



Bella Mente Montessori Academy

Board of Directors

Scott Moote, President
James Smith, Treasurer
Greg McGuire, Secretary

Bella Mente Charter School Regular Board Meeting Agenda October 14, 2025

Meeting Location: 1737 W. Vista Way, Vista, California 92083

Virtual participation: <https://attendee.gotowebinar.com/register/3166712685798150493>

(BMMA endeavors to provide virtual public participation on a voluntary basis. This option may not be provided for all Board Meetings.)

You can also dial in using your phone.

United States: 1 (213) 929-4212

Access Code: 785-904-140

Closed Session: at 6:30 PM

Open Session: when the closed session adjourns

IMPORTANT NOTICE: Members of the public can view the meeting via livestream and can participate in the meeting electronically via GotoWebinar. Members of the public who would like to address the Board may do so in person at the meeting location, or may do so electronically by emailing board@bellamentecharter.org prior to start of the meeting to request a hold card / time to speak, or by responding when the Board Chair confirms public commenters for each item. The hold cards will be issued as early as 6:00pm up until the meeting is called to order. Members of the public need not submit their comments in advance.

CLOSED SESSION: at 6:30 PM (NONE)

OPEN SESSION: when the closed session adjourns

I. Call to order, roll call and establishment of quorum

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

II. CLOSED SESSION (None)

A. Public comment on closed session items

1. In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS- NONE
2. In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: PUBLIC EMPLOYEE EVALUATION - NONE

3. 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
4. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION NONE

III. OPEN SESSION/REGULAR MEETING

Call to order, roll call and establishment of quorum

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

A. REPORTABLE ACTION ITEMS CONSIDERED IN CLOSED SESSION

B. NONAGENDA PUBLIC COMMENTS (20 MINUTES TOTAL)

PUBLIC COMMENTS/COMMUNITY MEMBERS: Any member of the public who wishes to speak to an agenda item not on the agenda but regarding school business may do so at this time. The hold cards will be issued as early as 6:00pm up until the meeting is called to order. Individual speakers will be allowed up to three (3) minutes to address the Board on each agenda or non-agenda item, and the Board will limit the total time for public comments on each item to twenty (20) minutes.

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Bella Mente Charter School welcomes your participation at Board meetings. Your participation assures us of continuing community interest in our school.

C. APPROVAL OF AGENDA

Recommended motion: Approve the agenda for the October 14, 2025 Board of Directors Meeting.

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

D. DISCUSSION ITEMS

1. **Executive Director Announcements** - Erin Feeley will provide legislative, safety & risk management, special education updates and fiscal projection updates. ONE
2. **Monthly Financial Board Report** - Joshua Eng, Regional School Business Director from CSMC will report on the monthly financial report. ONE
3. **Campus Report**- Patrick Broughton, Director of Compliance will report on performance updates. ONE
4. **Enrollment Report**- Gladys Espino, Director of Support Services: ONE

E. 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 09/09/2025 Board of Directors Meeting and Special Board of Director Meeting
2. Check Registers - 09/2025
3. Recommended action on the personnel activity list
4. Bella Mente Montessori Academy CA Student Teacher MOU
5. Teacher Evaluation System Manual
6. Just Once Language & Speech Therapy, Inc. IEE Agreement

Executive Director's Recommendation: Approve Consent Calendar
Public Comment

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

F. DISCUSSION/ACTION ITEMS

1. Approval of Resolution 2025-1014 approving Charter Renewal Submission to Vista Unified School District

Executive Director's Recommendation: Approve
Public Comment

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

2. Approval of Conversion of the School Chase Credit Card to a Corporate Liability Card from a Personal Liability Card

Executive Director's Recommendation: Approve
Public Comment

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

3. Approval of Annual Update to Expanded Learning Opportunities Program Plan Guide

Executive Director's Recommendation: Approve

Public Comment

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

IV. ADJOURNMENT

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Greg McGuire
				James Smith

End of Meeting at:

Next Meeting: November 18, 2025

Instructions for Comments to the Board by Members of the Community

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

1. The agenda is available to all community members. Please note that the order of consideration of items on the agenda may be changed without prior notice.
2. Community members who wish to speak on any agenda items or under the general category of "Public Comment" will be given an opportunity to do so.
3. "Public Comment" is set aside for members of the community to raise issues that are not specifically on the agenda. However, due to public meeting laws (Brown Act), the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed twenty (20) minutes. Exceptions to these time limits may be made at the discretion of the Board Chair. The Board may give direction to staff to respond to your concerns or you may be offered the option of returning with a citizen requested agenda item.
4. With regard to items that are on the agenda, you may speak for up to (3) minutes when the Board discusses that item. Exceptions to this time may be made at the discretion of the Board Chair.
5. Community members may request in writing that a topic related to school business be considered for placement on a future agenda. Requests should be addressed to the Board Chair and emailed to board@bellamentecharter.org. If such an item is placed on the agenda and publicly noticed, the Board can respond, interact, and act upon the item. There is no right to have an item placed on the agenda.
6. Any person with a disability who requires a modification or a reasonable accommodation, including auxiliary aids or services, to participate in a public meeting of the Board of Directors may request such modification or accommodation by contacting Bella

Mente Charter School, 1737 W. Vista Way, Vista, California 92083, or by telephone at 760-621-8931, or by email at board@bellamentecharter.org. Please make any requests at least 12 hours prior to the meeting.

7. For more information concerning this agenda, please contact Bella Mente Charter School, 1737 W. Vista Way, Vista, California 92083, or by telephone at 760-621-8931, or by email at board@bellamentecharter.org.

Approved on: _____

Signature of Board Member

Signature of Board Member

Name:	Name:



Bella Mente Montessori Academy

Board of Directors

Scott Moote, President
Daniel Niebaum, Treasurer
Greg McGuire
James Smith

Bella Mente Charter School Special Board Meeting Minutes September 9, 2025

Meeting Location: 1737 W. Vista Way, Vista, California 92083

Virtual participation: <https://attendee.gotowebinar.com/register/2733304992588887135>

(BMMA endeavors to provide virtual public participation on a voluntary basis. This option may not be provided for all Board Meetings.)

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United States: 1 (631) 992-3221

Access Code:623-447-287

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CLOSED SESSION: at 6:30 PM (NONE)

OPEN SESSION: when the closed session adjourns 6:31PM

I. Call to order, roll call and establishment of quorum

Moved By	<i>SM</i>	Seconded By	<i>DN</i>

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

II. CLOSED SESSION (None)

A. Public comment on closed session items

1. In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS- NONE
2. In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: PUBLIC EMPLOYEE EVALUATION - NONE
3. 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

4. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION NONE

III. OPEN SESSION/REGULAR MEETING

Call to order, roll call and establishment of quorum

Moved By	JS	Seconded By	GM

AYE	NAY	ABSTAIN	ABSENT	Board Member
X				Scott Moote
X				Dan Niebaum
X				Greg McGuire
X				James Smith

A. REPORTABLE ACTION ITEMS CONSIDERED IN CLOSED SESSION

B. NONAGENDA PUBLIC COMMENTS (20 MINUTES TOTAL)

PUBLIC COMMENTS/COMMUNITY MEMBERS: Any member of the public who wishes to speak to an agenda item not on the agenda but regarding school business may do so at this time. The hold cards will be issued as early as 6:00pm up until the meeting is called to order. Individual speakers will be allowed up to three (3) minutes to address the Board on each agenda or non-agenda item, and the Board will limit the total time for public comments on each item to twenty (20) minutes.

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Bella Mente Charter School welcomes your participation at Board meetings. Your participation assures us of continuing community interest in our school.

C. APPROVAL OF AGENDA

Recommended motion: Approve the agenda for the September 9, 2025 Board of Directors Meeting.

Moved By	JS	Seconded By	GM

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

D. DISCUSSION ITEMS

- Executive Director Announcements** - Erin Feeley will provide legislative, safety & risk management, special education updates and fiscal projection updates. NONE
- Monthly Financial Board Report** - Joshua Eng, Regional School Business Director from CSMC will report on the monthly financial report. NONE
- Campus Report**- Patrick Broughton, Director of Compliance will report on performance updates. NONE

4. **Enrollment Report-** Gladys Espino, Director of Support Services: NONE

E. 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.

Executive Director's Recommendation: Approve Consent Calendar

Public Comment

Moved By	NA	Seconded By	NA

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Dan Niebaum
				Greg McGuire
				James Smith

F. DISCUSSION/ACTION ITEMS

1. Review and Approve updated Employee Handbook

Executive Director's Recommendation: Approve

Public Comment

Moved By	DN	Seconded By	JS

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

IV. ADJOURNMENT 6:35PM

Moved By	DN	Seconded By	JS

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

End of Meeting at:
Next Meeting: October 14, 2025

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Approved on: _____

Signature of Board Member

Signature of Board Member

Name:	Name:



Bella Mente Montessori Academy

Board of Directors

Scott Moote, President
Daniel Niebaum, Treasurer
Greg McGuire
James Smith

Bella Mente Charter School Special Board Meeting Minutes September 9, 2025

Meeting Location: 1737 W. Vista Way, Vista, California 92083

Virtual participation: <https://attendee.gotowebinar.com/register/2733304992588887135>

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CLOSED SESSION: at 6:30 PM (NONE)

OPEN SESSION: when the closed session adjourns

I. Call to order, roll call and establishment of quorum

II. CLOSED SESSION (None)

A. Public comment on closed session items

1. In accordance with Government Code Section 54956.8, the Board will meet in closed session to consider: REAL ESTATE MATTERS- NONE
2. In accordance with Government Code Section 54957.6, the Board will meet in closed session to consider: PUBLIC EMPLOYEE EVALUATION - NONE
3. 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
4. In accordance with Government Code Section 54956.9, the Board will meet in closed session to consider: CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION NONE

III. OPEN SESSION/REGULAR MEETING - 6:36PM

Call to order, roll call and establishment of quorum

Moved By	JS	Seconded By	GM

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

A. REPORTABLE ACTION ITEMS CONSIDERED IN CLOSED SESSION

B. NONAGENDA PUBLIC COMMENTS (20 MINUTES TOTAL)

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C. APPROVAL OF AGENDA

Recommended motion: Approve the agenda for the September 9, 2025 Board of Directors Meeting.

