiday</i>)
	26	27	28	29	30	15	15	
January	2	3	4	5	6			Jan. 2 - New Year's Day Observed (<i>Legal Holiday</i>)
	9	10	11	12	13			Jan. 1-9 – Winter Recess (School Resumes Jan. 10)
	16	17	18	19	20			Jan.9 – HS Professional Development Day (<i>Non-Student Day</i>)
	23	24	25	26	27			Jan. 9 – K-8 Non-Student Day/Non Staff Day
	30	31				15	16	Jan. 16 - M.L. King Birthday (<i>Legal Holiday</i>)
February			1	2	3			
	6	7	8	9	10			Feb. 10 – Observed Lincoln's Birthday (<i>Legal Holiday</i>)
	13	14	15	16	17			Feb. 13 - President's Day (<i>Legal Holiday</i>)
	20	21	22*	23	24	18	18	Feb. 22 - K-8 Staff Development Day (<i>Minimum Day</i>)
	27	28						
March			1	2	3			
	6	7	8	9	10			Mar. 14 &16 - 6 – 8 Parent/Teacher Conf. (<i>Minimum Day</i>)
	13	14*	15	16*	17			Mar. 23&24 - MVHS Finals (<i>Minimum Day</i>)
	20	21	22	23*	24*			Mar. 27-31 - Spring Break
	27	28	29	30	31	18	18	
April	3	4	5	6	7			
	10	11	12	13	14			Apr. 9 - Easter
	17	18	19	20	21			
	24	25	26	27	28	20	20	
May	1	2	3	4	5			
	8	9	10	11	12			May 29 - Memorial Day (<i>Legal Holiday</i>)
	15	16	17	18	19			
	22	23	24	25	26			
	29	30	31			22	22	
June				1	2			
	5*	6*	7*	8	9			Jun. 6 & 7 – MVHS Finals (<i>Minimum Days</i>)
	12	13	14	15	16			Jun. 5 - 7 RBV/VHS Finals (<i>Minimum Days</i>)
	19	20	21	22	23			June 7 – Last Day of School (Minimum Day – All)
	26	27	28	29	30	5	5	

182 STUDENT DAYS

BELL SCHEDULE 2020-21
Vista Unified School District

ELEMENTARY SCHOOLS		GRADES	Regular Day		Minimum/Collaboration Days (Early Release Mondays)	
Early Elementary Schools	T,W,TH,F	TK-5	8:00 AM	2:16 PM	Early Release Monday	
Alamosa Park			TK 8:00AM	2:06 PM	TK 8:00-12:50:00 PM	
Beaumont			TUES - FRI		8:00 AM-1:00 PM	
Bobier						
Breeze Hill	Bus Route					
Empresa						
Foothill Oak						
Grapevine	Bus Route					
Hannalei	Bus Route					
Maryland						
Mission Meadows	Bus Route					
Monte Vista	Bus Route	TK 8:00-2:01	1ST 8:00	2:06 PM	TK 8:00-12:45:00 PM	1ST 8:00-12:50
T. H. E. Leadership Academy	Bus Route					
Lake	Bus Route		7:45 AM	2:01 PM	7:45 Am-12:45 PM	
Middle Schools	T,W,TH,F	6-8	8:30 AM	3:08 PM	Minimum Day Schedule	
Madison			Late Start Monday 9:30		8:30 AM	1:10 PM
Rancho Minerva	Bus Route				8:30 AM	12:50 PM
Roosevelt	Bus Route				8:30 AM	CL 12:40:00 PM DL 1:10 PM
Magnet Schools					Collaboration Days	Min Day
Casita Center	T,W,TH,F	K-5	8:15 AM	2:31 PM	Early Release Monday	TK/2ND 1:05/1:15:00 PM
Vista Academy (VAVPA)	T,W,TH,F	K-5	8:15 AM	2:31 PM	Early Release Monday	1:15 PM
Vista Magnet	T,W,TH,F	6-8	8:30 AM	3:05 PM	Late Start 9:30 a.m. Monday	8:30-1:30 AM
VIDA (Vista Innovation & Design)	T,W,TH,F	6-8	8:30 AM	3:08 PM	Late Start 9:30 a.m. Monday	8:30-1:30 AM
Mission Vista High School	Bus Route	9-12	8:00 AM	2:30 PM	Late Start 9:00 a.m. Monday	8:00 - 12:15 PM
High Schools	T,W,TH,F					Min Day
Rancho Buena Vista High School		9-12	8:30 AM	2:45 PM	Late Start 9:00 a.m. Monday	8:30 AM-12:40 AM
Vista High School		9-12	9:00 AM	2:30 PM	Late Start 9:10 a.m. Monday	7:30 AM-11:44 AM
Alta Vista High School	Mon-Thu	9-12	8:45 AM	2:25 PM	0 Period 7:00 a.m.	9:00 AM-12:00 PM
	Friday		8:45 AM	2:05 PM		
Major General Raymond Murray	Mon-Fri	9-12	9:00 AM	1:30 PM	M.A.S.H 7:00 am - 9:00	9:00 AM-12:00 PM
Vista Visions Academy (6-12)	Mon-Thu	6-12	8:00 AM	3:30 PM		
	Friday		By Appointment			
Special Education Program Sites						
California Avenue School	M,T,W,TH	3 Yr	8:00 AM	11:00 AM		
	M,T,W,TH	4 Yr	11:45 AM	2:45 PM		
	M-F	K	9:00 AM	2:45 PM		
	T,W,TH,F	1-5	8:15 AM	2:33 PM	Early Release Monday	1:06 PM
Vista Adult Transition Center	M-F	9-12	9:00 AM	3:00 PM		9:00 AM - 1:30PM

