



# Bella Mente Academies



Bella Mente  
Montessori  
Academy

Board of Directors Meeting

June 14, 2022



**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 [board@bellamentecharter.org](mailto:board@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)

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 [board@bellamentecharter.org](mailto:board@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.



## V. APPROVAL OF AGENDA

**Recommended motion:**

**Approve the agenda for the June 14, 2022 Board of Directors Meeting.**

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

## VI. DISCUSSION ITEMS

1. **Executive Director Announcements** - Erin Feeley will provide a special thank you to retiring board member Janet Figueroa and introduce incoming Director of Compliance and Academic Accountability, Pat Broughton

(Slides 9-22)

# **Executive Director's Report**

Ms. Erin Feeley

June 14, 2022

# *Responsible, Respectful, Safe and Productive*

## **Mission Statement**

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 Statements**

At the end of the academic year, each Bella Mente scholar will be at or above grade level.

Scholars will reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

Scholars will have the skills to care for their bodies through healthy eating and living.



# Janet Figueroa 2016-2022 Board Service Recognition



Bella Mente  
Montessori  
Academy



Thank  
you





**Around Campus....**

# Record Funding for Schools Proposed

- \$9.8 billion in ongoing increases to the LCFF, -16 percent increase from last year's rates.
- One-time \$9 billion Proposition 98 General Fund Learning Recovery Discretionary Block Grant
- One-time \$1.5 billion Proposition 98 General Fund investment for an Arts, Music, Instructional Materials, and Libraries Block Grant.
- Additional \$3.4 billion in ongoing Proposition 98 General Fund, for a total of \$4.4 billion in ongoing Proposition 98 General Fund, for the Expanded Learning Opportunity Program.
- \$1.2 billion in ongoing Proposition 98 General to fund reimbursements for the universal school meals program.
- \$500 million in ongoing Proposition 98 General Fund for the special education
- \$20 million one-time General Fund for the Integrated Teacher Preparation Program.

# Budget Update

Yesterday, the California State Legislature passed a “placeholder” Budget for 2022-23: [Senate Bill 154](#).

The budget action contains no Trailer Bills nor any implementing details, and **does not reflect an agreement with the Governor.**

Technically, the Governor has the authority to sign or veto this legislation. He also has the authority for “line-item vetoes” to remove or reduce any appropriation items within the budget that he does not support.

It is unlikely that the Governor will act on this bill any time soon, and Legislative leadership has already acknowledged that they have a long way to go to complete their budget work with the Governor. While this budget bill lacks operational clarity and consensus, it does appear to meet the Legislature’s constitutional deadline for action by June 15, to avoid suspending their pay.

# Special Education Update

15.9% Special Education Population (high percentage-average is 12.8% across California)

65 eligible

If all qualify, 16.3% Special Education Population

\$621,984 Expenses to date= Additional \$9,567.60 per special education student

Staffing 21-22: 3 FTE Resource Specialists, 1FTE Speech and Language Pathologist, .4FTE OT, .1FTE APE

Staffing 22-23: 2 FTE Resource Specialists, 1FTE Speech and Language Pathologist, .4FTE OT, .1FTE APE

# Fiscal Projections

## Attendance Impact Widget



Bella Mente  
Montessori  
Academy

There are **7,299** absences on record to date.

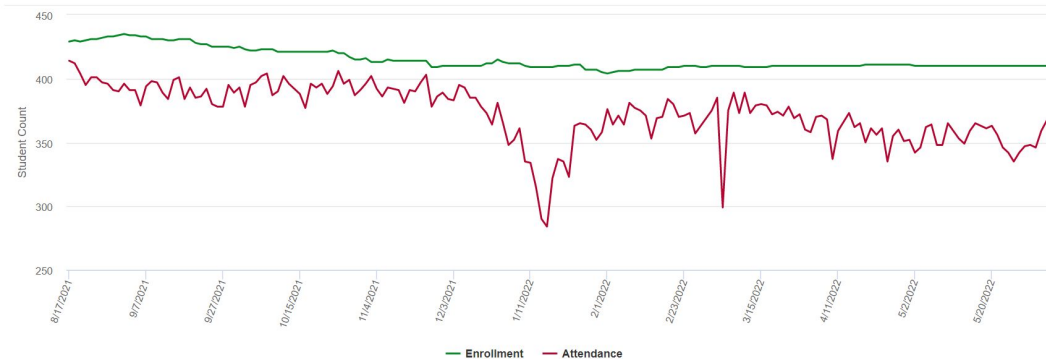
The school has lost approximately **\$376,486.67** in potential funding.

Year to Date ADA

ADA = 372.89 | 89.88%



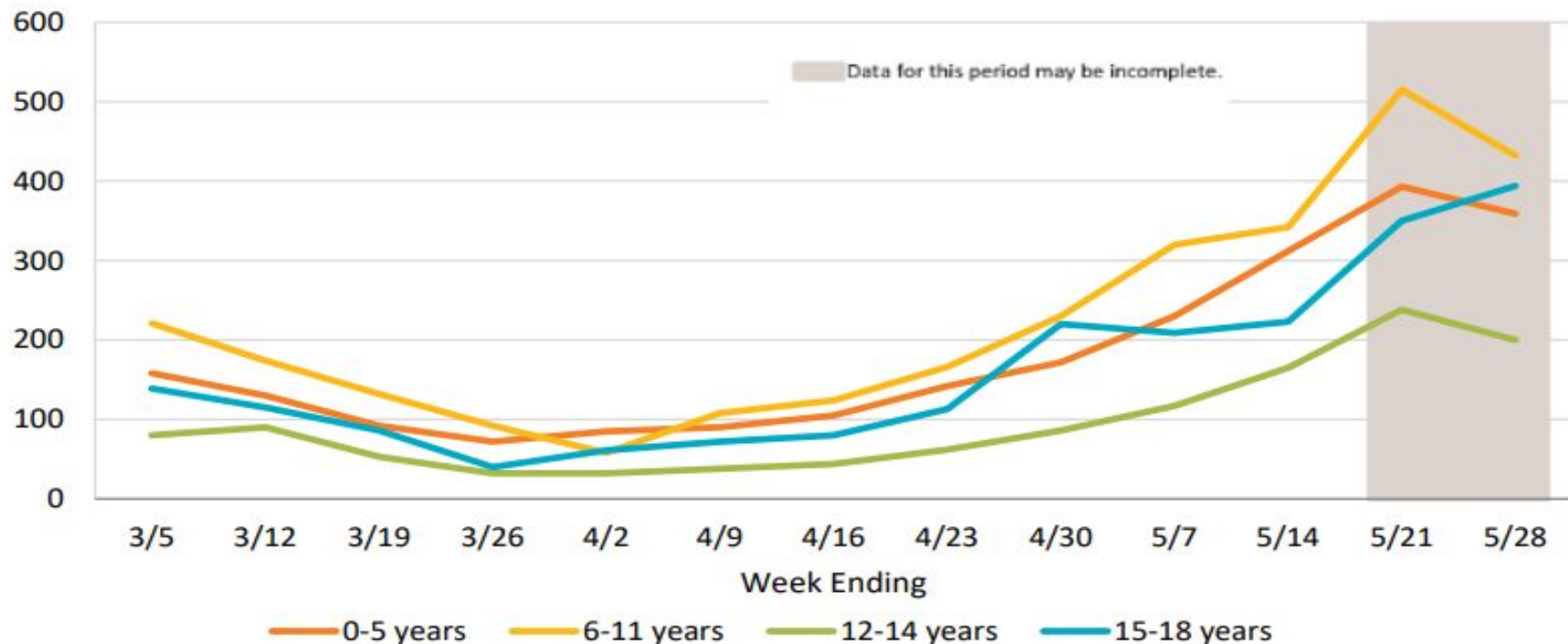
Attendance vs Enrollment





## COVID-19 Cases in Children and Outbreaks by Setting

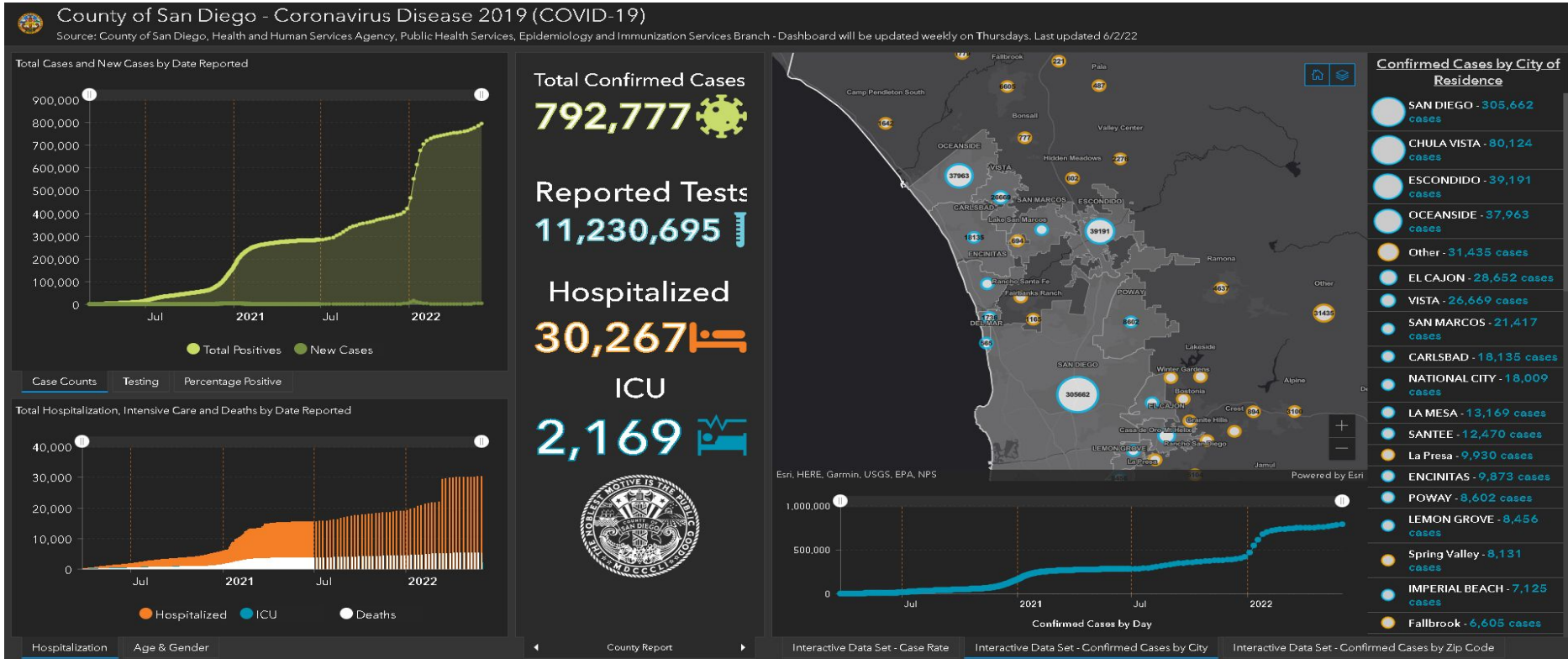
**Figure 22. COVID-19 Confirmed Cases for Ages 0-18 Years by Week of Episode Date,\*  
San Diego County Residents, N=8,593**



\*Episode date is the earliest of the following available dates: symptom onset date, specimen collection date, date of death, date reported.