Moved By	JS	Seconded By	DN

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

D. DISCUSSION ITEMS

- Executive Director Announcements** - Erin Feeley will provide legislative, safety & risk management, special education updates and fiscal projection updates. NONE
- Monthly Financial Board Report** - Joshua Eng, Regional School Business Director from CSMC will report on the monthly financial report. NONE
- Campus Report**- Patrick Broughton, Director of Compliance will report on performance updates. NONE
- Enrollment Report**- Gladys Espino, Director of Support Services: NONE

E. 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.

- Minutes from the 06/10/2025 Board of Directors Meeting

2. Check Registers - 06/2025
3. Check Registers - 07/2025
4. Check Registers - 08/2025
5. Recommended action on the personnel activity list
6. CCSA Membership Invoice \$6,784.00
7. LunchAssist 3 Year Agreement - \$ 12,150.00
8. Moody's Investors Service \$8,000.00
9. AT10 Education, LLC SELPA 2025-2026 Master-Contract
10. Psyched Services SELPA 2025-2026 Master-Contract
11. California Charter Schools Association Membership Invoice \$6,784.00
12. Levy Audiology SELPA 2025-2026 Master-Contract
13. Richard & Richard Asphalt Change Order 1 \$19,533.50
14. Richard & Richard Asphalt Change Order 2 \$30,156.51
15. Richard & Richard Change order 3 \$18,928.92
16. Boys and Girls Club of Vista MOU 25-26 \$418,000
17. HES Transportation MOU 2025
18. Yas Shirinzadeh - Independent Contractor Agreement
19. Palomar Family Counseling Service - Independent Contractor Agreement

Executive Director's Recommendation: Approve Consent Calendar
Public Comment

Moved By	DN	Seconded By	JS

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

F. DISCUSSION/ACTION ITEMS

1. Approval of 24-25 Unaudited Actuals

Executive Director's Recommendation: Approve
Public Comment

Moved By	JS	Seconded By	GM

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

2. Approval of 24-25 Prop 28 Annual Report

Executive Director's Recommendation: Approve

Public Comment

Moved By	<i>DN</i>	Seconded By	<i>GM</i>

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

3. The Board will recognize and express appreciation for Director Dan Niebaum's service and consider acceptance of his resignation from the Board of Directors, effective September 9, 2025.

Executive Director's Recommendation: N/A

Public Comment

Moved By		Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member
				Scott Moote
				Dan Niebaum
				Greg McGuire
				James Smith

4. The Board will consider and take action to elect Greg McGuire as Secretary and James Smith as Treasurer for the remainder of the current officer term

Executive Director's Recommendation: Approve

Public Comment

Moved By	<i>JS</i>	Seconded By	<i>GM</i>

AYE	NAY	ABSTAIN	ABSENT	Board Member
x				Scott Moote
		x		Dan Niebaum
x				Greg McGuire
x				James Smith

IV. ADJOURNMENT 7:01PM

Moved By	<i>DN</i>	Seconded By	

AYE	NAY	ABSTAIN	ABSENT	Board Member

x				Scott Moote
x				Dan Niebaum
x				Greg McGuire
x				James Smith

End of Meeting at:

Next Meeting: October 14, 2025

Instructions for Comments to the Board by Members of the Community

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Approved on: _____

Signature of Board Member

Signature of Board Member

Name:	Name:

Bella Mente-BMC

Check register

Date	Payee	Document no.	Amount Cleared
	Bank: Belle Mente General - Chase Bank	Account no: 131880730	
09/19/2025	V003798--Amazon Capital Services	01K5F6VFC724N55VJ6RVN69 XBP	71.41 In transit
09/08/2025	V003798--Amazon Capital Services	01K4DQPRQZD4GDDPGP1A5 ZZBWF	1,101.16 In transit
09/05/2025	V003798--Amazon Capital Services	01K4B5DTJ41JKE34DRYM7J0 ZGV	622.44 In transit
09/03/2025	V003798--Amazon Capital Services	01K460WX23EHEVSR2ZY6W PDF9B	312.24 In transit
09/19/2025	V007407--American Montessori Society	01K5F6V5464N26EJGV9MAA R1FV	2,810.00 In transit
09/26/2025	V013422--ASAP Drain Guys & Plumbing	01K617HQCA4SPRCYZYF0H QCMA3	4,252.00 In transit
09/12/2025	V013667--Boonli, LLC	01K4X61G2V0RE50RBQEZTM ANP7	130.00 In transit
09/22/2025	V021523--Boys & Girls Club of Vista, Inc.	01K5HS0ANW4SK0Q5PHX6K S4JFM	400.00 In transit
09/03/2025	V007821--BrightArrow Technologies, Inc.	01K460YAEH1DD6VS0BVGRA M1SZ	787.05 In transit
09/22/2025	V000004--California Charter Schools Association-86087	01K5HS0MQA2JTHJS6J0CR2 10E0	6,784.00 In transit
09/05/2025	V014764--California Office Cleaning, Inc.	01K4B5DA5P34ZYH3P3GGE JASF	17,301.00 In transit
09/23/2025	V003964--California State University, Fresno	4016	9,111.00 In transit
09/22/2025	V004070--Cardmember Service - PO Box 6294	01K5HS4VJT8W0FYA5XHAEA 2ZNC	5,407.46 In transit
09/19/2025	V026658--Carlsbad Assessment Center for Children	01K5F6TTHEA1ZFZAA6BK6A KH0P	3,750.00 In transit
09/22/2025	V003242--CINTAS CORPORATION - 29059	01K5HS9K8M2PA4CD2528G0 79F2	57.65 In transit
09/19/2025	V003242--CINTAS CORPORATION - 29059	01K5F6TH6Z2VG849ZXTPT7EQ 2VA	57.65 In transit
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Bella Mente-BMC Check register

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Bella Mente-BMC Check register

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09/11/2025	V000012--Young, Minney & Corr, LLP	01K4TKDFPZ8J8XCBP7W19A 1GF8	4,793.00 In transit
Total for Belle Mente General			<u>698,767.92</u>

Employment Changes as of October 14, 2025

New Hires Full Time: Classroom Teacher (3)
Registered Behavior Technician (1)

New Hires Part Time: Instructional Assistant (5)

Release: Instructional Assistant (1)
Classroom Teacher (2)
Registered Behavior Technician (1)
Principal (1)

Open Positions for 25-26:

Classified Positions:

Part Time: Instructional Assistant (1)

Full Time: Classroom Behavior Aide (1)

Certificated Positions:

Part Time: None

Full Time: Classroom Teacher (1)
Principal (1)

MEMORANDUM OF UNDERSTANDING AND AGREEMENT
TO PROVIDE STUDENT TEACHERS

This Memorandum of Understanding and Agreement to provide Student Teachers ("Agreement"), is entered **September 9, 2025** by and between the United States University ("University") and **Bella Mente Montessori Academy** ("District"). Thereafter from year to year unless terminated by either party upon a minimum of thirty (30) days advance written notice to the other party.

RECITALS

WHEREAS pursuant to the provisions of the Education Code of the State of California, the governing board of any school district is authorized to enter into agreements with any institution approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience to students enrolled in the teacher training curricula of such institutions; and

WHEREAS University is approved by the Commission on Teacher Credentialing as a teacher education institution; and

WHEREAS it has been determined between the parties hereto that the value of the services to be rendered to District under this Agreement does not exceed the actual cost to District of the services rendered by District.

GENERAL TERMS

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement, University and District agree as follows:

I. DISTRICT RESPONSIBILITIES

- A. District may, for good cause, refuse to accept any student at University assigned to student teach in District, and upon request of District, made for a good cause, University shall terminate the assignment of any student at University to teach in District.
- B. District shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 45125.1, to a background check, paper screening, and Livescan clearance from the Department of Justice and Federal Bureau of Investigation. The district shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 49406 to University students to provide evidence of a negative tuberculosis test performed within 60 days of their start date.
- C. The assignment of a student at United States University to student teach in the District shall be deemed effective for the purpose of this Agreement as of the date the student presents the assignment letter to the District, and the University student is accepted by the assigned district site administrator.
- D. If offered a student teacher, the district is required to confirm the position meets the requirements for enrollment in the student teaching program. Additionally, districts must confirm knowledge of the following California Commission on Teacher Credentialing requirements:
 - The student teacher cannot be used as a substitute outside of the Cooperating Teacher's classroom.
 - Assign a qualified, like-credentialed, Cooperating Teacher to support the student teacher during the entire school day.
 - Support the required completion of the edTPA Teaching Performance Assessment which includes video submissions from the classroom where students must be present and the Literacy Performance Assessment (LPA). We ask our districts to have a recording policy in place to accommodate video assessments.
- E. The District shall employ a Cooperating Teacher in collaboration with school principals and the Office of Educational Placement and Partnerships at United States University. The Cooperating Teacher is required to have the following:
 - must hold the appropriate, clear credentials required to mentor a Student Teacher
 - at least three (3) years of successful teaching experience.

- a minimum of a master's degree in education.
 - Must stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs
 - Must complete a 10-hour Student Supervisor training that includes training in TPEs 1-7
- F. Ensure that all site administrators and faculty with Student Teacher(s) have been informed about the USU Student Teacher program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs.
- G. Student Teachers within the Participating district must be at sites that allow the Student Teacher to provide effective literacy instruction for all students. Specifically, the Student Teacher shall be at sites that allow students to be instructed in the literacy areas of meaning making, language development, and effective expression.
- H. Student Teachers within the Participating district must be at sites that ensure Student Teachers can practice and implement screening and diagnostic techniques that inform teaching and assessment and early intervention techniques.
- I. Student Teachers within the Participating district must be at sites that provide opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written language.
- J. The district ensures student teachers have access to diverse students. Therefore, all teacher credentialing placements will be in diverse classrooms. The CTC defines diversity as: *"Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students". This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners.*

II. UNIVERSITY RESPONSIBILITIES

- A. The assignment of a University student to student teach in the schools or classes of the District shall be at the discretion of the university and shall be for a maximum period of sixteen weeks. University may give students more than one assignment to work on in such schools or classes.
- B. United States University in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- C. Before assigning students to the District, the University shall instruct such students on applicable state and federal law relating to unlawful discrimination, sexual harassment, and mandated reporting of child abuse.

III. INDEMNITY

University and District agree to defend, indemnify and hold one another, their respective officers, employees, students, and agents harmless from and against all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result of negligent or intentional acts or omissions of the indemnifying party, its officers, employees, students or agents.