OCEANSIDE UNIFIED SCHOOL DISTRICT

2022-2023 School Calendar

School Month	M	T	W	T	F	Student Days	Teacher Days	Key Dates	Explanations
July	4*	5	6	7	8			July 4	Independence Day Celebrated
	11	12	13	14	15				
	18	19	20	21	22				
	25	26	27	28	29				
August	1	2	3	4	5			Aug. 8	New Teachers Report
	8	9	10	11	12			Aug. 9	Returning Teachers Report
	15	16	17	18	19			Aug. 9-12	Teacher In-Service Days
	22	23	24	25	26			August 15	SCHOOL BEGINS
	29	30	31			13-13	17-17		
September	5*	6	7	8	9			Sept. 5	Labor Day
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	21-34	21-38		
October	3	4	5	6	7				
	10	11	12	13	14				
	17	18	19	20	21				
	24	25	26	27	28				
	31					21-55	21-59		
November		1	2	3	4			Nov. 11	Veterans Day Observed
	7	8	9	10	11*			Nov. 21 -Nov. 25	Thanksgiving Week
	14	15	16	17	18			Nov. 23	Admission Day Observed
	21	22	23*	24*	25*			Nov. 24 & 25	Thanksgiving Day & Day After
	28	29	30			16-71	16-75		
December				1	2			Dec. 16	First Semester Ends (83 days)
	5	6	7	8	9			Dec. 19-Jan 6	Winter Recess
	12	13	14	15	16			Dec. 23	Christmas Eve Day Observed
	19	20	21	22	23*			Dec. 26	Christmas Day Observed
	26*	27	28	29	30*	12-83	12-87	Dec. 30	New Year's Eve Day Observed
January	2*	3	4	5	6			Jan. 2	New Year's Day Observed
	9	10	11	12	13			Jan. 9	Second Semester Begins
	16*	17	18	19	20			Jan. 16	Martin Luther King Jr. Day Observed
	23	24	25	26	27				
	30	31				16-99	16-103		
February			1	2	3			Feb. 20	Washington Day Observed
	6	7	8	9	10			Feb. 24	Lincoln Day Observed
	13	14	15	16	17			Feb. 20 - 24	President's Week
	20*	21	22	23	24*				
	27	28				15-114	15-118		
March			1	2	3				
	6	7	8	9	10				
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30	31	23-137	23-141		
April	3	4	5	6	7			April 10-14	Spring Break
	10	11	12	13	14*			April 14	Classified Holiday
	17	18	19	20	21				
	24	25	26	27	28	15-152	15-156		
May	1	2	3	4	5				
	8	9	10	11	12				
	15	16	17	18	19				
	22	23	24	25	26				
	29*	30	31			22-174	22-178	May 29	Memorial Day Observed
June				1	2			June 8	Second Semester Ends (97 days)
	5	6	7	8	9			June 8	SCHOOL ENDS
	12	13	14	15	16			June 9	Teacher In-Service Day
	19	20	21	22	23				
	26	27	28	29	30	6-180	7-185		

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.6.

TO: Board of Directors

FROM: Executive Director

DATE: February 8, 2022

SUBJECT: Review and approve the Bella Mente Board of Director Board Terms

ISSUE: Each year the Board of Directors will adopt an annual set of meeting dates.

BACKGROUND:

In prior years, the Board of Directors has met on the second Tuesday of each month at 6:30pm. Historically the Board is dark during the months of July and August. I have provided a schedule based on the 2nd Tuesday of the month for the 21-22 school year.