# Local Cases by City- Vista (26,669 Cases) 25,654 last time



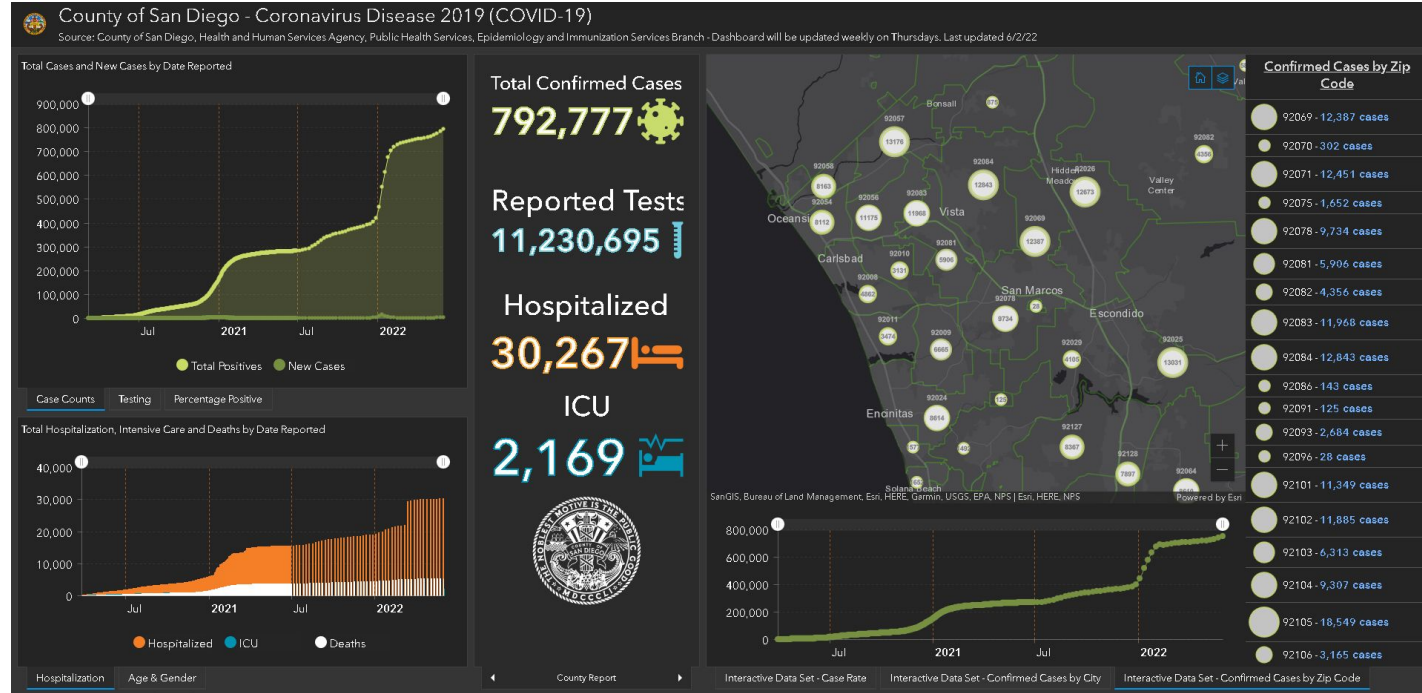
<https://www.arcgis.com/apps/opsdashboard/index.html#/96feda77f12f46638b984fcb1d17bd24>



# Cases by zip code

44.87% of Vista's cases were in our zip code, 92083

Total by our zip code is (11,968 up from 11,599 cases from January)







# COVID-19 Percentage

## San Diego County

Date Updated	Dates of Interest for Analyses	Weekly Case Rate per 100,000 (new cases reported in last 7 days)*	Testing Positivity Percentage**
4/20/2022	4/11-4/17	57.6	2.9%
4/27/2022	4/18-4/24	81.9	4.0%
5/5/2022	4/25-5/1	106.9	5.2%
5/12/2022	5/1-5/7†	135.2	6.2%
5/19/2022	5/8-5/14†	170.4	7.4%
5/26/2022	5/15-5/21†	239.3	9.1%
6/2/2022	5/22-5/28†	279.3	10.7%

Data are preliminary and subject to change.

\*This uses the total new cases per 100,000 persons reported in the last 7 days among San Diego County Residents. Some cases may later be removed through routine QA processes.

\*\*Testing positivity percentage is found by dividing the total number of positive tests in last 7 days by the total number of tests reported in last 7 days. Testing Positivity includes tests completed among non-residents.

† Starting 5/12/2022, the dates of interest for analysis are Sunday through Saturday. Test data is reported on Mondays.

CDC Population Estimate for San Diego County using the Census Bureau Population Estimates Program is 3,338,330.

Prepared by County of San Diego, Emergency Operations Center, 6/2/2022.

## CDC Levels of Community Transmission

If metrics indicate different levels of transmission, the higher level is selected

	Weekly Case Rate	Testing Positivity
Low Transmission	<10.0	<5.0%
Moderate Transmission	10.0 – 49.9	5.0% - 7.9%
Substantial Transmission	50.0-99.9	8.0% - 9.9%
High Transmission	≥ 100.0	≥ 10.0%

HHS. "Daily Covid 19 Daily Update 6-2-2022." *San Diego County.gov*, 6 June 2022,

[www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/Epidemiology/COVID-19\\_Daily\\_Status\\_Update.pdf](http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/Epidemiology/COVID-19_Daily_Status_Update.pdf).

**Thank you!**

## VI. DISCUSSION ITEMS

- 2. Charter Vision Board Report** - Janina Arruda, our Associate School Business Manager from CSMC will report on CharterVision dashboard monthly report.

Report will be given during Action Item 9.

(Slides 55 - 60)

(Board Packet 254 - 257)

## VI. DISCUSSION ITEMS

### 3. **Principal Report** - End of the year closing

(Slides 25 - 27)

# **Principal's Report**

Mr. James Proby  
June 14, 2022





Bella Mente  
Montessori  
Academy

# BELLA MENTE ACADEMY

JAMES PROBY, PRINCIPAL



Thank you!

# 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 May 10, 2022 Board of Directors Meeting
2. Recommended action on the personnel activity list
3. Check Registers May 2022
4. Top Notch school meal invoices for April - \$14,429.45 and May - \$15,453.53
5. Soliant Master Contract for 2022-2023
6. K12 Health Agreement for the 2022-2023 school year
7. Lunch Assist Agreement for 22-23
8. ~~Stepping Stones Group (StaffRehab LLC) agreement for the 2022-2023 school year~~

*Executive Director's Recommendation: Approve Consent Calendar (Slides 28 - 31)  
(For more Information, please see the board packet, pages 11 - 166 )*



# 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.

9. Leader in Me Agreement in the Amount of \$17,587.42
10. Cross Country Education Staffing Agreement 22-23
11. Top Notch Catering Contract for 22-23 Student Meal Service
- ~~12. HopSkipDrive Transportation Coordination License and Services Agreement 2022-23~~
13. 22-23 Independent Contractor Agreement- Turvey C, up to \$87,296
14. Synology Camera Server and Hard Drive Upgrade not to exceed \$7,500
15. Nutrition Lab student cooking stations not to exceed \$11,000
16. Nutrition Lab commercial dishwasher not to exceed \$4,000
17. Student Prep Kitchen refrigerator grant upgrade not to exceed \$13,000.00

*Executive Director's Recommendation: Approve Consent Calendar (Slides 28 - 31)  
(For more Information, please see the board packet, pages 11 - 166 )*

# 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.

18. Student Prep Kitchen warming oven grant upgrade not to exceed \$12,000.00
19. NWEA MAPs Assessment in the amount of \$14,400.00
20. STOPit Agreement 22-23 - \$500.00
21. Titan EMS Linq Inc Invoice - \$690.10
22. PowerSchool SIS- \$5494.73
23. PowerSchool InfoSnap- \$5684.13
24. PowerSchool ECollect- \$1385.07
25. Second Step Site License- Social Emotional Supports- \$2,329.00

*Executive Director's Recommendation: Approve Consent Calendar (Slides 28 - 31)  
(For more Information, please see the board packet, pages 11 - 166)*

# 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.

- 26. Facilities Janitorial Services Request for Proposals
- ~~27. School Device Coverage MOU~~
- 28. RCI Wholesale- 2 copy machines and removal of old devices- \$5,612.50
- 29. Securly - Classroom Renewal Quote - \$4138.75
- 30. Securly - Filter Renewal/Licenses Quote - \$11,962.00
- 31. Raptor Technologies - Renewal Notice - \$750.00
- 32. Wonders/StudySync 22-23 - \$18,042.45
- 33. Earthquake Insurance Quote - Palomar - \$6441.00

*Executive Director's Recommendation: Approve Consent Calendar (Slides 28 - 31)  
(For more Information, please see the board packet, pages 11 - 166)*



## VIII. DISCUSSION/ACTION ITEMS

### 1. Discussion and Approval of the annual resolution for the Education Protection Account

*Executive Director's Recommendation: Approve*

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

(Slide 33 - 34)

(Board Packet Pages 167 - 169)

**BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 1.**

TO: Board of Directors

FROM: Executive Director

DATE: June 14, 2022



**Bella Mente  
Montessori  
Academy**

**SUBJECT:** Approve the annual resolution for the Education Protection Account.

**ISSUE:** Schools are required to adopt a resolution to determine the use of Education Protection Account (EPA) spending requirements.

**BACKGROUND:** The voters approved Proposition 30 in November of 2012, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, districts are required to annually report on their website an accounting of the EPA funds received and how those funds were spent.

Proposition 30 is estimated to generate \$6 billion in revenue to the State of California. The budget implication is additional revenue that cannot be spent on administrative expenses.

Bella Mente allocates its funds, \$76,032, to 1000-1999: Certificated Personnel Salaries, specifically Teachers.