IV. DISTRICT AND UNIVERSITY INSURANCE

District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder and such insurance shall include but not be limited to the following:

- Commercial General Liability and Auto Liability with limits of not less than \$1,000,000 per occurrence, and \$3,000,000 in the aggregate, for bodily injury, personal injury, and property damage, endorsed to name the other party to the contract as additional insured without exclusion for sexual assault or molestation.

Each insurance policy required above shall be endorsed to state that coverage shall not be suspended, voided, or canceled by either party, except after sixty (60) days prior written notice by certified mail, return receipt requested, has been given to the other party to this Agreement. Upon request, District and University shall each cause to be issued to the other evidence of such insurance prior to the commencement of this Agreement and annually thereafter.

V. DISPUTES

In the event that a dispute arises between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue. In the event the parties are unable to informally resolve the dispute within thirty (30) days after the dispute has arisen, the parties agree to decide whether to attempt to settle the dispute through arbitration or litigation. In order to send a dispute to arbitration, both parties must agree in writing that arbitration is their chosen method of resolving the dispute in question.

VI. GENERAL PROVISIONS

- A. Term of Agreement. The term of this Agreement shall commence on the signature date at the bottom of the memorandum and shall be renewable annually unless otherwise terminated by either party.
- B. Termination. This Agreement may be terminated by either party without cause upon thirty (30) days prior written notice; provided, however, that any such termination by District shall not be effective as to any student who at the date of mailing of the notice by District was receiving teaching experience within District until the student has completed his or her assignment, except at the election of University.
- C. Entire Agreement; Modification. This Agreement contains all the terms between the parties and may be modified only in writing and signed by both parties.
- D. Applicable Law. The terms and conditions of this Agreement shall be interpreted in accordance with the laws of the State of California.
- E. Severability. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of this Agreement is invalid or unenforceable for any reason, all remaining paragraphs or subparagraphs shall remain in full force and effect.
- F. Confidentiality. Both parties shall protect the confidentiality of each other's records and information and shall not disclose confidential information without the prior written consent of the other party. University agrees to comply with District policy and procedures related to patient confidentiality.
- G. Notices. Any notice to either party hereunder must be in writing signed by the party giving notice, and shall be served either personally or by registered or certified mail addressed as follows:

United States University
Dean, College of Education
404 Camino Del Rio South
San Diego, CA 92108

- H. Non-Discrimination. The parties agree not to discriminate in employment, academic programs, or the provision of services on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, sexual orientation, marital status, medical condition (cancer-related) or disability and otherwise as required or permitted by law.
- I. Status of the Parties. It is expressly understood and agreed that this Agreement is not intended, and shall not be construed, to create the relationship of agent, servant, employee, partnership, joint venture or association between University and District; rather it is an affiliation between independent contractors, these being University and District.



IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

United States University

Bella Mente Montessori Academy

Rebecca Wardlow

By: _____
Name (Signature)

By: _____

Rebecca Wardlow, EdD
Name (Print)

Name (Print)

Dean, College of Education
Title
9/9/2025
Date

Title

Date



Teacher Evaluation System Manual

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Introduction

The BMMA Teacher Evaluation System

Primary Purposes:

- Optimize student learning and growth
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Bella Mente Montessori Academy
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator to improve self-growth, instructional effectiveness, and improvement of overall job performance

Distinguishing Characteristics:

- A focus on the relationship between professional performance and improved learner academic achievement
- A procedure for conducting performance reviews that stresses accountability
- Promotes professional improvement, and increases the involvement of teachers in the evaluation process
- A support system for providing assistance when needed

The California Standards for the Teaching Profession

The BMMA Teacher Evaluation System is grounded in the California Standards for the Teaching Profession.

They are specifically referenced in the following system documents:

- Goal(s) Setting for Student Progress Form
- Observation Form
- Mid-Year Teacher Evaluation
- Summative Evaluation
- Performance Improvement Plan

California Standards for the Teaching Profession (CSTP)

The following provides the broad CSTP language, elements that serve to clarify the intention of the standard and help define key components of teaching within the standard, and example indicators of how a teacher might demonstrate the standard or the element within their own teaching. The elements and the example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

Element 1A Example Indicators

Teachers

- 1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
- 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
- 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.
- 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers

- 1B–1: Affirm each student’s cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students’ and families’ lives and to work together to enhance student learning experiences. 1C–4: Engage in reciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support.

- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 1D: Diversity and Equity

1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators

Teachers

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student's unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.
- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.

Element 2A Example Indicators

Teachers

- 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds;

learning differences; gender and gender identity; sexual orientation; and family structure.

- 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
- 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.
- 2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- 2A–5: Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B: Student Behavior

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C: Organizational and Resource Management

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers

- 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.
- 2C–3: Coordinate logistics and resources needed to facilitate students' in-person and remote learning.
- 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.

Element 2D: Inclusive Environment

2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students' commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.
- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.

Element 3A Example Indicators

Teachers

- 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state adopted standards, curriculum frameworks, and technology guidelines.
- 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
- 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student’s academic and social–emotional learning.
- 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student’s content learning, language acquisition, and social–emotional development.
- 3A–5: Promote subject-specific language and literacy development for all students by using California’s ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students’ assets, experiences, and knowledge to design meaningful pre- K–12 standards-based lessons that connect to practical and relevant applications.
- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth.

Element 3C Example Indicators

Teachers

- 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities
- 3C–5: Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 3C–6: Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators**Teachers**

- 3D–1: Integrate key concepts, themes, and connections across subject matter areas.
- 3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.
- 3D–3: Extend students’ interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
- 3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.
- 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators**Teachers**

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.

- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers

- 4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment—will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development.
- 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

Element 4C Example Indicators**Teachers**

- 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.
- 4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.
- 4C–4: Provide students with a variety of ways to demonstrate their learning.
- 4C–5: Conduct and support productive student learning experiences that are offered in person or remotely.

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

Element 4D Example Indicators**Teachers**

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social–emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.
- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

Element 5A Example Indicators**Teachers**

- 5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.



- 5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 5A–3: Informally assess students' application of academic and social–emotional content and skills, based on consistent interactions with students.
- 5A–4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.

Element 5B Example Indicators

Teachers

- 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators**Teachers**

- 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students’ areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators**Teachers**

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.

- 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.
- 6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B: Focused Professional Learning

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators**Teachers**

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators' improvement in key areas.
- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students' backgrounds, interests, and experiences and that positively affect students' learning and well-being.

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Element 6C Example Indicators**Teachers**

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.



- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D–5: Participate in the development of formal learning plans, student study teams, Individual Education Programs (IEPs), and support plans that provide insights from each teacher's area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

Element 6E Example Indicators**Teachers**

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators**Teachers**

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.

Evaluation Process

All teachers in Bella Mente Montessori Academy will be evaluated pursuant to the guidelines in the Teacher Evaluation System Manual. All evaluations are to be completed by June 15 and submitted to the Human Resources Department by June 30. Page 8 details the evaluation schedule.

“New teachers” are defined as those in their first or second year of employment in their current position at BMMA. This also includes all in-house substitutes. “New teachers” will be observed a minimum of twice their first year. One of these observations will occur prior to December 1 and the other by March 15.

Additionally, “new teachers” will receive a mid-year review using the Mid-year Teacher Evaluation form (Page 19). “New teachers” will receive an end-of-year evaluation using the Summative Evaluation form (Page 21).

“Continuing teachers” who are “on year” will be observed a minimum of once a year by March 15. They *may* receive a mid-year review using the Mid-year Teacher Evaluation Form. “On year” teachers will receive an end-of-year evaluation using the Summative Evaluation form (Page 21).

For both “New teachers” and “Continuing teachers,” Leadership routinely conduct walk-throughs throughout the year. These walk-through evaluations are shared with the teachers to provide timely feedback and factor in, along with formal observations, in the Summative Evaluation.

At the end of an evaluation cycle, the evaluator submits copies of the Goal(s) Setting for Student Progress Form, Formal Observation Form(s), the Mid-year Teacher Evaluation Form (as appropriate) and the Summative Evaluation to Human Resources.

If non-renewal of a teacher is anticipated, the evaluation and related conference ideally occurs by February 15. The evaluator submits the signed Summative Teacher Evaluation to the Human Resource Department within 10 calendar days of completing the conference.

All teachers will submit and conference with their evaluator regarding a completed Goal(s) Setting for Student Progress Form at the beginning and end of the year annually. Best practice indicates this be completed within the first six(6) weeks of school. Page 9 offers resources for writing and reviewing these goals.

Prior to the first week of school or within five school days of being hired, teachers will be notified regarding the timelines and expectations of the Teacher Evaluation System as it is assigned to them in the current academic year.

Evaluation System

Goal(s) Setting for Student Progress

Depending on grade level, content area, and student achievement, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

The purpose of the goal setting process is improving instruction. This process is based on identifying student achievement goals, determining baseline performance, and developing strategies for improvement and assessing results. Resources for goal setting are available on page 9.

Observations

Classroom observations are a useful way to collect information on teacher performance. Classroom observations are one component of the Teacher Evaluation System. Observations may take on a variety of forms and can be conducted in a variety of settings ranging from quick, drop-by classroom visits to formal, preplanned observations. Observations may include formal, informal, and walkthrough, among others. It is important to obtain a representative sampling of performance observations through regular classroom visits. Formal Observations and informal observations data focus on specific, factual descriptions of performance. Informal observation feedback may be provided to the teacher either verbally or in writing.

Formal Observations

During a Formal Observation, the evaluator conducts the observation of a teacher presenting a lesson or interacting with students. The Formal Observation may be scheduled or spontaneous. The evaluator may use the Formal Observation Form as one source of information to determine whether a teacher is meeting expectations for performance standards. A formal observation should last at least **thirty minutes**. The evaluator has the right to make a Formal Observation at any time. Best practice suggests scheduled observations include a lesson plan submitted at least the day before the observation. The format for the lesson plan is at the discretion of the evaluator/observer.

Formal Observations may be conducted by school administrators and designees, central office administrators, instructional specialists, or other outside agencies. After each Formal Observation, a post-conference will be held within 5 business days using

the Observation Form (Page 18). After each Formal Observation, one copy of the Observation Form will be given to the teacher and one copy will be maintained by the Principal. A key difference between the Formal Observation and informal observations is the Observation Form.

Informal Observations

Informal observations are intended to provide more frequent information and feedback on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations at various times throughout the evaluation cycle. These informal observations typically are less structured than formal observations and are not documented on the Observation Form. Informal observations may include observing instruction for a short duration as well as observing work in non-classroom settings. For example, an informal observation may include briefly visiting a classroom or observing a teacher participating in a faculty meeting or committee meeting.