President, Scott Moote: 6/30/22

Secretary, Caroline Veale: 6/30/22

Treasurer, Dan Niebaum: 6/30/24

Member, Janet Figueroa: 6/30/22

Member, Open: 6/30/24

FISCAL IMPACT/ FUNDING SOURCE: n/a

RECOMMENDATION: Approve or amend and approve the Bella Mente Board of Directors meeting dates for the 2021-2022 calendar year.

Respectfully Submitted,

Erin Feeley
Executive Director

**AMENDED AND RESTATED BYLAWS
OF
BELLA MENTE CHARTER SCHOOL**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Bella Mente Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1737 W. Vista Way, Vista, California, 92083. The Board of Directors (“Board”) may change the location of the principal office.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote Bella Mente Charter School, a grade K-8 California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Bella Mente Charter. No part of the net

earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **NO MEMBERS.** This corporation shall have no members within the meaning of Section 5056 of the Nonprofit Corporation Law.

Section 2. **AUTHORITY VESTED IN BOARD.** Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Corporation Law in the members shall vest in the Board.

Section 3. **ASSOCIATES.** The corporation may use the term “members” to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board.

The Board may delegate the management of the corporation’s activities to any person(s), employee(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board (i.e., the Board retains ultimate responsibility over the performance of those powers or duties so delegated). Such delegation shall:

- Be in writing;
- Specify the individual or entity the Board is delegating authority to;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Section 3. **NUMBER AND ELECTION OF DIRECTORS.** The number of Directors shall be no less than three (3) and no more than five (5), unless changed by amendment to these bylaws. To the extent practicable under the circumstances, the Board shall endeavor to elect as a Director one parent of a student currently attending Bella Mente Charter School.. Additionally, pursuant to California Education Code Section 47604(b), the Vista Unified School District ("District") shall be entitled to a single representative on the Board.

With the exception of the District representative, Directors shall be elected by the majority vote of the Directors then in office. Board elections will be held in January after school begins. Special elections will be called whenever necessary to fill an unexpected vacant Board seat.

Section 4. **DIRECTORS' TERM.** Board terms shall be three years and each incumbent Director shall serve until a successor has been elected and seated by the Board. Board terms shall be staggered in such a manner that no more than three (3) positions become vacant in any one year. The beginning and end of each term will be calculated to coincide with the fiscal (school) year. Directors may serve no more than four (4) consecutive terms. A Director that completed four (4) consecutive terms may be elected to again serve on the Board provided that there has been an interval of at least one (1) fiscal year since the prior term of service.

Section 5. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy on the Board shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Director to attend two (2) consecutive Board meetings without prior Board notification.

Section 6. **RESIGNATION OF DIRECTORS.** Except as provided in Section 7

below, any Director may resign by giving written notice to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, a successor may be elected to take office as of the date when the resignation becomes effective.

Section 7. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director.

Section 8. **REMOVAL OF DIRECTORS.** Any Director may be removed, with or without cause, by the vote of the majority of the Board.

Section 9. **VACANCIES FILLED BY BOARD.** Vacancies on the Board may be filled by majority vote of the Directors then in office.

Section 10. **REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 11. **PLACE OF BOARD MEETINGS.** Meetings shall be held at the principal office of the Corporation or at any place within San Diego County that has been designated by resolution of the Board or in the notice of the meeting.

Section 12. **BROWN ACT AND CHARTER SCHOOLS ACT COMPLIANCE.** All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code, and the Charter Schools Act.

Section 13. **ANNUAL MEETINGS.** The Board shall meet annually for the purpose of organization, appointment of officers, approving the regular meeting schedule, and the transaction of such other business as may properly be brought before the meeting.

Section 14. **REGULAR MEETINGS.** Regular meetings of the Board shall be held at least once a month except when school is not in session and, along with the annual meeting, shall be held at such times and places as may from time to time be fixed by the Board. Regular meetings shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act, including that agendas for such meetings will be posted at least 72 hours before the meeting in a location that is freely accessible to members of the public and on the school's website, if it has one. The notice shall contain a brief description of each item of business to be transacted or discussed at the meeting.

Section 15. **SPECIAL MEETINGS.** Special meetings of the Board for any purpose may be called at any time by the President of the Board, the Executive Director, the Secretary, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof. Notice of the time and place of special meetings shall be delivered to each Director personally or by telephone or email. In compliance with the Brown Act, notice of special meetings shall be provided at least twenty-four (24) hours prior to the meeting and shall be held

in locations and in a manner consistent with the Brown Act and the Charter Schools Act.