**FISCAL IMPACT/ FUNDING SOURCE:** \$76,032

**RECOMMENDATION:** Approve the Education Protection Account Fund Use for 22-23 and planned use for 23-24.

Respectfully Submitted,

Erin Feeley  
Executive Director

RESOLUTION OF THE GOVERNING BOARD OF

Bella Mente Montessori Academy

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by Bella Mente Montessori Academy FY 2022-23 in the amount of approximately \$76,032 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of Bella Mente Montessori Academy.

In 2021-22, the school received approximately \$75,624 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.



**Bella Mente  
Montessori  
Academy**

## VIII. DISCUSSION/ACTION ITEMS

2. **Final Read and approval of the 2021-24 Local Control and Accountability Plan**  
*Executive Director's Recommendation: Approve*

(Slides 36 - 37)

(Board Packet Pages 170 - 172, 308 - 378)

**BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 2.**

TO: Board of Directors

FROM: Principal & Executive Director

DATE: June 14, 2022

**SUBJECT:** Final Read and approval of the 2021-24 Local Control and Accountability Plan (LCAP)

**ISSUE:** Each year the school needs to present an updated Local Control and Accountability plan to the Board of Directors which is approved before June 30.

**BACKGROUND:** In 2013, the State of California adopted a new funding system, known as the Local Control Funding Formula (LCFF), which provides a uniform funding level for every student in California with additional revenue to serve students with the greatest needs such as our students who are English learners, children from low-income families, and foster youth.

Under the new formula, school districts must create an LCAP that sets goals for student achievement and describes how the district will use its budget to achieve those goals, paying particular attention to traditionally underserved student populations. In developing these plans, districts must get input from parents, staff, students and the community.

The LCAP includes annual goals aligned to the eight state priorities specified by state officials: student achievement, student engagement, other student outcomes, school climate, parental involvement, basic services, implementation of California Standards, and course access.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Due to COVID, an LCAP was not created for the 20-21 school year. Instead, the Learning Continuity and Attendance Plan (LCP) replaced the LCAP for this current school year. The Annual Update for the LCP is discussion item number 1.

The 21-22 school year is the beginning of a new three year goal cycle with goals created by the Principal with consultation from the school's stakeholders. At tonight's meeting, the Board will be reviewing the same goals from our three year cycle LCAP and approving expenditures to meet our LCAP goals

**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.

**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.

**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.

**LCFF Supplemental and/or Concentration**

FY22-23: \$465,874

**LCFF additional 15%**

FY22-23: \$18,294

**Required Percentage to increase services**

FY22-23 14.00%

Goal #1	Actions/ Services	Funding Source	Budgeted Expenditure
			\$484,169.00
Action 1	1FTE Reading Specialist-Lisa (Title I)	Title I	\$103,772.00
Action 2	Wonders Curriculum-Wonders for EL	LCAP	\$18,042.45
Action 3	Rosetta Stone Curriculum	LCAP	\$4,000.00
Action 4	ALEKS Curriculum	LCAP	\$6,000.00
Action 5	Studies Weekly	LCAP	\$9,520.00
Action 6	NWEA MAPs	LCAP	\$14,400.00
Action 7	Math Reveal McGraw Hill	LCAP	\$5,000.00
Action 8	Learning A to Z	LCAP	\$1,000.00
Action 9	PE Teacher	LCAP	\$73,533.00
Action 10	Handwriting without Tears	LCAP	\$12,000.00
Action 11	TCU Science 6th 7th 8th	LCAP	\$18,000.00
<b>Goal #2</b>			
Action 1	Leader in Me	LCAP	\$17,587.42
Action 2	1FTE Art Teacher	LCAP	\$77,113.00
Action 3	1FTE Garden and Nutrition Teacher	LCAP	\$73,729.00
<b>Goal #3</b>			



**Bella Mente  
Montessori  
Academy**





Action 1	1FTE Bilingual Community Liaison	LCAP	\$49,994.00
Action 2	1FTE Bilingual Counselor	LCAP	\$73,534.00
Action 3	.5FTE Bilingual Attendance Clerk	LCAP	\$31,623.00

**FISCAL IMPACT/ FUNDING SOURCE:** Supplemental Grant Funds estimated at \$484,168.00.

**RECOMMENDATION:** Approve the 21-24 LCAP as presented.

Respectfully Submitted,

Erin Feeley, Executive Director  
James Proby, Principal

# LCAP Goals



## Goals and Actions

### Goal

Goal #	Description
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.

Goal #	Description
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.

Goal #	Description
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.

## VIII. DISCUSSION/ACTION ITEMS

3. **Discussion and Approval of the 2022-2023 Consolidated Application (ConApp) used by the California Department of Education to distribute categorical funds**

*Executive Director's Recommendation: Approve*

(Slide 39)

(Board Packet Pages 173 - 174)

**BELLA MENTE MONTESSORY ACADEMY**  
**BOARD OF DIRECTORS AGENDA ITEM**  
**Action Item**



**Bella Mente**  
**Montessori**  
**Academy**

**RECOMMENDATION:** Approve application for the 2022-23 Consolidated Application Funds listed below.

**BACKGROUND INFORMATION:**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The action on this document is being taken as a measure to apply for those funds.

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

**CURRENT INFORMATION:**

**Title I, Part A Basic Grant- ESSA**

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools

**Title II, Part A, Teacher Quality**

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

**Title III, Part A, Language Instruction for English Learner**

Funds are designed to ensure that all English Learning students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

**Title III, Part A, Immigrant Students**

Funds are designed to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

**Title IV, Part A, Student Support**

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

## VIII. DISCUSSION/ACTION ITEMS

4. **Discussion and Approval of the 2022-2023 insurance proposal from CharterSafe, JPA for Liability, Property, Workers' Compensation & Employers Liability**  
*Executive Director's Recommendation: Approve*

(Slide 41 - 43)

(Board Packet Pages 175 - 194)



BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 4.

TO: Board of Directors

FROM: Executive Director

DATE: June 14, 2022

**SUBJECT:** Approve the 22-23 insurance proposal from CharterSafe, JPA for Liability, Property, Workers' compensation & Employers Liability

**ISSUE:** Each year the Board of Directors must approve insurance coverage which meets the school District minimum coverage requirements.

**BACKGROUND:** In the 19-20 school year, the school experienced a huge increase in insurance costs. This was due to the addition of sexual misconduct statute of limitations lifting. This year, insurance rates have increased again though the change was slight (\$8,472). Bella Mente has been satisfied with the level of service and coverage provided by CharterSafe over the years including Risk Management reviews and staff training at no additional cost.

As requested by the Board of Directors, additional quotes were sought. In response to our request for quotes, we received no responses for liability coverage. We did receive quotes for earthquake coverage which was voted on in the Consent Calendar section of the agenda.

As was done last year, the school will provide notice to CharterSafe that we plan to pursue other insurance carrier options for the 23-24 school year.

**FISCAL IMPACT/ FUNDING SOURCE:** \$138,666 (up from \$130,194 in 20-21) Annual Cost

**RECOMMENDATION:** Approve the 22-23 insurance proposal from CharterSafe, JPA for Liability, Property, Workers' compensation & Employers Liability.

Respectfully Submitted,

Erin Feeley  
Executive Director

# CharterSAFE

BE SAFE • FEEL SAFE

## 2022-2023 Membership Proposal

Prepared for:  
**Bella Mente Charter School**

Coverage Effective:  
**July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM**

California Charter Schools Joint Powers Authority  
P.O. Box 969, Weimar, CA 95736  
Phone: 888.901.0004 Fax: 888.901.0004  
[www.chartersafe.org](http://www.chartersafe.org)

Issued: May 26, 2022 at 12:41 pm

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSIPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitations and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSIPA. As set forth in this document, CCSIPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Erin,

CharterSAFE is pleased to present your membership renewal for the 2022-2023 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Bettina Hooper**, Managing Director, Member Services and Operations, at [bhooper@chartersafe.org](mailto:bhooper@chartersafe.org) or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

### REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal at [www.chartersafe.org](http://www.chartersafe.org) and complete and sign the following:

1. Member renewal acceptance

We look forward to working with you in the 2022-2023 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

Bella Mente  
Montessori  
Academy

# CharterSAFE

## 2022-2023 CLAIMS AND INCIDENT REPORTS GUIDELINES

Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, suit or circumstances that may reasonably result in a claim or suit. A delay in reporting could lead to a denial of coverage.

For your protection, claims will not be accepted by phone, email, or fax.

## CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to [www.chartersafe.org](http://www.chartersafe.org) and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: [Dan Berry](mailto:dberry@chartersafe.org) at [dberry@chartersafe.org](mailto:dberry@chartersafe.org).
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

## CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact [Dennis Monahan](mailto:dmonahan@chartersafe.org), Managing Director, Claims, at (619) 878-6221 or email [dmonahan@chartersafe.org](mailto:dmonahan@chartersafe.org).

7932  
A  
SELF  
P,W,C

## MEMBER CONTRIBUTION SUMMARY

Bella Mente Charter School

Coverage Effective: July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

<b>Liability &amp; Property Package Member Contribution</b>	<b>\$114,081.00</b>
Core Liability Program <ul style="list-style-type: none"><li>Directors &amp; Officers Liability</li><li>Employment Practices Liability</li><li>Fiduciary Liability</li><li>General Liability</li><li>Employee Benefits Liability</li><li>Educator's Legal Liability</li><li>Childhood Sexual Assault Liability</li><li>Law Enforcement Liability</li><li>Automobile Liability &amp; Physical Damage</li></ul>	Crime Property Student & Volunteer Accident  Additional Program Coverages <ul style="list-style-type: none"><li>Pollution Liability and First Party Remediation</li><li>Terrorism Liability and Property</li><li>Cyber Liability</li></ul>

<b>Workers' Compensation &amp; Employer's Liability Member Contribution</b>	<b>\$30,363.00</b>
---	--------------------

<b>Combined Member Contribution</b>	<b>\$144,444.00</b>
-------------------------------------	---------------------

<b>COVID-19 REBATE:</b>	<b>\$5,778.00</b>
-------------------------	-------------------

Rebate will be applied either by:

- Payment in Full - applied to your full payment due
- Installment Plan - applied to the deposit

<b>Total Member Contribution</b> (COVID-19 Rebate Applied)	<b>\$138,666.00</b>
---	---------------------

Member can choose one of two payment options when accepting the proposal online.

**Payment in Full - \$138,666.00**  
**Installment Plan**

- Deposit (25%) - Due Now - \$30,333.00
- 9 Monthly Installments - \$12,037.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

**Proposal Acceptance: Go to [www.chartersafe.org](http://www.chartersafe.org) and sign on to complete the renewal acceptance.**

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSIPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSIPA. As set forth in this document, CCSIPA DBA CharterSAFE shall be referred to as CharterSAFE.