Mid-Year Evaluation

Teachers in their first or second year of employment in their current position at BMMA will conference with their evaluator regarding the students' progress of goals. The essence of this conference will be documented on the Mid-year Teacher Evaluation form (Page 19). At the evaluators/administrator's discretion, "Continuing on-year teachers" *may* participate in the same process using the same documentation.

Summative Evaluations

All "new teachers", "on-year teachers" and teachers on an assistance plan will conference with the evaluator regarding their progress before June 15. The Goal(s) Setting for Student Progress Form, Observation Form(s) and other relevant documents will be used in this process.

The CSTP and Data Sources

Some performance standards are better documented through observations with the support of other data sources. Others are better suited to review of other data sources.

Standard	Goal(s) SSP	Observations
1. Engaging and Supporting Students	✓	✓
2. Effective Learning Environments	✓	✓
3. Understanding Subject Matter	✓	✓
4. Planning Instruction	✓	Lesson Plans
5. Assessing Students for Learning	✓	Student Work
6. Developing as a Professional	✓	

Evaluation Schedule Chart

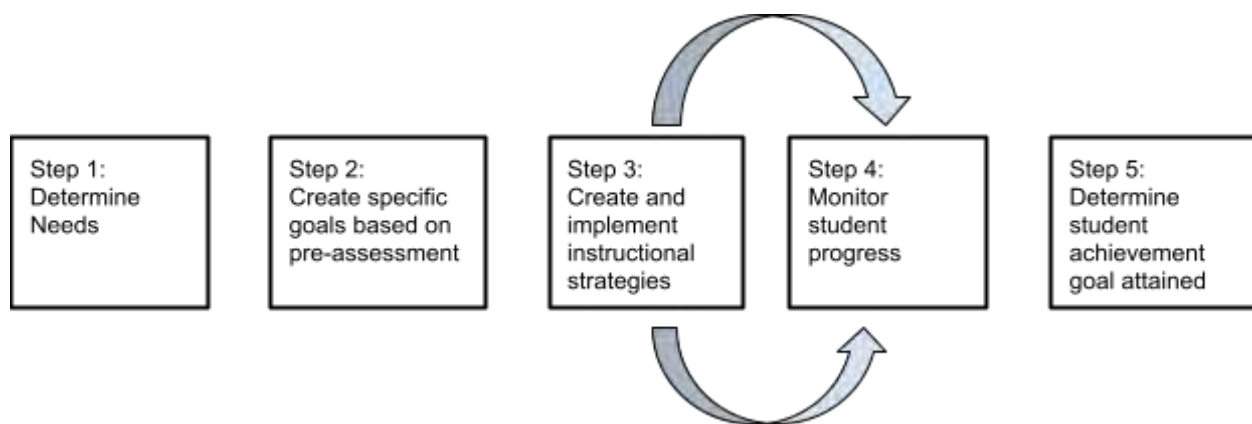
Timeline	Task	Document	Page(s)
Before the first day of school or within 5 school days of hiring	Inform teachers regarding the expectations for evaluation	<u>Teacher Evaluation System</u>	all
By October 15	Establish student progress goals.	Goal Setting for Student Progress Form	9 - 12
Before the end of 1st Semester	1st Formal Observation of all “new teachers” Mid-Year feedback	Observation Form Mid-Year Evaluation Form	19 - 20
Mid-Year	Mid-year review of student progress goals for new and “on-year” teachers	Goal(s) Setting for Student Progress Form Mid-Year Evaluation Form	9 - 12 19 - 20
By March 15	2nd “new teacher” Formal Observations	Formal Observation Form	18
By June 5	End-of-year review of Goal(s) Setting for Student Progress	Goal(s) Setting for Student Progress Form (end-of-year section) Formal Observation Form	9 - 12 18
By June 15	Summative Evaluation	Summative Evaluation form	21 - 22
By June 30	Submission of Summative Evaluation documentation to Human Resources	Summative Evaluation form, Goal(s) Setting for Student Progress Form, Observation Form(s), and Mid-Year Evaluation Forms (as appropriate)	21-22, 9-12, 18, 19-20

NOTE: All forms are available to be completed electronically.

Resources

Goal(s) Setting for Student Progress

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a determination is made regarding student learning for a specific period of time. The figure below depicts these steps.



Establishing Goals:

Each teacher, using the results of an initial assessment, sets annual goals for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the goals. Goals should be customized for the teaching assignment and for the individual learners. The Goal(s) Setting for Student Progress Form will be used for developing and assessing the annual goal. Student progress goals measure where the students are at the beginning of the year, mid-year, end of the year, and growth over time.

Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- BMMA mid-year/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, evaluators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

Teachers complete a draft of their goals and meet with their evaluators to review data from performance measures and discuss the proposed goal by October 15. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth.

- Specific:** The goal is focused, for example, by content area, by learners' needs.
Measurable: An appropriate instrument/measure is selected to assess the goal.
Appropriate: The goal is within the teacher's control to effect change.
Realistic: The goal is feasible for the teacher.
Time limited: The goal is contained within a single school year.

The following describes the sections of the Goal Setting for Student Progress Form.

- I. **Setting:** Describe the population and special learning circumstances.
- II. **Identify the content area:** The area/topic addressed based on learner achievement, data analysis, or observational data.
- III. **Baseline Data:** Determine the learners' baseline data using the following process:
 - Collect and review data.
 - Analyze and interpret data.
 - Determine needs
- IV. **Goal Statement:** Describe what you want learners/program to accomplish.
- V. **Means for Attaining Goal:** Strategies to accomplish goal(s).

Goal(s) Setting for Student Progress Form

Teacher's Name: _____ Date: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Initial Goal Submission (due to the evaluator within first 6 weeks of school)

I. Setting (Describe the population and learning circumstances)		
II. Content/Subject/Field Area		
III. Baseline Data (What is shown by the current data?)		
IV. Goal Statement (Describe what you want the learners/program to accomplish)		
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date
CSTP:		
1.		
2.		
3.		
CSTP:		
1.		
2.		
3.		
CSTP:		

1.		
2.		
3.		

The Goal(s) Setting for Student Progress process involves most of the California Standards for the Teaching Profession, especially Standards 3, 4, 5, and 6.1-3. Approval of Goal(s)

This section to be completed by the Evaluator: Use the following rubric to determine whether the goal is a rigorous goal that meets the SMART criteria. Provide a rating by checking the appropriate box in the rubric below.

Goal Setting Rubric

Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
Student learning and academic achievement goals are rigorous, attainable and reflect extraordinary growth beyond expectations during the course or school year	Student learning and academic achievement goals are rigorous, attainable and reflect acceptable growth during the course or school year	Not Applicable CANNOT MOVE FORWARD Student learning and academic achievement goals are related to identified student needs, but S.M.A.R.T. process needs refining.	Not Applicable CANNOT MOVE FORWARD Student learning and academic achievement goals are unrelated to identified student needs.

Feedback on Goal

Strengths:

Areas for Improvement:

Next Steps:

___ Revisions Needed: Revise Goal Using Suggestions Provided Above and Re-submit by **10/30**

___ Revisions Not Needed at this Time: Continue with Goal Setting Process

Sign form after feedback has been provided from evaluator and/or goal has been revised.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

***Comments are required if areas of improvement are noted.**

Improving Teacher Performance

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet performance standards.

Two tools are suggested below to be used at the discretion of the evaluator. The first is Support Dialogue, a school-level discussion between the evaluator and the teacher. It is a conversation about performance to address specific needs. The second is the Performance Improvement Plan, a more formal structure used for notifying a teacher of “unacceptable” performance. Both tools may be used for all teachers. The tools may be used independently of one another.

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who need additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
Initiates Process	Evaluator or Teacher	Evaluator
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: Performance Improvement Plan Building/Worksite Level Human Resource Department is notified
Outcomes	• Performance improves to proficient – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a Performance Improvement Plan.	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

Support Dialogue:

The Support Dialogue is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes. The entire Support Dialogue process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a Performance Improvement Plan. Once placed on a Performance Improvement Plan, the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing (specific concern)?

What have you tried to address (specific concern)?

What support may I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about (specific concern). What has gone well?

Performance Improvement Plan:

A Performance Improvement Plan (page 16) is designed to use targeted supervision and additional resources to support a teacher in addressing areas of concern. It may be used by an evaluator at any point during the year for any teacher whose professional practice requires additional support.

A teacher who receives two or more "Not Evident" ratings on an Mid-year Teacher Evaluation will be placed on a Performance Improvement Plan. Additionally, a Performance Improvement Plan will be required if either of the following ratings is given on a Summative Evaluation:

- a rating of "Developing/Needs Improvement" on **two or more** performance standards, or

- a rating of “Unacceptable” on **one or more** performance standards or an overall rating of “Unacceptable.”

Implementation of Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- provide and review performance data including observations;
- formulate a Performance Improvement Plan in collaboration with the teacher to include established benchmarks;
- review progress made on the Performance Improvement Plan according to the established benchmarks; and,
- review the results of the Performance Improvement Plan with the teacher immediately following the predetermined time period.

Assistance may include:

- support from a professional peer, supervisor, or instructional specialist;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review the results of the Performance Improvement Plan. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated “Proficient.”
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated “Developing/Needs Improvement.”
- Little or no improvement has been achieved; the teacher is rated “Unacceptable.”

When a teacher is rated “Unacceptable,” the teacher may be recommended for dismissal. If not recommended for dismissal, a new improvement plan will be implemented.

Request for Review of an “Unacceptable” Rating

The teacher may request a review of the evidence in relation to an “Unacceptable” rating as a result of a Performance Improvement Plan. This request for a review must be submitted to the next supervisory level within 5 business days.

Performance Improvement Plan

Teacher's Name: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Probationary Period: from _____ to _____

CSTP(s)	Performance Concerns	Resources/Assistance Provided	Activities/Dates to be Completed

Scheduled Meeting Dates:

Action Steps: On an attached page list

1) specific expectations

2) improvement steps

3) a timeline for completion

4) the means of assessment for each Performance Concern



Performance Improvement Plan Assessment:

Current Status of Performance Concern	Recommendation(s)	Review Dates

Recommendation based on Performance Improvement Plan Assessment:

- ☐ Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated "Proficient."
- ☐ Partial improvement has been achieved, but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated "Developing/Needs Improvement."
- ☐ Little or no improvement has been achieved; the teacher is rated "Unacceptable."