Section 16. QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote based upon the presence of a quorum, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 17. PARTICIPATING IN MEETINGS BY TELECONFERENCE. Members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the County of San Diego;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. The Board agendas are posted at all teleconference locations with each location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 18. WAIVER OF NOTICE. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 19. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the

Directors who were not present at the time of the adjournment.

Section 20. **COMPENSATION AND REIMBURSEMENT.** Directors are not compensated for service as Directors or officers. Directors may be entitled to reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

ARTICLE VIII COMMITTEES

Section 1. **CREATION AND POWERS OF COMMITTEES.** The Board may create one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Directors or approval of a majority of all Directors;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board; or
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected.

Section 2. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws and the Brown Act, if applicable. If the Board has not adopted rules, the committee may do so.

Section 3. REVOCATION OF DELEGATION TO COMMITTEES. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

ARTICLE IX OFFICERS OF THE CORPORATION

Section 1. OFFICERS. The required officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed by the Board. The officers in addition to the corporate duties set forth in this Article IX may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairperson of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board, shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal election to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. PRESIDENT. He or she shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8. EXECUTIVE DIRECTOR. Subject to such supervisory powers as the Board may give to the President of the Board, if any, and subject to the control of the Board, and subject to Executive Director's contract of employment, the Executive Director shall be the Chief Executive Officer and general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall be present at all Board

meetings and shall have such other powers and duties as the Board or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President elected by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER or TREASURER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, the Executive Director, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require. These duties may be designated to a contracting agency who will report to the Board.

ARTICLE X INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and

including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

Section 2. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE XI INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director's, officer's, employee's, or agent's status as such.

ARTICLE XII CORPORATE RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

All such records shall be kept at the corporation's principal office, or if its principal office is later moved outside the State of California, at its principal office in this state.

Section 2. DIRECTORS' RIGHT TO INSPECT. Every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 3. ANNUAL REPORTS. The Corporation shall cause an annual report to be

sent to the Board within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 4. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

ARTICLE XIII FISCAL YEAR

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

ARTICLE XIV BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Bella Mente Charter School or make any provisions of these Bylaws inconsistent with those Charters, the corporation's Articles of Incorporation, or any laws.

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CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Bella Mente Charter School, a California nonprofit public benefit corporation, and that the foregoing bylaws constitute the bylaws of this corporation as duly adopted by the Board of Directors on December 10, 2019.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on December 10, 2019.

Secretary, Bella Mente Charter School

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII.7.

TO: Board of Directors

FROM: Executive Director

DATE: February 8, 2022

SUBJECT: Review and approve the Bella Mente Board of Directors meeting dates for the 2022-2023 calendar year

ISSUE: Each year the Board of Directors will adopt an annual set of meeting dates.

BACKGROUND:

In prior years, the Board of Directors has met on the second Tuesday of each month at 6:30pm. Historically the Board is dark during the months of July and August. I have provided a schedule based on the 2nd Tuesday of the month for the 22-23 school year which considers an every other month dark schedule.

August 16, 2022 (Special Board Meeting only if needed)

October 11, 2022

December 13, 2022

February 21, 2023 (moved to 3rd Tuesday due to holiday)

April 11, 2023

June 13, 2023

FISCAL IMPACT/ FUNDING SOURCE: n/a

RECOMMENDATION: Approve the schedule as presented or recommend an alternate schedule of meeting dates and approve.

Respectfully Submitted,

Erin Feeley
Executive Director



Board Meeting Dates for the 2022-2023 School Year **Every other month on Tuesday's at 6:30 PM**

August 16, 2022 (Special Board Meeting only if needed)
October 11, 2022
December 13, 2022
February 21, 2023 (moved to 3rd Tuesday due to holiday)
April 11, 2023
June 13, 2023

Board Meeting Notes:

- Regardless of meeting location, business of each of the schools will be discussed in an open public meeting to comply with the Ralph M. Brown Act.
- The meeting dates and times are subject to change, and prior notice will be given to the public in the event this occurs. Board updates are always posted on our website at www.bellamentecharter.org
- As noted above, all meetings are scheduled for Tuesday's and start at 6:30 pm. Unless otherwise noted in a school communication or website update.

Role of the Board of Directors:

- Policy making Board overseeing the charter school organization.
- Provide leadership in reviewing and creating policy and procedures to support the charter school organization.
- Provide leadership in overseeing the academic and financial programs for the charter school organization.
- Provide leadership and feedback for the CEO in their role to lead the charter school organization.

If you should have any questions or require additional information, please contact the Board at board@bellamentecharter.org or contact Jennifer Meeker at jmeeker@bellamentecharter.org.