## VIII. DISCUSSION/ACTION ITEMS

5. **Temporary Adoption of Aleks Math for grades 7- 8**  
*Executive Director's Recommendation: Approve*

(Slide 45)  
(Board Packet Pages 195 - 199)

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 5.

TO: Board of Directors  
FROM: Executive Director  
DATE: June 14, 2022

**SUBJECT:** Temporary adoption of Aleks Math for grades 7-8

**ISSUE:** Due to the COVID-19 pandemic, schools continue to face many unknowns again in the 22-23 school year. While we expect all students to attend school in person each, we do need to plan for students who may be learning in a virtual format. To ensure our students have equitable access to a robust curriculum no matter the learning mode, staff is recommending the following temporary curriculum adoption, valid for the 2022-2023 school year.

**BACKGROUND:** Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.

ALEKS is a ground-breaking technology developed from research at New York University and the University of California, Irvine, by a team of software engineers, mathematicians, and cognitive scientists with the support of a multi-million-dollar grant from the National Science Foundation. ALEKS is fundamentally different from previous educational software. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously.

ALEKS is based upon original theoretical work in a field of study called "Knowledge Space Theory." Work in Knowledge Space Theory was begun in the early 1980s by Dr. Jean-Claude Falmagne, an internationally renowned mathematician and Professor of Cognitive Sciences who is the Chairman and founder of ALEKS Corporation. The Average Historical Student Learning Rates with ALEKS are ~90% and Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Espanol."

ALEKS References:

[References](#)

[https://www.aleks.com/about\\_aleks/overview#](https://www.aleks.com/about_aleks/overview#)

In addition, the ALEKS math program allows students to work at their own pace. Students who are above grade level can progress past their peers. In the past, some students have completed a whole other year of instruction beyond their peers because the AI determined the students were ready for the topics presented.

**FISCAL IMPACT/ FUNDING SOURCE:** Fiscal impact is based on a scenario of 66 total student Population (and 2 teacher subscriptions). Cost is \$46.59 per student for a total of \$3,074.94.

**RECOMMENDATION:** Approve use of the suggested temporary curriculum as we transition back to fully in person learning.

Respectfully Submitted,

Erin Feeley  
Executive Director



Bella Mente  
Montessori  
Academy

## VIII. DISCUSSION/ACTION ITEMS

6. **Temporary adoption of Studies Weekly for Social Studies (grades 1-6) and Science (grades 1-5)**  
*Executive Director's Recommendation: Approve*

(Slide 47 - 48)  
(Board Packet Pages 200 - 208)



BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 6.

TO: Board of Directors

FROM: Executive Director

DATE: June 14, 2022

SUBJECT: Temporary adoption of Studies Weekly for Social Studies (grades 1-6) and Science (grades 1-5)

ISSUE: As the school transitions from the pandemic, we are able to move towards our mission of a Montessori based education. As we require teachers to be trained in the Montessori method, we are in need of supplementary curriculum materials.

BACKGROUND: In the 21-22 school year, students in grades k-6 used Studies Weekly for Social Studies and Science. In prior years, the school used Studies Weekly with its Upper Elementary students, 4th-6th, as an unofficial curriculum, identified by school leadership as a supplementary curriculum.

Studies Weekly is a customized, standards-based curriculum founded on deep learning strategies that increase student knowledge, skills, and dispositions for well-being. 6050 school districts are currently using Studies Weekly. Studies Weekly is a hands-on curriculum where students can highlight, take notes, and complete learning strategies right on the publication. They also can cut up and incorporate their publications into multiple assignments and activities. Every student has access to a robust online platform, where they delve deeper into history through 100K+ primary source images and videos. Students also love our audio reader, highlighting tools and rewards system.

Lesson plans include diverse reading, listening, and learning strategies to meet the needs of all learners, including English Language Learners and Gifted and Talented students. Student learning is monitored through an online platform that includes ready-made and customizable assessments with auto-grading Options.

The State Board of Education (SBE) has officially adopted Studies Weekly, Inc. ("Studies Weekly") publications for use in all K-6 classrooms for an eight-year adoption term. Studies Weekly is a publication alternative to textbooks that provides both full online access for students, teachers, and parents, and 100 percent consumable print materials. Using the online tool, students are able to explore related video, audio, additional maps, journal entries, letters, speeches, photographs, and other primary resources.

Studies Weekly References:

CA State Board of Education Adoption

Studies Weekly

**FISCAL IMPACT/ FUNDING SOURCE:** Fiscal impact (social studies) is based on a scenario of 325 total student population. Cost is \$8.15 per student, per subject, for a total of \$2,8067.27. Fiscal impact (science) is based on a scenario of 325 total student population. Cost is \$7.34 per student, for a total of \$2099.24. Total cost of \$5,3249.62 with tax and shipping.

**RECOMMENDATION:** Approve use of the suggested temporary curriculum during the transition of Montessori training.

Respectfully Submitted,

Erin Feeley  
Executive Director

## Each lesson plan is at article level:

Plans include. Summary of the Week,  
HSS standards, ELA Standards, ELD,  
Guiding question, Weekly Objective,  
Lexile Measures, word count,  
Vocabulary, Success Criteria, Lesson  
plan walkthrough, Well-Being  
questions, Civic informed action,  
Weekly assessment questions, and  
Inquiry for deeper learning

UNIT: LEARNING AND WORKING TOGETHER

I Am a Member of a Community WEEK 1



**Summary of the Week:** This week, the students will be learning that they are part of many types of communities, including family, classroom, school, and local communities. They will learn about and identify their responsibilities in the communities they belong to.

**History-Social Science Standards:** N/A

**ELA Standards:**  
**RI.K.1** With prompting and support, ask and answer questions about key details in a text.  
**RI.K.10** Actively engage in group reading activities with purpose and understanding.  
**RI.K.10a** Activate prior knowledge related to the information and events in texts.  
**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
**SL.K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**ELD Standards:**

ELA Standard	ELD Standard	Emerging	Expanding	Bridging
RI.K.1	ELD.PI.K.6	ELD.PI.K.6.Em	ELD.PI.K.6.Ex	ELD.PI.K.6.Br
RI.K.10 RI.K.10a	ELD.PI.K.6	ELD.PI.K.6.Em	ELD.PI.K.6.Ex	ELD.PI.K.6.Br
SL.K.1 SL.K.1.a	ELD.PI.K.1 ELD.PI.K.2 ELD.PI.K.3 ELD.PI.K.5	ELD.PI.K.1.Em ELD.PI.K.2.Em ELD.PI.K.3.Em ELD.PI.K.5.Em	ELD.PI.K.1.Ex ELD.PI.K.2.Ex ELD.PI.K.3.Ex ELD.PI.K.5.Ex	ELD.PI.K.1.Br ELD.PI.K.2.Br ELD.PI.K.3.Br ELD.PI.K.5.Br

**Guiding Question:** What communities are you a part of?

**Weekly Objective:** This week, students will be learning about the communities that they are a part of and the responsibilities they have in their communities.

I Am a Member of a Community | Week 1

Article Background Information: N/A

Article 1: Welcome to School  
 Lexile® measure: 10L-200L  
 Word Count: 23

Vocabulary: N/A

**Learning Intention:** I am learning about what I will be doing in kindergarten.

**Success Criteria:** I can draw a picture showing what I am excited to learn about in kindergarten.

**High Impact Teaching Strategy:** Questioning

### Lesson Plan:

- The introduction to Studies Weekly can be done separately from the rest of the lesson plan if needed.
- Introduce Studies Weekly to the class. Show them the publication issue.
  - Invite the class to discuss what they notice. Point out the articles, pictures, activities, etc.
  - Explain that students will be able to look at a new issue each week.
- Watch the video "Welcome to Studies Weekly - K."
  - Invite the students to discuss what they saw and heard in the video.
- One at a time, take pictures of things that you like to do out of a box or bag. Have a variety of pictures, including something outdoors, at home, with friends or family, a favorite hobby, and something you think is fun at school (for example, reading books to the class).
- Share what you enjoy doing in the pictures you showed. Discuss why you think these activities are fun.
- Invite the students to discuss what they like to do for fun. Have them express why they think it is fun. Make class connections by having a sign for "same," such as tapping index fingers quietly together. The students can do the class sign for "same" if they also feel the activity is fun to them.
  - Allow all students to turn and talk to a neighbor and share something they think is fun with each other. Turn and Talk: Students turn to face a partner sitting next to them, sometimes called an Elbow Buddy. They should use good communication skills by taking turns listening and talking. They should show respectful communication by looking at each other, taking turns, staying on topic, and shaking hands after each has had a turn to share.
- Read the article together. Discuss the points made in the article. Ask students:
  - What are you most excited about in kindergarten? (*Answers may vary.*)
  - What things do we like to do that are the same? (*Answers may vary.*)
  - What things are different? (*Answers may vary.*)
  - It is good to have similarities and differences. This helps us learn from each other.
- Have the students draw a picture of what they are excited to learn in school this

## VIII. DISCUSSION/ACTION ITEMS

7. **Temporary adoption of Reveal Math McGraw Hill grades tk - 6**  
*Executive Director's Recommendation: Approve*

(Slide 50 - 51)  
(Board Packet Pages 209 - 250)

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 7.

TO: Board of Directors

FROM: Executive Director

DATE: June 14, 2022

**SUBJECT:** Temporary adoption of Reveal Math McGraw Hill for grades tk-6

**ISSUE:** Last year the school piloted the use of Reveal Math for students. The school would like to pilot Reveal Math for a second year. Data collection was difficult in the 21-22 school year due to the high number of absences as a result of the pandemic. This temporary adoption is in addition to the Montessori method of learning.

**BACKGROUND:** The foundational constructs of the program are rooted in academic research and best practices for teaching and learning, and math curriculum. This research base focused on how learning happens, includes inputs cutting across several scholarly fields, including education, psychology, and cognitive science.

Focus, coherence, and rigor—the three key shifts in mathematics identified by the Common Core State Standards for Mathematics—were foundational in the planning and development of Reveal Math.

Effective instruction critically depends on individual students' evolving understanding of concepts throughout the learning process. Therefore, the delivery of immediate, relevant feedback is integral to the program's ability to support teachers and learners.

Providing opportunities for students to persevere with rich tasks and reflect on their own mathematical thinking supports the goal of helping all students to develop a growth mindset and become successful, engaged problem solvers.

Learning mathematics involves understanding and developing fluency in the language of math. Collaboration presents opportunities for discourse with peers that can drive students towards fluency in language and mathematics.

Student engagement in the learning process is integral to student academic success.