_____/_____
Evaluator's Signature Date Reviewed

_____/_____
Teacher's Signature Date Reviewed

Signature denotes the review occurred, not necessarily agreement with the final recommendation

Formal Observation Form

Teacher's Name: _____ Date/Time: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

General Observation Report:

Observations Specific to California Standards for the Teaching Profession:*

Engaging and Supporting All Students in Learning

Creating and Maintaining Effective Environments for Student Learning

Understanding and Organizing Subject Matter for Student Learning

Planning Instruction and Designing Learning Experiences for All Students

Assessing Students for Learning

Additional Comments:

_____/_____

Evaluator's Signature

Date Reviewed

_____/_____

Teacher's Signature

Date Reviewed

Mid-Year Teacher Evaluation

Teacher's Name: _____ Date/Time: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Documentation Reviewed:

- ☐ Goal(s) Setting Form
- ☐ Student Work
- ☐ Student Achievement Data
- ☐ Observation Form(s)
- ☐ Other _____

Evaluators note strengths/concerns in each California Standards for the Teaching Profession:

1. Engaging and Supporting All Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Students for Learning

6. Developing as a Professional Educator

Performance Rating Scale**Select One:**

- ☐ **Exemplary:** Teacher maintains performance, accomplishments and behaviors that consistently surpass the established standard.
- ☐ **Proficient:** Teacher meets the standard in a manner consistent with the school's mission and goals.
- ☐ **Developing/Needs Improvement:** Teacher performs below the established standard or in a manner inconsistent with the school's mission and goals.
- ☐ **Unacceptable:** Teacher consistently performs below the established standard or in a manner inconsistent with the school's mission and goals.

Commendations:**Areas Noted for Improvement:****Teacher Improvement Goals:**

_____/_____
Evaluator's Signature Date Reviewed

_____/_____
Teacher's Signature Date Reviewed

Summative Evaluation

Teacher's Name: _____ Date/Time: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Documentation Reviewed:

- ☐ Goal(s) Setting Form
- ☐ Student Work
- ☐ Student Achievement Data
- ☐ Observation Form(s)
- ☐ Other _____

Note strengths/concerns in each California Standards for the Teaching Profession:

1. Engaging and Supporting All Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Students for Learning

6. Developing as a Professional Educator

Performance Rating Scale: Use the following rating for the end-of- year rating:

- ☐ **Exemplary:** Teacher maintains performance, accomplishments and behaviors that consistently surpass the established standard.
- ☐ **Proficient:** Teacher meets the standard in a manner consistent with the school's mission and goals.
- ☐ **Developing/Needs Improvement:** Teacher performs below the established standard or in a manner inconsistent with the school's mission and goals.
- ☐ **Unacceptable:** Teacher consistently performs below the established standard or in a manner inconsistent with the school's mission and goals.

Recommendation:

- ☐ Recommended for continued employment.
- ☐ Recommended for placement on a *Performance Improvement Plan*.
- ☐ Recommended for placement on a second *Performance Improvement Plan*.
(The teacher was rated unacceptable on the first Performance Improvement Plan.)
- ☐ Recommended for Dismissal/Non-renewal

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____/_____
 Evaluator's Signature Date Reviewed

_____/_____
 Teacher's Signature Date Reviewed

Teachers receive a copy of this form. This form is due to the Human Resources Department by June 30.



GENERAL PERFORMANCE IMPROVEMENT PLAN (PIP)

Employee:	Date of Initial Meeting:
Job Title:	Supervisor:
Location:	Department:

FOLLOW UP DATES	30 Day Follow Up	60 Day Follow Up	90 Day Follow Up

The purpose of this document is to clearly articulate expectations related to your performance in your job and provide support for you to meet these expectations. Your employment is “at will”. You and your supervisor will review the contents of this PIP for you to understand the corrective action(s) required on an immediate and sustained basis. The potential consequences for non-compliance may result in the termination of your employment. You have either received previous Verbal Counseling and/or Written Warning(s) pertaining to the violations checked below, or you violated provisions of the Employee Handbook and/or aspects of your job description as noted below which resulted in the generation of this PIP.

Violations of Employee Handbook Policies:

☐	Harassment – page 7	☐	Staff/Student Relations – page 24
☐	Conflicts of Interest – page 20	☐	Workplace Violence – page 4
☐	Unauthorized Overtime – page 14	☐	Drug-Free Workplace – page 31
☐	Meal/Rest Break– page 15	☐	Social Media – page 42
☐	Timekeeping – page 18	☐	Standards of Conduct – page 22
☐	Paid Time Off – page 54	☐	Electronic Comm – page 39
☐	Punctuality & Attendance – page 34	☐	Prohibited Conduct – page 22
☐	Personal Appearance/Conduct – page 22 & 35	☐	Computer Usage & Privacy – page 38
☐	Other: _____	☐	Other: _____

Violations of Job Description Essential Functions/Duties/Responsibilities (describe/list below):

☐	_____	☐	_____
☐	_____	☐	_____

TASKS, SKILLS OR BEHAVIOR

The tasks, skills and/or behaviors below represent the area(s) in your performance that require immediate and sustained improvement.



TASK, SKILL OR BEHAVIOR Describe the specific task, skill or behavior that does not meet expectations
CURRENT PERFORMANCE Describe specific current performance. Give examples and use dates, numbers and/or other tangible metrics or data points.
EXPECTED PERFORMANCE Describe the specific performance expectations for this task or skill

TRAINING/SUPPORT PROVIDED OR NEEDED	
Supervisor Suggestions:	Employee Suggestions:
Agreed-Upon Next Steps:	

ACKNOWLEDGMENT OF INITIAL CONVERSATION	
Employee Signature:	Date:
Supervisor Signature:	Date:
Witness Signature:	Date:

30 day Follow Up – Observed Performance	30 day Follow Up - Comments
Employee Signature: _____ Date: _____	
Supervisor Signature: _____ Date: _____	
Witness Signature: _____ Date: _____	



60 day Follow Up – Observed Performance	60 day Follow Up - Comments
Employee Signature: _____ Date: _____	
Supervisor Signature: _____ Date: _____	
Witness Signature: _____ Date: _____	

90 day Follow Up – Observed Performance	90 day Follow Up - Comments
Employee Signature: _____ Date: _____	
Supervisor Signature: _____ Date: _____	
Witness Signature: _____ Date: _____	

OUTCOME	
☐ Successfully completed	
☐ Not successful	
☐ Extended to: _____	
Comments: 	
Employee Signature:	Date:
Supervisor Signature:	Date:
Witness Signature:	Date:



NOTICE OF:



VERBAL COUNSELING



WRITTEN WARNING

Employee:	Date:
Job Title:	Supervisor:
Location:	Department:

This disciplinary action is being taken for the following reasons:

Violations of Employee Handbook Policies:

☐	Harassment – page 7	☐	Staff/Student Relations – page 24
☐	Conflicts of Interest – page 20	☐	Workplace Violence – page 4
☐	Unauthorized Overtime – page 14	☐	Drug-Free Workplace – page 31
☐	Meal/Rest Break– page 15	☐	Social Media – page 42
☐	Timekeeping – page 18	☐	Standards of Conduct – page 22
☐	Paid Time Off – page 54	☐	Electronic Comm – page 39
☐	Punctuality & Attendance – page 34	☐	Prohibited Conduct – page 22
☐	Personal Appearance/Conduct – page 22 & 35	☐	Computer Usage & Privacy – page 38
☐	Other: _____	☐	Other: _____

Violations of Job Description Essential Functions/Duties/Responsibilities (describe/list below):

☐	_____	☐	_____
☐	_____	☐	_____

Explanation and/or details of infraction (attach additional pages if needed):

There must be immediate and sustained improvement as follows:

I understand my employment remains at will. The above has been discussed with me by my supervisor. I understand the contents and acknowledge and understand the corrective action required. I also acknowledge and understand the potential consequences of non-compliance which may include further disciplinary action including termination. I understand my signature does not indicate agreement and that refusal to sign will not invalidate this disciplinary action.

Signatures:

Employee: _____

Date: _____

Supervisor: _____

Date: _____

Witness: _____

Date: _____

Definitions

For purposes of this evaluation process, the following terms are defined below:

Evaluatee: Person being evaluated.

Evaluation: The annual overall end-of-year evaluation as documented on the Teacher Performance Report.

Evaluator: The evaluator for teachers will be the principal or designee serving in an administrative capacity.

Evidence: Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given performance standard.

Formal Observation: An observation of the performance of the teacher in his/her specific professional assignment.

Goal(s) Setting for Student Progress: Provides a set of steps on how to accomplish a specific skill or task. Setting goals not only helps students, but helps teachers monitor progress and accomplish skills and tasks with students.

Informal Observation: An observation that is used to supplement the Formal Observations.

Observation: Direct classroom observation as a useful way to collect information on teacher performance.

Observer: One who observes the instructional process and setting. Observers may be school administrators and designees, division academic supervisors, and/or instructional specialists.

Performance Improvement Plan: A step-by-step action plan that is developed to help improve an employee's performance. The plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources.

Performance Rating Scale: The rating scale used for determining evaluation rating. See Summative Teacher Evaluation

SMART Goals: Goals are Specific, Measurable, Appropriate, Realistic, and Time Limited.

Support Dialogue: A school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth.

Mid-Year Teacher Evaluation: A mid-year review, designed to provide systematic feedback for instructional growth prior to the completion of the end-of-year evaluation.



INDEPENDENT EDUCATIONAL EVALUATION SERVICE AGREEMENT

This INDEPENDENT EDUCATIONAL EVALUATION SERVICE AGREEMENT ("Agreement") is entered into by and between Bella Mente Montessori Academy, a local educational agency (the "LEA"), and Just Once Language & Speech Therapy, Inc. ("Independent Evaluator") as of May 29, 2025 (date).

WHEREAS, the LEA is in need of an Independent Education Evaluation ("IEE") as defined by 34 C.F.R. § 300.502;

WHEREAS, such services are made available at no cost to parents from public agencies;

WHEREAS, Independent Evaluator is specially trained, experienced, and competent to provide the special services required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. SCOPE OF SERVICES:

Independent Evaluator shall provide the following services:

Speech and Language Evaluation and Report

Services shall be delivered at LEA sites such as schools and administrative facilities, unless otherwise agreed in writing by the LEA and Independent Evaluator.