Student sense-making through exploration, productive struggle, and collaborative engagement can create meaningful opportunities for learning.

A solid framework of teacher guidance creates support for student ownership and understanding of concepts.

A focus on mathematical language and mathematical discourse supports deeper understanding of math concepts.

**FISCAL IMPACT/ FUNDING SOURCE:** Fiscal impact is \$0. The program is free to the school during this year.

**RECOMMENDATION:** Approve use of the suggested temporary curriculum during the transition of Montessori training.

Respectfully Submitted,

Erin Feeley  
Executive Director

**Bella Mente  
Montessori  
Academy**



# Reveal MATH™

Reveal the Full Potential  
in Every Student.



## A CONTINUUM FOR Math Achievement

All leaders in education strive to build a community of students who will be successful in school, college, career, and beyond. Achieving this can be complicated and full of competing priorities.

This goal can become a reality with a comprehensive K-12 math solution that delivers consistency and depth to fit a variety of district models. Discover how *Reveal Math™* has been designed with purpose to reveal mathematical thinkers who are ready for future challenges in college and careers.

- Structure with a Purpose
- Learning with a Purpose
- Technology with a Purpose

The  
**RIGHT MATH,**  
at the  
**RIGHT TIME,**  
for the  
**RIGHT STUDENT.**





## VIII. DISCUSSION/ACTION ITEMS

8. **Temporary adoption of Rosetta Stone for English Language Learners in grades tk-8 and as a foreign language elective for grades 7-8**

*Executive Director's Recommendation: Approve*

(Slide 53)

(Board Packet Pages 251-253)



BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 8.

TO: Board of Directors  
FROM: Executive Director  
DATE: June 14, 2022

**SUBJECT:** Temporary adoption of Rosetta Stone for English Language Learners in grades tk-8 and a foreign language elective for grades 7-8

**ISSUE:** At this time, Bella Mente does not have the budget to hire a foreign language teacher. Rosetta Stone Licenses allow for students to learn a second language while working with teachers already on staff. This also allows students to choose Spanish, French or German.

**BACKGROUND:** Language connects us all, laying the groundwork for learning and growth. For an increasingly diverse student population, language can also be the key to achievement, in school and beyond. As communities diversify and global connections increase, the need for K-12 students to develop language skills grows. Compared to children who speak only one language, bilingual students benefit from better working memories, greater mental flexibility, and the ability to more easily grasp abstract concepts.

Every student is different. That's why we need a program that personalizes language learning through an Adaptive Blended Learning Model, while incorporating scaffolded instruction and Speech Recognition Engine technology. Individualized learning paths empower students to take ownership of their own language development. Speaking with purposeful repetition and listening practice is a key attribute of the solution we chose, and the embedded Speech Recognition Engine provides immediate feedback. The TruAccent™ speech recognition found in Rosetta Stone products helps guide pronunciation, without judging, while educators can monitor student progress.

This language program can be used with fidelity whether a student is on campus or is home for distance learning.

In addition, while ADA and enrollment may be lower due to the pandemic, we have access to less funding. Rosetta Stone allows the school to provide foreign language instruction without the added cost of an additional full time instructor. It also assists students who have limited English proficiency and may not have the confidence to practice English usage with their peers.

**FISCAL IMPACT/ FUNDING SOURCE:** Fiscal impact is based on a scenario of 25 students using the program at \$151.80 per student for \$3,795.00.

**RECOMMENDATION:** Approve use of the suggested temporary curriculum during the transition of Montessori training.

Respectfully Submitted,

Erin Feeley  
Executive Director



## VIII. DISCUSSION/ACTION ITEMS

**9. Discussion and approval of the 2022-23 Preliminary Budget as presented by Charter School Management Corporation**

*Executive Director's Recommendation: Approve*

(Slide 56 - 61)

(Board Packet Pages 254 - 257)



# Bella Mente Montessori Academy

**2021-2022 Estimated Actuals &  
2022-23 Preliminary Budget**



**Bella Mente  
Montessori  
Academy**

## STUDENT ENROLLMENT INFORMATION

GRADE	21-22 Estimated Actuals	22-23 Preliminary Budget
ENROLLMENT BY GRADE		
TK	16	21
K	63	39
1	41	59
2	55	37
3	45	54
4	47	41
5	34	42
6	40	37
7	36	34
8	31	32
9	0	0
10	0	0
11	0	0
12	0	0
OTHER (CTC)	0	0
TOTAL	408	396

GRADE	21-22 Estimated Actuals	22-23 Preliminary Budget
DAILY ATTENDANCE RATE		
TK	94.0%	96.0%
K	94.1%	96.0%
1	88.4%	96.0%
2	90.3%	96.0%
3	89.2%	96.0%
4	90.6%	96.0%
5	89.1%	96.0%
6	89.7%	96.0%
7	92.5%	96.0%
8	92.7%	96.0%
9	0.0%	0.0%
10	0.0%	0.0%
11	0.0%	0.0%
12	0.0%	0.0%
OTHER (CTC)	0.0%	0.0%
TOTAL	92.7%	96.0%

GRADE	Estimated Actuals	Preliminary Budget
AVG DAILY ATTENDANCE BY GRADE		
TK	20.16	20.16
K	37.44	37.44
1	56.64	56.64
2	35.52	35.52
3	51.84	51.84
4	39.36	39.36
5	40.32	40.32
6	35.52	35.52
7	32.64	32.64
8	30.72	30.72
9	-	-
10	-	-
11	-	-
12	-	-
OTHER (CTC)	-	-
TOTAL	378.12	380.16

GRADE	21-22 Estimated Actuals	22-23 Preliminary Budget
AVG DAILY ATTENDANCE BY GRADE RANGE		
TK-3	202.51	201.60
4-6	115.58	115.20
7-8	60.03	63.36
9-12	-	-
TOTAL	378.12	380.16

## REVENUE INPUT

ACCT	ACCOUNT NAME	21-22 Estimated Actuals	22-23 Preliminary Budget	VARIANCE
<b>LCFF</b>				
8011	LCFF: state aid	2,176,812	2,525,736	348,924
8012	LCFF: EPA	75,624	76,032	408
8019	Prior Year Income/Adjustments	(9,977)	-	9,977
8096	In-Lieu of Property Taxes	1,360,480	1,367,819	7,339
<b>LCFF REVENUE</b>		<b>\$ 3,602,939</b>	<b>\$ 3,969,587</b>	<b>\$ 366,648</b>
<b>FEDERAL</b>				
8181	Special Education - Federal	64,919	52,789	(12,129)
8220	Federal Child Nutrition	135,586	135,586	-
8291	Title I	77,782	77,782	-
8292	Title II	13,852	13,852	-
8293	Title III	8,658	8,658	-
8294	Title IV	10,000	10,000	-
8290	All Other Federal Revenue	(3,146)	-	3,146
8290-3210	ESSER I	6	-	(6)
8290-3212	ESSER II	253,982	-	(253,982)
8290-3213	ESSER III 80%	-	467,445	467,445
8290-3214	ESSER III 20%	-	116,861	116,861
<b>TOTAL FEDERAL REVENUE</b>		<b>\$ 561,639</b>	<b>\$ 882,973</b>	<b>\$ 321,335</b>
<b>OTHER STATE</b>				
8520	State Child Nutrition Program	8,834	8,834	-
8520-7028	KITCHEN INFRASTRUCTURE	25,000	-	(25,000)
8550-K8	MANDATE BLOCK GRANT K-8	-	-	-
8550-912	MANDATE BLOCK GRANT 9-12	-	-	-
8560-12	RESTRICTED LOTTERY	24,578	24,710	133
8560-22	LOTTERY	71,905	61,966	(9,939)
8590-7422	In Person Instruction Grant	203,361	-	(203,361)
8590-7425	Expanded Learning Grant 90%	369,087	-	(369,087)
8590-7426	Expanded Learning Grant 10%	36,787	-	(36,787)
8590-2600	ELOP	-	153,153	153,153
8590-4053	Universal TK	-	63,981	63,981
8590-4266	Educator Effectiveness	106,199	-	(106,199)
8590-4536	Dispute Prevention	-	10,918	10,918
8590-4537	Learning Loss Recovery	48,883	-	(48,883)
8590-46	MENTAL HEALTH	5,755	-	(5,755)
8590-61	ASES	-	-	-
8590-75	LOW PREFORMING BLOCK GRANT	-	-	-
8591	SB740	465,844	514,008	48,164
8599	Prior Year State Income/Adjustments	-	-	-
<b>STATE REVENUE</b>		<b>\$ 1,376,381</b>	<b>\$ 850,260</b>	<b>\$ (526,120)</b>
<b>LOCAL</b>				
8639	Student Lunch Revenue	1,477	-	(1,477)
8650	Rental Income	20,000	20,000	-
8660	Interest Income	41,716	41,716	-
8682	Foundation Grants/Donations	25,710	-	(25,710)
8685	School Site Fundraising	23,574	-	(23,574)
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	13,063	-	(13,063)
8792	SPED State/Other Transfers of Apportionments from Cou	258,621	298,973	40,352
8982	Foundation Grants/Donations	-	-	-
8983	All Other Local Revenue	-	-	-
<b>LOCAL REVENUE</b>		<b>\$ 384,161</b>	<b>\$ 360,689</b>	<b>\$ (23,472)</b>
<b>TOTAL REVENUE</b>		<b>\$ 5,925,119</b>	<b>\$ 6,063,510</b>	<b>\$ 138,390</b>