2. TERM OF AGREEMENT

The Independent Evaluator will commence providing services under this Agreement on May 30, 2025 (date), and will diligently perform as required and complete performance by September 8, 2025 (date). Independent Evaluator shall be under the control of the LEA as to the result to be accomplished but not as to the means or manner by which such result is to be accomplished. Accordingly, the Agreement is by and between two independent agencies and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. The Independent Evaluator understands and agrees that it shall be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and all other benefits of any kind, as required by law, for its own employees, and assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this Agreement.

3. QUALIFICATIONS

The Independent Evaluator warrants that it is qualified to perform the services under this Agreement, and that it meets all minimum qualification standards imposed by law or by any of the following entities: the LEA, the California Department of Education, the County Office of Education, or the special education local plan area.



Independent Evaluator shall at all times enforce strict discipline and good order among his/her employees and shall not employ or work any unfit person or anyone not skilled in work assigned to him or her. Any person in the employ of Independent Evaluation whom the LEA may deem incompetent or unfit shall be dismissed from the job site and shall not again be employed at site without written consent of the LEA. All employees of Independent Evaluator who will be in individual contact with students must have a valid fingerprint and background check completed prior to undertaking responsibilities.

Independent Evaluator further understands and agrees that it shall be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and all other benefits of any kind, as required by law, for its own employees, and assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this Agreement.

The Independent Evaluator and all of its employees, agents, and sub-contractors shall secure and maintain in force, at Independent Evaluator's sole cost and expense, such licenses and permits as required by law, in connection with the furnishing of services, materials, or supplies herein listed.

4. PUPIL INFORMATION

The LEA will prepare and furnish to the Independent Evaluator, upon request, such information as is reasonably necessary to the performance of the Independent Evaluator under this Agreement.

As an independent evaluator performing services for the LEA, Independent Evaluator understands that he or she has been or may be granted access to student records which contain individually identifiable information which is protected by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Independent Evaluator hereby agrees, in accordance with the provisions of FERPA, to preserve the confidentiality of any and all student records that he or she views or has access to during the course of the working relationship with the LEA.

Independent Evaluator understands that access to student records is granted solely on the need to fulfill his or her contractual responsibilities and that he or she will not copy, store, disclose or otherwise use such information except in the fulfillment of these responsibilities.

Independent Evaluator acknowledges that he or she fully understands that the intentional disclosure of this information to any unauthorized person could subject Independent Evaluator to criminal and civil penalties imposed by law. Independent Evaluator further acknowledges that such willful or unauthorized disclosure also violates LEA policy and could constitute cause for termination of the relationship with the LEA, regardless of whether criminal or civil penalties are imposed.

5. STATUTORY/LEGAL COMPLIANCE

Independent Evaluator shall perform its IEE in accordance with the requirements of California Education Code § 56320, and any assessment or evaluation report prepared by the Independent Evaluator shall conform to the requirements of California Education Code § 56327. These statutes are fully incorporated into the Agreement by this reference and made a part hereof. In addition to any other laws specified in this Agreement, Independent Evaluator shall comply with all applicable federal, state and local laws,



rules, regulations, and ordinances, including but not limited to those laws pertaining to workers' compensation.

6. WRITTEN REPORT

As part of the contracted evaluation, Independent Evaluator shall release their assessment information including protocols and results directly to the LEA prior to the receipt of payment for services. Upon request, the report containing all necessary assessment and eligibility sections shall be provided to the LEA five (5) days prior to the date of the IEP meeting. The LEA shall receive the report no later than the same date the Student's family receives the report. The results of the independent evaluation will be considered in making educational decisions as required by applicable law.

7. PAYMENT

Independent Evaluator shall submit an invoice including dates of assessment, observation(s), and hourly rates to LEA upon completion of the evaluation. LEA shall pay the Independent Evaluator \$150 per hour, not to exceed \$1200 in total for services provided pursuant to this Agreement. Payment shall be made upon receipt of the written report provided pursuant to the terms of this Agreement in accordance with the LEA's normal billing cycles.

8. TERMINATION OF AGREEMENT

This Agreement shall terminate on the last day of service as provided above except:

- a. LEA may terminate at any time if the Independent Evaluator does not perform, or refuses to perform according to this Agreement.
- b. LEA may terminate services of Independent Evaluator at any time if, in the professional judgment of the LEA representative named herein, Independent Evaluator's performance is unsatisfactory as to the manner of performance or the product of said performance fails to meet LEA's requirements.
- c. In the event of early termination, Independent Evaluator shall be paid for all work or services performed to the date of termination together with an amount of approved expenses due and owing.
- d. Written notice by LEA shall be sufficient to cease further performance of services by Independent Evaluator. The notice shall be deemed given when received by the Independent Evaluator or not later than three days after the date of mailing, whichever is sooner.

9. HOLD HARMLESS AGREEMENT

Independent Evaluator agrees to and shall defend, hold harmless and indemnify LEA, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

- a. Liability for damages for death or injury to person or property, or any other loss,

damage or expense sustained by the Independent Evaluator or any person, firm or corporation employed by the Independent Evaluator upon or in connection with the services called for in this Agreement, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the LEA, its officers, employees, or agents.

b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the LEA, arising out of, or in any way connected with the services covered by this Agreement, regardless of the location where the injury was suffered, except for liability for damages which result from the sole negligence or willful misconduct of the LEA, its officers, employees, or agents.

The foregoing defense and indemnity obligations shall survive the termination of the Agreement. At all times when this Agreement is in effect, the Independent Evaluator, at Independent Evaluator's sole expense, shall maintain in full force and effect a policy of comprehensive general liability insurance.

10. ASSIGNMENT OF AGREEMENT

Independent evaluator shall not assign nor transfer by operation of law or otherwise any or all rights, burdens, duties, or obligations under this Agreement without prior written consent of the LEA. Any assignment not approved in writing is void. To the extent the parties agree to an assignment or subcontract, such subcontracts or assignments may be entered into only with providers which possess the required qualifications for performance of an IEE. Any subcontractor or assignee shall be bound by all of the terms of this Agreement, including but not limited to all indemnification provisions.

11. ANTI-DISCRIMINATION

It is the policy of the LEA that in connection with all work performed under agreements, there shall be no discrimination against any employee engaged in the work because of race, religion, ethnic background, or national origin, language, gender, sexual orientation, economic status, physical or developmental disabilities, or other special needs, and therefore the Independent Evaluator agrees to comply with the applicable Federal and California Laws, including but not limited to the California Fair Employment & Housing Act and applicable regulations.

12. INSURANCE

The Independent Evaluator shall not commence work under this Agreement until it has obtained the insurance required under this paragraph and satisfactory proof of such insurance has been submitted and approved by the LEA. Except for worker's compensation insurance, the policy shall not be amended or modified, and the coverage amounts shall not be reduced without the LEA'S written consent. LEA shall be named as an additional insured and be furnished thirty (30) days written notice prior to cancellation.

- a. The Independent Evaluator shall procure and shall maintain during the life of this agreement Worker's Compensation Insurance on all of its employees to be engaged in work on the project under this agreement.
- b. The Independent Evaluator shall procure and maintain during the life of this agreement, a policy of Public Liability Insurance in the amount of \$1,000,000 for bodily injury and property damage, which policy shall name LEA an additional insured.

13. EMPLOYEE OF ANOTHER PUBLIC AGENCY

Independent Evaluator, if an employee of another public agency, certifies that Independent Evaluator will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement. While engaging in carrying out other terms and conditions of this Agreement, Independent Evaluator is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the LEA.

14. MODIFICATION

This Agreement may be modified or amended only by a written document signed by authorized representatives of LEA and Independent Evaluator.

15. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties with respect to the subject matter of this Agreement and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated.

16. GOVERNING LAW

The terms and conditions of this Agreement shall be governed by and construed in accordance with the laws of the State of California with venue in San Diego County, California.

17. SEVERABILITY

If any provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed.

INDEPENDENT EVALUATOR	LEA
Signature <i>Hannah Zimmerman</i> Date 5/29/2025 Printed Name Hannah Zimmerman Address 1388 Corte Lira City, State, Zip San Marcos, CA 92069 Phone No. Fax No. (619) 790-3344 Federal ID for Business/Social Security No. for Individuals 87-1680849	Signature Date Printed Name Erin Feeley Address 1737 W. Vista Way City, State, Zip Vista, CA 92083 Phone No. Fax No. 760-621-8931 Federal ID for Business/Social Security No. for Individuals 45-3307047



Financials through Aug 31, 2025

Monthly Financial Board Report

Prepared for: Bella Mente School

Prepared by School's CSMC SBM - Josh Eng



Financial Summary

Actual to Budget:

This report is as of August 31, 2025, compared against our board-approved budget on June 10th 2025. This budget was based on 426 students enrolled and an ADA of 409. The budgeted net deficit for the year in this report is <\$649K>.

****NOTE:** The Budget will be positively and negatively impacted depending on the schools final ADA number – this won't be officially known until mid/late April 2026. Average value per full ADA is around ~\$15K; so, each ADA shorter than the budgeted amount will negatively affect the budget by around ~\$15K and each ADA greater than the budget amount will be positively affected by the same amount.

YTD Revenues through Aug 31, 2025, are \$416,031 or 15.9% under our current budget due to some revenue coming in later than budgeted These funds have been received in September, but are not reflected in the August report.

****NOTE:** ~\$2M of budgeted revenue is based around restricted funds. School must find expenses and meet compliance requirements to earn these funds. If the school cannot, this will have a negative impact on the budget.

YTD Expenses through Aug 31, 2025, are \$1,280,442 or 9.9% over our current budget due to timing as some expenditures came in earlier than expected. This is due to the expense purchases occurring more at the beginning of the year – but we'll have to wait until the following months to see the trend on this and thus its impact on the budget. Some these categories which will need to be monitored include Housekeeping and Building Maintenance. As well some expenses such as Insurance was paid in advance for the whole year, hence why expenses are over budget at this time.

Therefore, net deficit is <\$864,411> or 28.9% over our current budget due to the notes above

Balance Sheet:

As of Aug 31, 2025, we had total cash of \$7,651,691, short-term liabilities of \$1,619,783, and long-term liabilities of \$13,411,735. The ending fund balance is \$6,671,120.