## EXPENSES INPUT

ACCT	ACCOUNT NAME	21-22 Estimated Actuals	22-23 Preliminary Budget	VARIANCE
<b>1000 - CERTIFICATED</b>				
1100	Teacher Salaries	1,792,840	1,623,261	169,581
1105	Teach Stipends	19,000	-	19,000
1120	Substitute Expense	63,990	89,019	23,973
1200	Certificated Support Salaries	154,384	85,480	68,704
1300	Certificated Supervisor and Administrator Salaries	222,199	413,302	(191,103)
1900	Other Certificated Salaries	-	-	-
<b>Totals</b>		<b>\$ 2,251,420</b>	<b>\$ 2,161,261</b>	<b>\$ 90,159</b>
<b>2000 - CLASSIFIED</b>				
2100	Instructional Aide Salaries	104,114	206,761	(102,648)
2200	Classified Support Salaries (Maintenance, Food)	226,751	219,893	6,858
2300	Classified Supervisor/Administrator Salaries	167,415	87,035	80,380
2400	Clerical, Technical and Office Staff Salaries	177,553	202,052	(24,500)
2900	Other Classified Salaries	16,335	19,209	(2,874)
<b>Totals</b>		<b>\$ 690,187</b>	<b>\$ 734,951</b>	<b>\$ (44,764)</b>
<b>3000 - BENEFITS</b>				
3101	State Teachers' Retirement System, certificated positions	-	-	-
3201	Public Employees Retirement System	-	-	-
3313	CAERS/Medicare	188,636	179,268	9,368
3403	Health & Welfare Benefits	281,463	480,000	(198,537)
3503	State Unemployment Insurance	29,540	22,208	7,332
3603	Worker Compensation Insurance	46,793	44,470	2,324
3703	Other Post Employment Benefits	109,442	135,006	(25,564)
3903	Other Employer Benefits	-	-	-
<b>Totals</b>		<b>\$ 655,874</b>	<b>\$ 860,952</b>	<b>\$ (205,078)</b>
<b>4000 - BOOKS AND SUPPLIES</b>				
4100	Approved Textbooks and Core Curricula Materials	-	80,815	80,815
4200	Books and Other Reference Materials	-	-	-
4300	Materials and Supplies	42,000	42,000	-
4301	Positive Behavior Expenditure	-	-	-
4315	Classroom Materials and Supplies	20,881	20,881	-
4342	Materials for School Sponsored Athletics	-	-	-
4381	Plant/Facilities Maintenance	20,000	20,000	-
4400	Noncapitalized Equipment	35,000	35,000	-
4407	Student Educational Software	-	-	-
4410	Computer Hardware	10,791	10,791	-
4430	Noncapitalized Student Equipment	4,000	4,000	-
4700	Food and Food Supplies	155,000	155,000	-
<b>Totals</b>		<b>\$ 368,488</b>	<b>\$ 368,487</b>	<b>\$ 1</b>
<b>5000 - ES AND OTHER OPEX</b>				
5200	Travel and Conferences	5,000	5,000	-
5210	Training and Development Expense	28,164	28,164	-
5280	Dues and Memberships	11,885	11,885	-
5400	Insurance	106,172	143,610	(39,438)
5500	Operation and Housekeeping Services	45,000	165,000	(120,000)
5601	Utilities	90,000	90,000	-
5603	Building Maintenance	25,000	25,000	-
5605	Equipment Rental/Lease Expense	6,500	6,500	-
5610	Equipment Repair	6,000	6,000	-
5800	Professional/Consulting Services and Operating Expenditures	50,348	50,348	-
5803	Ranking and Payroll Service Fees	15,000	15,000	-
5805	Legal Services and Audit	15,000	15,000	-
5806	Audit Services	13,776	13,776	-
5807	Legal Settlements	-	-	-
5810	Educational Consultants	100,000	341,153	(241,153)
5811	Student Transportation and Field Trips	1,856	1,856	-
5812	Other Student Activities	-	-	-
5815	Advertising/Recruiting	30,449	30,449	-
5820	Fundraising Expense	5,900	5,900	-
5825	Field Trips	23,010	23,010	-
5875	Financial Services	167,000	167,000	-
5876	Personnel Services	1,642	1,642	-
5875	District Oversight Fee	36,029	39,425	(3,396)
5877	IT Services	32,000	32,000	-
5890	Interest Expense/Fees	2,000	2,000	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	39,083	39,083	-
5998	Unallocated Credit Card Expense	1,631	1,631	-
<b>OTHER</b>		<b>\$ 858,446</b>	<b>\$ 1,262,433</b>	<b>\$ (403,987)</b>
<b>6000 - CAPITAL OUTLAY</b>				
6000	Depreciation Expense	397,633	397,633	-
6100	ATON	397,633	397,633	-
<b>7000 - OTHER OUTGOINGS</b>				
7010	Debt Service Interest	840,444	840,444	-
7010	Debt Service Interest	840,444	840,444	-
<b>Totals</b>		<b>\$ 6,064,472</b>	<b>\$ 6,626,167</b>	<b>\$ (561,695)</b>



Bella Mente  
Montessori  
Academy

# Bella Mente Montessori Academy



Bella Mente  
Montessori  
Academy

		21-22 Estimated	22-23 Preliminary	
NAME		Actuals	Budget	VARIANCE
REVENUE	TOTAL ENROLLMENT	408	396	(12)
	AVERAGE DAILY ATTENDANCE	378	380	2
	State LCFF Revenue	\$ 3,602,939	\$ 3,969,587	\$ 366,648
	Federal Revenue	\$ 561,639	\$ 882,973	\$ 321,335
	Other State Revenue	\$ 1,376,381	\$ 850,260	\$ (526,120)
	Local Revenue	\$ 384,161	\$ 360,689	\$ (23,472)
	<b>TOTAL REVENUE</b>	<b>\$ 5,925,119</b>	<b>\$ 6,063,510</b>	<b>\$ 138,390</b>
	Certificated Salaries	\$ 2,251,420	\$ 2,161,261	\$ (90,159)
	Classified Salaries	\$ 692,167	\$ 734,951	\$ 42,784
	Benefits	\$ 655,874	\$ 860,952	\$ 205,078
EXPENSES	<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 3,599,461</b>	<b>\$ 3,757,164</b>	<b>\$ 157,703</b>
	Books and Supplies	\$ 368,488	\$ 368,487	\$ (0)
	Services and Other Operating Expenses	\$ 858,446	\$ 1,262,704	\$ 404,257
	Capital Outlay	\$ 397,633	\$ 397,633	\$ -
	Other Outgoing	\$ 840,444	\$ 840,444	\$ -
	<b>TOTAL OTHER EXPENSES</b>	<b>\$ 2,465,011</b>	<b>\$ 2,869,268</b>	<b>\$ 404,257</b>
	<b>TOTAL EXPENSES</b>	<b>\$ 6,064,472</b>	<b>\$ 6,626,432</b>	<b>\$ 561,961</b>
FUND BALANCE	<b>SURPLUS\ (DEFICIT)</b>	<b>\$ (139,352)</b>	<b>\$ (562,923)</b>	
	% of LCFF Revenue	-3.9%	-14.2%	
	BEGINNING FUND BALANCE	\$ 6,409,320	\$ 6,269,968	
	ENDING BALANCE	\$ 6,269,968	\$ 5,707,045	
	% of Expenses	103%	86%	





Charter School Name: Bella Mente  
(name continued) \_\_\_\_\_  
CDS #: 30 68452 0128223  
Charter Approving Entity: Vista Unified  
County: San Diego County  
Charter #: 1515  
Budgeting Period: 2022-23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	Est. Actuals Prior Year	Current Budget Year		Total
				Unrest.	Rest.	
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year		8011	2,176,812.00	2,525,736.00		2,525,736.00
Education Protection Account State Aid - Current Year		8012	75,624.00	76,032.00		76,032.00
State Aid - Prior Years		8019	(9,977.00)	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes		8096	1,360,480.00	1,367,819.00		1,367,819.00
Other LCFF Transfers		8091, 8097				0.00
Total, LCFF Sources			3,602,939.00	3,969,587.00	0.00	3,969,587.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)		8290	110,292.00		110,292.00	110,292.00
Special Education - Federal		8181, 8182	64,919.00		52,789.00	52,789.00
Child Nutrition - Federal		8220	135,586.00		135,586.00	135,586.00
Donated Food Commodities		8221	0.00		0.00	0.00
Other Federal Revenues		8110, 8260-8299	250,842.00		584,306.00	584,306.00
Total, Federal Revenues			561,639.00	0.00	882,973.00	882,973.00
3. Other State Revenues						
Special Education - State		StateRevSE	258,621.00		298,973.00	298,973.00
All Other State Revenues		StateRevAO	1,376,381.00	77,735.00	772,525.00	850,260.00
Total, Other State Revenues			1,635,002.00	77,735.00	1,071,498.00	1,149,233.00
4. Other Local Revenues						
All Other Local Revenues		LocalRevAO	125,540.00	61,717.00	0.00	61,717.00
Total, Local Revenues			125,540.00	61,717.00	0.00	61,717.00
5. TOTAL REVENUES			5,925,120.00	4,109,039.00	1,954,471.00	6,063,510.00
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries		1100	1,811,845.00	1,311,756.50	311,504.50	1,623,261.00
Certificated Pupil Support Salaries		1200	62,992.00	39,019.00		39,019.00
Certificated Supervisors' and Administrators' Salaries		1300	154,384.00	85,680.00		85,680.00
Other Certificated Salaries		1900	222,199.00	413,302.00		413,302.00
Total, Certificated Salaries			2,251,420.00	1,849,757.50	311,504.50	2,161,262.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries		2100	104,114.00	89,900.00	116,861.00	206,761.00
Non-certificated Support Salaries		2200	226,751.00	219,893.00		219,893.00
Non-certificated Supervisors' and Administrators' Sal.		2300	167,415.00	87,035.00		87,035.00
Clerical and Office Salaries		2400	177,552.00	202,052.00		202,052.00
Other Non-certificated Salaries		2900	16,335.00	19,208.00		19,208.00
Total, Non-certificated Salaries			692,167.00	618,088.00	116,861.00	734,949.00



Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	0.00	0.00		0.00
PERG	3201-3202	0.00	0.00		0.00
QAD1 / Medicare / Alternative	3301-3302	188,636.00	179,268.00		179,268.00
Health and Welfare Benefits	3401-3402	281,463.00	480,000.00		480,000.00
Unemployment Insurance	3501-3502	29,540.00	22,208.00		22,208.00
Workers' Compensation Insurance	3601-3602	46,793.00	44,470.00		44,470.00
OPEB, Allocated	3701-3702	109,442.00	135,006.00		135,006.00
OPEB, Active Employees	3751-3752	0.00	0.00		0.00
Other Employee Benefits	3901-3902	0.00	0.00		0.00
Total, Employee Benefits		655,874.00	860,952.00	0.00	860,952.00
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	80,815.00	56,105.00	24,710.00	80,815.00
Books and Other Reference Materials	4200	0.00	0.00		0.00
Materials and Supplies	4300	82,881.00	82,881.00		82,881.00
Noncapitalized Equipment	4400	49,792.00	49,791.00		49,791.00
Food	4700	155,000.00	10,580.00	144,420.00	155,000.00
Total, Books and Supplies		368,488.00	199,357.00	169,130.00	368,487.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00		0.00
Travel and Conferences	5200	33,164.00	19,312.00	13,852.00	33,164.00
Dues and Memberships	5300	11,885.00	11,885.00		11,885.00
Insurance	5400	106,172.00	145,610.00		145,610.00
Operations and Housekeeping Services	5500	135,000.00	21,277.50	233,722.50	255,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	37,500.00	37,500.00		37,500.00
Transfers of Direct Costs	5700-5799	0.00	0.00		0.00
Professional/Consulting Services & Operating Expend.	5800	494,011.00	368,142.00	370,420.00	738,562.00
Communications	5900	40,714.00	40,714.00		40,714.00
Total, Services and Other Operating Expenditures		858,446.00	644,440.50	617,994.50	1,262,435.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	397,633.00	397,633.00		397,633.00
Total, Capital Outlay		397,633.00	397,633.00	0.00	397,633.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438	840,444.00	840,444.00		840,444.00
Principal	7439				0.00
Total, Other Outgo		840,444.00	840,444.00	0.00	840,444.00
<b>8. TOTAL EXPENDITURES</b>		6,064,472.00	5,410,672.00	1,215,490.00	6,626,162.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (45-B8)</b>		(139,352.00)	(1,328,678.00)	738,981.00	(589,697.00)



Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(738,981.00)	738,981.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(738,981.00)	738,981.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(139,352.00)	(2,067,659.00)	1,477,962.00	(589,697.00)
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	6,409,320.00	6,269,968.00		6,269,968.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		6,409,320.00	6,269,968.00	0.00	6,269,968.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,269,968.00	4,202,309.00	1,477,962.00	5,680,271.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790	6,269,968.00	4,202,309.00	1,477,962.00	5,680,271.00



## VIII. DISCUSSION/ACTION ITEMS

10. **Discussion and approval of the Universal Pre Kindergarten Plan beginning with the 22-23 school year**

*Executive Director's Recommendation: Approve*

(Slide 63 - 67)

(Board Packet Page 258)



BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 10.

TO: Board of Directors  
FROM: Executive Director  
DATE: June 14, 2022

**SUBJECT:** Discussion and approval of the Universal Pre Kindergarten Plan beginning with the 22-23 school year

**ISSUE:** The school is required to adopt a Universal Pre Kindergarten Plan which is presented via the Universal PreK Planning and Implementation template designed by the state of California.

**BACKGROUND:** UPK is an umbrella term that includes the California State Preschool Program (CSPP), TK at the California Department of Education, as well as Head Start, district and local community-based preschool programs, early learning services for students with disabilities, private pay preschool, and expanded learning options to support access to a full day of services.

- While participation in UPK and choice of which program is optional, TK is the only option within the broader UPK frame that will be universally available, and free of cost, for all four-year old children as part of California's public education system.
- California's goal is to serve more children ages 3-to 4-years-old, statewide, in high-quality preschool programs. California intends to meet this goal through the implementation of universally available TK, as well as investments in other state-funded programs, such as funding to expand the CSPP and other state-subsidized programs that offer a preschool learning experience.
- In 2021, legislation was passed that requires any local educational agency (LEA) operating a Kindergarten to also provide a TK program for all 4-year-old children by 2025-26. UTK means that by 2025-26, regardless of background, race, zip code, immigration status, or income level, every child will have access to TK as a quality learning experience the year before Kindergarten.

Bella Mente plans to provide UPK to all students 4 and up beginning in the 22-23 school year. Students who turn 4 by September 1, 2022 will be admitted into the program.

**FISCAL IMPACT/ FUNDING SOURCE:** \$63,981/ Universal Pre Kindergarten funding

**RECOMMENDATION:** Approve the Universal Pre Kindergarten Plan as submitted.

Respectfully Submitted,

Erin Feeley, Executive Director  
James Proby, Principal  
Gladys Espino, Director of Support Services



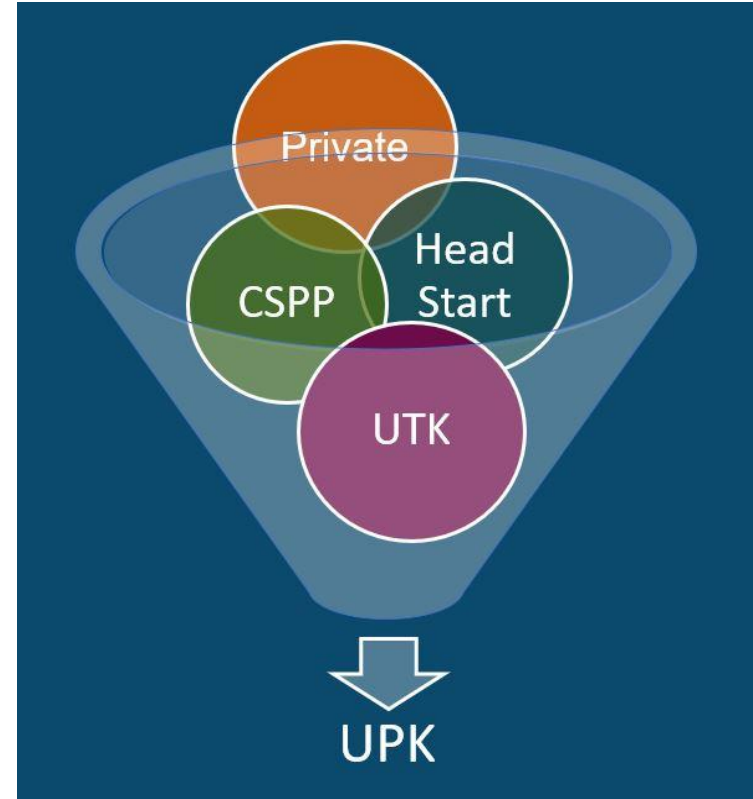
# What is Universal Pre Kindergarten?

UPK will bring together programs across early learning and K-12, relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP), as well as Head Start, community-based organizations (CBOs), and private preschool.

**Universal** means that by 2025–26:

regardless of background, race, zip code, immigration status, or income level

– **every** child– has access to a quality learning experience the year before Kindergarten.



# UPK Implementation Schedule:

## TK and Early Admittance TK (ETK)



Bella Mente  
Montessori  
Academy

<b>Birthdays</b>	<b>2021–22</b>	<b>2022–23</b>	<b>2023–24</b>	<b>2024–25</b>	<b>2025–26</b>
<b>Sep. 2 – Dec. 2</b>	TK	TK	TK	TK	TK
<b>Dec. 3 – Feb. 2</b>	ETK	TK	TK	TK	TK
<b>Feb. 3 – Apr. 2</b>	ETK	ETK	TK	TK	TK
<b>Apr. 3 – Jun. 2</b>	ETK	ETK	ETK	TK	TK
<b>Jun. 3 – Jun. 30</b>	ETK	ETK	ETK	ETK	TK
<b>July 1 – Sep. 1</b>	Other	Other	Other	Other	TK

# Expanded Learning and Care



**Expanded Learning** includes before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

**Expanded Learning Opportunities Program (ELO-P)** provides funding for after-school and summer school enrichment programs for TK through sixth grade. A full day is defined as in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time.

**After-School Education and Safety (ASES)**

**21st Century Community Learning Centers**

**Head Start, CSPP, and Early Learning and Care** providers described above also contribute to this fabric of extended learning and care.

# Part-Day and Full-Day TK

## **Part-Day**

A minimum of three hours, and no more than four hours, of instruction per day, including recess and excluding lunch, for a total of 36,000 instructional minutes total over a school year

Provides ability to stack classes with two sessions per day to serve more children

## **Full-Day**

More than four hours a day if they are operating as part of an early primary program

Supportive of working families

## VIII. DISCUSSION/ACTION ITEMS

11. **Adoption of Comprehensive Health Skills for 7th and 8th grades, published by GoodHeart-Wilcox, 3rd Edition to comply with the California Healthy Youth Act**

*Executive Director's Recommendation: Approve*

(Slide 69)

(Board Packet Pages 259 - 261)





BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 11.  
TO: Board of Directors  
FROM: Executive Director  
DATE: June 14, 2022

**SUBJECT:** Adoption of Comprehensive Health Skills for 7th and 8th grade, published by GoodHeart-Wilcox, 3rd Edition to comply with the California Healthy Youth Act

**ISSUE:** The school currently does not have an adopted textbook which contains curriculum to meet compliance with the California Healthy Youth Act.

**BACKGROUND:** Comprehensive Health Skills for Middle School is a complete educational package for teaching skills-based health education in the classroom. This third edition features core health topics such as nutrition, physical activity, and mental health; information about sexual health and pregnancy prevention; and cutting-edge health topics, such as vaping, opioid addiction, body positivity, self-compassion, social media, mindfulness, online communication and relationships. Content and skills align to the National Health Education Standards and the National Sexuality Education Standards.

**FISCAL IMPACT/ FUNDING SOURCE:** \$107 per **HARDCOPY** text; \$26 per workbook; \$176 teacher edition; \$928 curriculum center subscription (6 years); ~\$4000 total (25 textbooks - one between two kids, 2 workbooks - photocopies of pages used in classroom with students, 1 teacher edition, 1 curriculum center subscription) /SDCOE K-12 Comprehensive Health Education Grant

**RECOMMENDATION:** Approve the adoption of the Comprehensive Health Skills text for Middle School (7th and 8th grade)

Respectfully Submitted,

Erin Feeley  
Executive Director



## VIII. DISCUSSION/ACTION ITEMS

### 12. **Approval of Expanded Learning Opportunities Program Plan Guide for the 22-23 school year**

*Executive Director's Recommendation: Approve*

(Slide 71 - 78)

(Board Packet Pages 262 - 275)



BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 12.

TO: Board of Directors  
FROM: Executive Director  
DATE: June 14, 2022

**SUBJECT:** Approve the Expanded Learning Opportunities Program Plan Guide for the 22-23 school year

**ISSUE:** The school must adopt an ELO-P plan in a public board session and post on its website to be in compliance with new California State Law.

**BACKGROUND:** The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

The Expanded Learning Opportunities Program is authorized by Item 6100-110-0001 of the 2021-22 Budget Act (Senate Bill 129, Chapter 69, Statutes of 2021), and Assembly Bill (AB) 130, Chapter 44, Statutes of 2021, as amended by AB 167, Chapter 252, Statutes of 2021.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P. The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

As delineated in the plan, the school plans to work with the Joe and Mary Mottino Family YMCA. The school will contract the YMCA to meet the obligations of the ELOP program and pass through funds received from the state for this purpose.

**FISCAL IMPACT/ FUNDING SOURCE:** \$151,151 ELOP funding

**RECOMMENDATION:** Approve the Expanded Learning Opportunities Program Plan Guide for the 22-23 school year.

Respectfully Submitted,

Erin Feeley, Executive Director

Expanded Learning Opportunities  
Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:  
Expanded Learning Division  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



This Program Plan Template Guide is required by California *Education Code (EC)*  
Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos  
and the name of their program.