Actual to Budget Summary

FY 2025-2026, July - August

Account Description	July - Last Closed			2025-2026		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$365,408	\$458,211	(\$92,803)	\$5,544,359	6.6%	\$5,178,951
Federal Revenue	-	-	-	\$330,708	0.0%	\$330,708
State Revenue	\$46,918	\$36,250	\$10,668	\$1,726,889	2.7%	\$1,679,971
Local Revenue	\$3,705	\$256	\$3,449	\$210,000	1.8%	\$206,295
Total Revenue	\$416,031	\$494,717	(\$78,687)	\$7,811,955	5.3%	\$7,395,924
Benefits	\$118,962	\$104,941	(\$14,021)	\$874,512	13.6%	\$755,549
Classified Salaries	\$130,584	\$130,737	\$152	\$1,089,472	12.0%	\$958,888
Certificated Salaries	\$302,583	\$306,637	\$4,054	\$2,787,609	10.9%	\$2,485,026
Total Personnel Expenses	\$552,130	\$542,315	(\$9,815)	\$4,751,593	11.6%	\$4,199,463
Other Outgo	\$112,835	\$115,000	\$2,165	\$690,000	16.4%	\$577,165
Capital Outlay	\$72,939	\$73,333	\$395	\$440,000	16.6%	\$367,061
Services	\$424,591	\$356,973	(\$67,618)	\$2,141,838	19.8%	\$1,717,247
Books and Supplies	\$117,947	\$77,717	(\$40,231)	\$438,009	26.9%	\$320,062
Total Operational Expenses	\$728,312	\$623,023	(\$105,289)	\$3,709,848	19.6%	\$2,981,535
Total Expenses	\$1,280,442	\$1,165,338	(\$115,104)	\$8,461,440	15.1%	\$7,180,998
Net Income	(\$864,411)	(\$670,620)	(\$193,791)	(\$649,485)	133.1%	\$214,926

Revenue
\$416,031

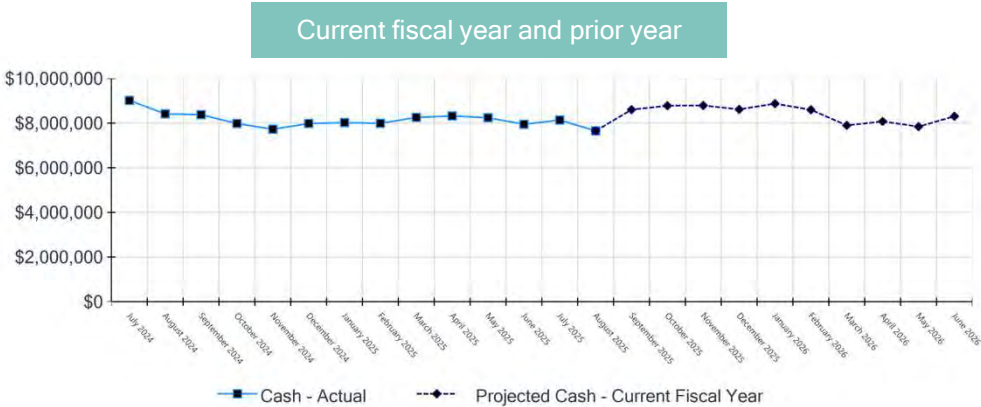
Expenses
\$1,280,442

Surplus / (Deficit)
(\$864,411)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.



Monthly Cash Balance Over Time



	Cash Amount	Actual or Projected
July 2024	\$9,019,434.79	Actual
August 2024	\$8,413,574.80	Actual
September 2024	\$8,378,466.53	Actual
October 2024	\$7,980,965.53	Actual
November 2024	\$7,726,738.37	Actual
December 2024	\$7,982,470.84	Actual
January 2025	\$8,022,941.27	Actual
February 2025	\$7,987,910.71	Actual
March 2025	\$8,256,266.15	Actual
April 2025	\$8,319,474.51	Actual
May 2025	\$8,242,036.01	Actual
June 2025	\$7,946,001.05	Actual

	Cash Amount	Actual or Projected
July 2025	\$8,139,147.80	Actual
August 2025	\$7,651,691.35	Actual
September 2025	\$8,604,138.00	Projected
October 2025	\$8,779,880.00	Projected
November 2025	\$8,790,125.00	Projected
December 2025	\$8,615,489.00	Projected
January 2026	\$8,872,090.00	Projected
February 2026	\$8,597,396.00	Projected
March 2026	\$7,899,043.94	Projected
April 2026	\$8,073,891.40	Projected
May 2026	\$7,844,625.10	Projected
June 2026	\$8,305,702.44	Projected

Balance Sheet Summary FY 2025-2026 - August

Assets	
Current Assets	
Accounts Receivable	\$696,551
Cash and Cash Equivalents	\$7,651,691
Prepaid Expenses	\$60,868
Total Current Assets	\$8,409,111
Fixed Assets	
Accumulated Depreciation	(\$2,869,219)
Fixed Assets	\$16,162,747
Total Fixed Assets	\$13,293,528
Total Assets	\$21,702,638

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$264,363
Accrued Liabilities	\$182,122
Other Short Term Liability	\$1,173,298
Total Short-term Liabilities	\$1,619,783
Long-term Liabilities	
Other Liabilities	\$13,411,735
Total Long-term Liabilities	\$13,411,735
Total Liabilities	\$15,031,518
Total Unrestricted Net Assets	\$7,507,468
Total Restricted Net Assets	\$28,063
Total Net Increase/(Decrease) in Net Assets	(\$864,411)
Total Net Assets	\$6,671,120
Total Liabilities and Net Assets	\$21,702,638

Liquidity Ratio

5.2

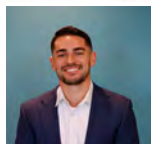
The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.



CSMC Charter School Support Team



Kristin Nowak
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Aaron Guibord
Executive VP of Operations
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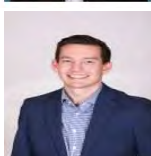
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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	10/30/2025	Federal Mental Health expenditure report -	CSMC	No	
Student Data	10/31/2025	Collect Income Surveys for LCFF - Despite the implementation of California's Universal Meals Program, which provides free meals to all students, schools are still required to collect income eligibility data for the Local Control Funding Formula (LCFF). This data is essential for determining supplemental and concentration grant funding based on the unduplicated count of disadvantaged students, including those eligible for free or reduced-price meals. Schools not participating in federal meal programs must collect this information annually using Alternative Income Forms.	School with CSMC Support	No	https://www.cde.ca.gov/fq/aa/lc/lcfffaq.asp#FREE
Payroll	10/31/2025	3rd Quarter Payroll Tax filing -	Payroll Vendor	No	
Finance	12/15/2025	First Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative.	CSMC with School Support	Yes	https://www.cde.ca.gov/fq/fi/ir/interimstatus.asp#:~:text=Local%20educational%20agencies%20(LLEAs)%20are,the%20period%20ending%20January%2031.
Accounting	12/15/2025	Year-end Audit - Payment (if any) is also due by September 30th of the following fiscal year.	CSMC with School Support	Yes	https://www.cde.ca.gov/fq/ac/co/intfedfund.s.asp
Payroll	1/1/2026	New Board Approved Handbook (if applicable) -	School	Yes	



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Temecula, Ca 92590

Report created on 10/10/2025 8:47:09 AM for Bella Mente School

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM F1

TO: Board of Directors

FROM: Superintendent

DATE: 10/14/25

SUBJECT: Charter Renewal Submission to Vista Unified School District

ISSUE: Bella Mente Montessori Academy submitted its Charter Renewal Petition to the Vista Unified School District on October 3, 2025, in accordance with California Education Code §47607. The Board must be informed of the official approval and review timeline as part of its oversight and renewal process.

BACKGROUND: The current charter term for Bella Mente Montessori Academy expires on **June 30, 2026**.

The renewal petition was submitted on **October 3, 2025**, placing it well within the allowable statutory window. When approved, the anticipated **renewed charter term** will begin **July 1, 2026** and extend through **June 30, 2031**. Following approval, Bella Mente's Board of Directors will formally adopt the renewed charter and execute the charter agreement with VUSD.

FISCAL IMPACT/ FUNDING SOURCE: No immediate fiscal impact beyond staff time and administrative costs associated with preparing and submitting the renewal petition.

Funding Source: General Fund – Administrative Operations.

RECOMMENDATION: It is recommended that the Board of Directors receive and file this update on the charter renewal process timeline and reaffirm the prior authorization for the Superintendent to represent Bella Mente Montessori Academy throughout the renewal review and approval process with the Vista Unified School District.

Respectfully Submitted,

Erin Feeley
Superintendent

Resolution No. 2025-1014: Approval of Charter Renewal Submission

WHEREAS, the Bella Mente Montessori Academy (“School”) is a public charter school duly authorized by the Vista Unified School District (“Authorizer”) and operating in accordance with its approved charter pursuant to California Education Code sections 47600 et seq.; and

WHEREAS, the current charter term for Bella Mente Montessori Academy is set to expire on June 30, 2025; and

WHEREAS, the School’s administration has prepared a Charter Renewal Petition, including all required exhibits and supporting documentation, in compliance with California Education Code section 47607 and applicable regulations; and

WHEREAS, the renewal petition reflects the School’s mission, vision, educational program, student outcomes, governance structure, financial sustainability, and measurable pupil outcomes, and demonstrates that the School has met or exceeded the renewal criteria set forth by law; and

WHEREAS, the Bella Mente Montessori Academy Board of Directors has reviewed the Charter Renewal Petition and finds it to be complete, accurate, and consistent with the School’s educational philosophy, goals, and strategic plan.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Bella Mente Montessori Academy Board of Directors **hereby approves** the Charter Renewal Petition and authorized its submission to the **Vista Unified School District** on October 3, 2025 for consideration and approval; and
2. The Board authorizes the Executive Director, or designee, to make any **non-substantive edits** or updates necessary to comply with authorizer requests or technical corrections prior to submission; and
3. The Executive Director is further authorized to take all necessary actions to **submit, present, and defend** the Charter Renewal Petition before the Authorizer and any other applicable agencies.