Expanded Learning Opportunities  
Program Plan Guide

### Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Bella Mente Montessori Academy  
Contact Name: Erin Feeley  
Contact Email: efeeley@bellamentecharter.org  
Contact Phone: 760-621-8948

Instructions: Please list the school sites that your LEA selected to operate the  
Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Bella Mente Montessori Academy
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC*  
Section 46120(b)(2). In this program plan, LEAs will describe program activities that  
support the whole child, and students' Social and Emotional Learning (SEL) and  
development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession  
learning programs that focus on developing the academic, social, emotional, and  
physical needs and interests of pupils through hands-on, engaging learning

## Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e](1))

### Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/is/ex/qualstandcqi.asp>.

## Expanded Learning Opportunities Program Plan Guide

### 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

BMMA elementary students will have access to Expanded Learning Opportunity programming at their respective school site for the majority of the days of the week during the month of June, 2022. Students will benefit from the safe and supportive environment provided to them by the YMCA staff on site that students are familiar with and with whom they interact during the course of the regular school year. BMMA staff will facilitate the learning and enrichment activities for students to meet the unique needs of the students at the school site. Families will have the opportunity to sign up for the program every week. Families will have the ability to sign up via a digital form. Once enrollment has been completed/approved for each sign-up, the same list will be utilized for student check-in and check-out. Students will be checked in and out on a daily basis. A digital copy of each sign-up and check-in/out form will be kept for recording purposes.

### 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Our elementary school site at BMMA has taken care to develop a program to meet the unique needs of our respective students. Students will have the opportunity to engage in academic enrichment activities based in ELA and Mathematics that are not generally offered during the school year in a fun and interactive way. Additionally, school sites will be providing activities related to STEAM to promote science and the arts, as well as physical activities in the context of guided play. Our goal is to provide student engagement through traditional activities to minimize the time students spend on electronic devices and to support the development of inter-personal skills and socio-emotional learning. Students will rotate through activities throughout the program day to gain exposure to all of the activities offered at BMMA.



## Expanded Learning Opportunities Program Plan Guide

### 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

BMMA students will be provided with opportunities for skill building through academic enrichment activities as well as tutoring in the school site and supplemental programming. The BMMA school site will be offering enrichment programming related to science, arts, etc. Students will be provided the opportunity to participate in project-based learning and various hands-on activities. The culmination of these activities aims to improve student success and academic achievement. Additionally, students will receive continued academic and socio-emotional support through activities facilitated through the supplemental program offerings at BMMA.

### 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

At BMMA through guided play and socio-emotional learning activities, students will be provided the opportunity to engage in voice and leadership skill-building. The expanded learning program will allow for school-related extracurricular activities in the afterschool hours. Expanded learning staff will work with educational partners to develop youth-led projects. The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night.

## Expanded Learning Opportunities Program Plan Guide

### 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The BMMA Nutrition Services department will provide healthy and nutritious breakfast, lunch, and snack to the students participating in the program. Students will be provided a variety of outdoor activities to engage in cooperation and team work. Aspects of the BMMA Second Step curriculum and the district Mental Health and Wellness program will be incorporated into the school and supplemental program offerings.

### 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Program offerings at the school site will be facilitated by diverse and experienced staff members with the goal of incorporating elements of the BMMA socio-emotional learning embedded throughout the program activities. Outreach and enrollment efforts for program participation are focused on the most at-risk student populations, including students with disabilities, throughout BMMA to ensure students and families are aware of what is being offered as well as aware of the opportunity to participate and receive support through the programs.

## Expanded Learning Opportunities Program Plan Guide

### 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The YMCA staff on the BMMA campus will be facilitating the Expanded Learning Opportunity programs representing both certificated and classified groups. All educational and support staff engaging with students will participate in the YMCA screening and background check process.

### 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The mission of BMMA is to provide students a quality education based on the Montessori philosophy. Our Expanded Learning Opportunity Program plan was developed on the premise that all students, particularly at-risk students, are provided the opportunity to participate in academic and enrichment activities that are engaging, supportive, and that will contribute to the student's overall growth as an individual.

## Expanded Learning Opportunities Program Plan Guide

### 9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

BMMA has an MOU to provide all afterschool services partnership with YMCA as our primary service provider for summer expanded learning services, including the proposed ELO-P program services. The YMCA team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality afterschool programming. We continue to work with the Vista community clinic in providing school-based mental health and wraparound services to support our students and families. They will continue to provide these services during our ELO-P program.

### 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

BMMA will ensure continuous quality and improvement is taking place by establishing short cycles of progress monitoring for students participating in the Expanded Learning Opportunity Programs as well as the supplemental program offerings. The goal of all program offerings is to provide support in both academic and enrichment activities to promote growth and exposure in multiple areas. This process is built on a foundation of shared values, trust, and a commitment to student improvement. To monitor academic needs, MAP's data will be reviewed in grades K-8 as well as other internal assessments such as Lexia and Aleks program data.



## Expanded Learning Opportunities Program Plan Guide

### 11—Program Management

Describe the plan for program management.

Overall Expanded Learning Opportunity programming will be coordinated through the BMMA leadership team. At the school site, administration will oversee programming and work to support the entire site staff in ensuring success. A master schedule of school and supplemental programming dates/times for each school site was developed and shared with district staff.

### General Questions

Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The BMMA program will provide supplemental program support for the elementary. The YMCA will implement the program and will be available at the school site at 6:00 am each morning prior to the school programming schedule to allow working parents the opportunity to bring students to the school site. During the course of the regular school year, the YMCA program staff work closely with the BMMA site staff to align support for students across the program. The YMCA program staff will be operating on the BMMA campus and will expand learning and enrichment opportunities for all students.

## Expanded Learning Opportunities Program Plan Guide

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Staff will work to support students in these grade levels and will provide supplemental programs to students and offer outreach for recruitment for staffing. This includes recruitment of individuals pursuing early elementary education or child development certificates. Activities and projects for students in these grade levels will be age-appropriate and aligned to reinforce relevant academic skills.

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Am Option			
Monday	YMCA	BMMA	YMCA
TK/Kinder	6:00 to 9:30	9:30 to 2:45	2:45 to 3:00
1st/2nd/3rd	6:00 to 9:15	9:15 to 3:00	N/A
4th/5th/6th	6:00 to 9:00	9:00 to 3:10	N/A
Tuesday - Friday	YMCA	BMMA	YMCA
TK/Kinder	6:00 to 8:30	8:30 to 2:45	2:45 to 3:00
1st/2nd/3rd	6:00 to 8:15	8:15 to 3:00	N/A
4th/5th/6th	6:00 to 8:00	8:00 to 3:10	N/A
Minimum Day Schedule	YMCA	BMMA	YMCA
TK/Kinder	6:00 to 9:30	9:30 to 11:45	11:45 to 3:00

## Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

### EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following:

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

## Expanded Learning Opportunities Program Plan Guide

### EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

### EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

### EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

### EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program



## Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### *EC sections 8483.4 and 46120(b)(2)(D):*

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### *EC Section 8482.3(c)(1)(A–B):*

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

## VIII. DISCUSSION/ACTION ITEMS

### 13. Adoption of Classified Hourly Salary Schedule to Update Minimum Wage effective January 1, 2023

*Executive Director's Recommendation: Approve*

(Slide 80 - 81)

(Board Packet Pages 276 - 277)

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM VIII. 13.  
TO: Board of Directors  
FROM: Executive Director  
DATE: June 14, 2022



Bella Mente  
Montessori  
Academy

**SUBJECT:** Adoption of Classified Hourly Salary Schedule to Update Minimum Wage effective January 1, 2023

**ISSUE:** The salary schedule must be updated to California Minimum wages rises to \$15.50 January 1, 2023

**BACKGROUND:** The staff proposes a minimum wage update from \$15.00 to \$15.50 beginning July 1, 2022. This increase at the beginning of the school year allows us to attract more candidates for our entry level positions.

This change will impact our Range 32 and Range 39 employees

Range 32: From \$15.00 to \$15.50 entry

Range 39: From \$15.45 to \$15.85 entry

Years of experience adjustment on range 41 to cap at 4. No other changes to the scale are suggested at this time.

**FISCAL IMPACT/ FUNDING SOURCE:** General Fund

**RECOMMENDATION:** Approve the adoption of the updated Classified Hourly Salary Schedule (July 1, 2022) to update to the California Minimum wage which goes into effect January 1, 2023.

Respectfully Submitted,

Erin Feeley  
Executive Director





# Bella Mente Academies

Bella Mente  
Academies  
Elementary

Classified Staff  
Job Range

#	32	39	Instructional Assistant n/a	41	42	44	46	48	57	61
<b>STEPS</b>										
1	\$15.50	\$15.85	\$16.25	\$16.23	\$16.64	\$17.48	\$18.36	\$19.29	\$24.09	\$26.60
2		\$16.23	\$17.06	\$17.05	\$17.48	\$18.36	\$19.29	\$20.27	\$25.31	\$27.94
3		\$17.05	\$17.91	\$17.95	\$18.36	\$19.29	\$20.27	\$21.30	\$26.60	\$29.36
4		\$17.92	\$18.80	\$18.82	\$19.29	\$20.27	\$21.30	\$22.37	\$27.94	\$30.84
5					\$20.27	\$21.30	\$22.37	\$23.51	\$29.36	\$32.40
6					\$21.30	\$22.37	\$23.51	\$24.70	\$30.84	\$34.04
7-9					\$22.37	\$23.51	\$24.70	\$25.95	\$32.40	\$35.77
10-14					\$23.51	\$24.70	\$25.95	\$27.26	\$34.04	\$37.58
15-19					\$24.70	\$25.95	\$27.26	\$28.64	\$35.77	\$39.48
20-24					\$25.93	\$27.24	\$28.62	\$30.07	\$37.56	\$41.45
25-29					\$27.23	\$28.61	\$30.05	\$31.58	\$39.43	\$43.53
30					\$28.59	\$30.04	\$31.55	\$33.16	\$41.40	\$45.71
<b>Effective Date</b>	07/22		8/21							

Current Staff above the equivalent of the final step will continue to receive their current hourly rate with no increase at each additional full year of service.

Salary Minimum Wage Adjusted for 1/1/2023

Range 32	Noon Duty, Child Nutrition Assistant I/FoodAide
Range 39	Office/Campus Assistant, Data Entry Clerk, Child Nutrition Assistant II
Range 41	School Support Assistant
Range 42	Custodian
Range 44	Health Technician II
Range 46	Staff Secretary I; Community Liaison; Activities, Marketing, and Community Outreach Director
Range 48	Office Manager
Range 57	Facilities Manager
Range 61	Administrative Secretary II

\*Staff must work the equivalent of .5 of the position year to advance to next step

\*189 employees must work 95 days or more, year round must work 130 days or more



## IX. ADJOURNMENT

*Thank you!*