PASSED AND ADOPTED this 14th day of October, 2025, by the Board of Directors of Bella Mente Montessori Academy by the following vote:

Scoot Moote: _____

Greg McGuire: _____

James Smith: _____

APPROVED:

Board Chair / President

ATTEST:

Board Secretary Signature



Vista Unified School District
Department of Educational Excellence and Innovation
Certification of Completeness: Petition to Renew a Charter School

Submit this form with Petition, Notice of Submission, and Appendices

Charter School Information	
Name of Charter School:	Bella Mente Montessori Academy
Charter School Number & CDS Code:	1515 37-68452-0128223
School Year Submitted:	2024-2025
Authorizer:	Vista Unified School District

A. Renewal Term Requested	
Start Date:07/01/2026	End Date:06/30/2031
B. Performance Category & Renewal Basis	
Performance Category per CDE Dashboard Placement:	☐ High ☒ Middle ☐ Low ☐ DASS
Renewal Basis (AB 1505 / EDC 47607-47607.2)	☐ Presumptive Renewal (High) ☒ Standard Renewal (Middle) ☐ Renewal with Verified Data (Low) ☐ DASS (Dashboard Alternative School Status)
C. Instructional Model	
☒ Classroom-based ☐ Nonclassroom-based (NCB) ☐ Hybrid → NCB %: _____ <i>NCB % = percent of total ADA generated through instruction that is not classroom-based (e.g., independent study/online)</i>	
D. School Site	
Will the school remain at the current site(s)? ☒ Yes ☐ No If No, attach a site list (address, facility type) and identify additions/relocations.	
E. Submission Package (attach)	
☒ Primary Renewal Petition ☒ Appendices list ☒ Required financial reports (EDC section 47604.33):	



Vista Unified School District
Department of Educational Excellence and Innovation
Certification of Completeness: Petition to Renew a Charter School

● Budget: ☒ 1st Interim ☒ 2nd Interim ☒ Unaudited Actuals

☒ Annual **independent audit** (EDC sections 41020, 47605(m)) submitted / scheduled: ☐ Yes

☒ Current **LCAP** (EDC section 47606.5)

☒ Governance compliance documents (Brown Act/Public Records Act/Conflict-of-Interest)

☒ Special Education/SELPA information: ☒ Included (SELPA: El Dorado Charter)

F. Material Revisions

☒ None ☐ Proposed (attach summary of changes to grade span, sites, admissions, governance, instructional model/NCB %, or other charter elements)

G. Attestation

I hereby certify that this renewal petition package is complete under the applicable provisions of the California Education Code (EDC) governing charter renewals, including EDC sections 47607 and 47607.2, and that it includes the required petition elements incorporated by reference from EDC section 47605, as applicable.

Lead Petitioner - Printed Name/Title: Erin Feeley, Superintendent

Signature:

Submission Date:

October 3, 2025

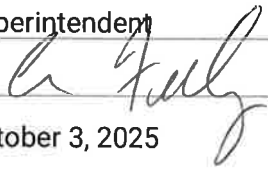


Vista Unified School District
Department of Educational Excellence and Innovation
Notice of Submission: Petition to Renew a Charter School

Submit this form with Petition, Certification of Completeness, and Appendices

Charter School Information		
Name of Charter School:	Bella Mente Montessori Academy	
Charter School Number & CDS Code:	1515 37-68452-0128223	
Enrollment:	Current: 414	Proposed: 602
Grade Levels:	Current: tk-8	Proposed: tk-8

Contact Information	
Name of Lead Petitioner(s):	Erin Feeley
Relationship of Lead to Charter School:	Superintendent
Name of Lead Contact (if not petitioner):	
Address - Street:	1737 W. Vista Way
City, State, Zip Code:	Vista, CA 92083
School Phone Number:	760-621-8948
Lead Contact Phone:	760-621-8931
Email:	efeeley@bellamentecharter.org

Notice of Submission	
Printed Name (Lead Petitioner):	Erin Feeley
Title:	Superintendent
Signature:	
Date of Submission:	October 3, 2025



CHARTER RENEWAL PETITION

Submitted to the Vista Unified School District
Board of Education
On October 3, 2025
For the term July 1, 2026 through June 30, 2031
Erin Feeley
Superintendent / Lead Petitioner

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INTRODUCTION

HISTORY

Bella Mente Montessori Academy (“BMMA”) was established in 2013 and offers a quality Montessori education, led by Montessori trained teachers, for students in grades TK-8.

MISSION

We provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

VISION

We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.

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

We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

We prepare children to care for their bodies through healthy eating and living.

CONTEXT FOR THE RENEWAL PETITION – POST-COVID

Bella Mente Montessori Academy, like many schools across the nation, experienced significant impacts from the COVID-19 pandemic beginning in 2020. The transition to remote learning disrupted the traditional Montessori hands on and experiential approach, challenged student engagement, and affected academic outcomes. Despite these obstacles, our dedicated staff rose to the occasion—adapting instructional strategies, maintaining a focus on whole-child development, and ensuring ongoing communication with families.

Bella Mente has consistently demonstrated resilience and a steadfast commitment to student growth. We implemented targeted academic interventions, Individualized Learning Plans (“ILP”), and progress monitoring systems to address post-pandemic learning loss. Our Ambassador program, expanded counseling services, and restorative practices fostered emotional well-being and school connectedness.

Thanks to these focused efforts, Bella Mente accomplished measurable improvement in academic achievement, student behavior, and attendance. We remain deeply committed to our mission of preparing students to be compassionate, independent lifelong learners and will continue to pursue excellence across all areas of student development.

INSTRUCTION AND LEARNING

Bella Mente Montessori Academy is committed to offering a high-quality academic program

that meets the needs of each student.

- BMMA has been WASC accredited since 2018, most recently earning a 6-year accreditation status in 2023.
- BMMA earned Verified School Status from the American Montessori Society (“AMS”), granted through July 2027. Bella Mente is proud to be one of only two AMS verified schools in the State of California.
- The STEM station opened in Fall 2023, providing a 3D printer and quality STEM tools in a learning space for direct instruction.
- Data analysis is an ongoing process at Bella Mente Academies. Teachers complete a Weekly Data Reflection sheet each Monday to determine actionable next steps for students in need of additional support.
- Unique Montessori Program of Education focusing on student achievement
 - Annual PowerUp Academy with credentialed teachers in a pull-out model for intensive small group instruction in math and ELA to focus on key foundational skills
 - Addition of “Montessori Coaches,” these are fully trained Montessori teachers who work as lead teachers and provide coaching to incoming teachers who are new to the Montessori Model
 - Biweekly pull-out small group reading instruction with students in kindergarten to prepare for grade 1
 - Elevate Program for 6th, 7th, and 8th grade students grouping students in a self-contained classroom closely following the Montessori Method through Middle School
 - Bella Mente offers several intervention groups throughout the day:
 - Small group special education and at-risk students are provided reading and math intervention through Corrective Reading and Delta Math, meeting three to four times per week
 - Teachers analyze Edmentum Exact Path diagnostic assessments, utilize Lexia programs, and leverage other assessment data to form small groups for a dedicated minimum of thirty minutes of targeted instruction/intervention which occurs four days per week
 - Teachers identify students that may need additional tutoring services, which are provided in the spring for those targeted students. Students are identified based, in part, on Exact Path data for reading and math. The intervention curriculum used is Tools for Teachers, released Interim Assessments, and released Focused Interim Assessments
 - In middle school, ELA and Math intervention groups are formed and identified students are required to attend twice per week. Exact Path, Tools for Teachers, released Interim Assessments, and released Focused Interim Assessments are the main methods of intervention instruction

- Weekly pull-out small group reading instruction, supported with Instructional Assistants in grade 3 to strengthen reading comprehension and fluency before fourth grade
 - Addition of small group reading intervention groups for grades 1-6
 - Offering a Kiwanis Builders Club for middle school students to participate in Community Service outside of their school campus
- Bella Mente engages families through proactive academic communication:
 - Families receive individualized text messages informing them of their child's current academic level in ELA and Math. These messages include specific recommendations for at-home support—such as targeted practice for students who are behind or enrichment activities for students who are above grade level—ensuring parents are actively engaged in reinforcing their child's progress.

ENRICHING STUDENT EXPERIENCES BEYOND THE CLASSROOM

Our school provides students with exceptional, hands-on learning opportunities that set us apart from traditional programs. Through immersive field trips to destinations such as the Pali Institute, Catalina Island, Camp Cuyamaca, Rawhide Ranch, Museum of Making Music, Palomar Planetarium, San Juan Capistrano Mission, San Diego Natural History Museum, and Oceanside Harbor, students learn from their environment and engage with the world in ways that deepen understanding and spark curiosity. We also empower students to navigate their communities confidently through experiences using public transportation, building both life skills and independence. These experiences are not occasional extras, but intentional, integral components of our educational model—designed to expand horizons, connect learning to the real world, and cultivate well-rounded, future-ready graduates.

A THRIVING SCHOOL COMMUNITY

- Leader in Me: Our school implemented the *Leader in Me* framework since 2019 to cultivate leadership, responsibility, and academic ownership among students. This whole-school transformation model is grounded in Stephen Covey's *The 7 Habits of Highly Effective People* and is embedded in our culture through student leadership roles, goal setting, and reflective practices. All staff have received ongoing training to ensure fidelity and sustainability. Students track personal and academic goals in leadership notebooks and participate in student-led conferences. Since adoption, we have seen improvement in student behavior, increased engagement, and stronger student voice and agency. The program aligns with our mission to educate the whole child and supports our social-emotional learning and academic achievement goals.
- This year the school is transitioning to the Choose Love for Schools curriculum, a comprehensive character and social-emotional learning (SEL) program that we have implemented across all grade levels during each class's SEL block. Rooted in the four pillars of Courage, Gratitude, Forgiveness, and Compassion-in-Action (the Choose Love Formula™), the program helps students develop emotional intelligence, resilience, and positive relationship skills. Lessons are scaffolded across grade levels and align with

recognized standards such as CASEL, Common Core, and the American School Counselor Association. Staff receive ongoing training to effectively deliver the program, ensuring a consistent schoolwide approach that promotes a compassionate and supportive community while improving school climate and student well-being.

- A Healthy Community: The Charter School maintained a stakeholder satisfaction rate of more than 75.4% “satisfied” or “highly satisfied” on the climate survey taken during Winter 2024-25. This level of satisfaction reflects not only a generally positive perception of the school’s environment but also a strong level of engagement among families, students, and staff. High satisfaction scores typically indicate that stakeholders feel heard, supported, and valued factors that contribute to stronger partnerships, higher participation in school initiatives, and a more collaborative culture. Including this statistic in reporting bolsters confidence because it shows that the school is not only meeting academic and operational goals but also cultivating a climate in which its community feels invested and connected. Additionally, 96.1% of families rated Bella Mente as “safe” or “very safe.”
- Strong Entry Practices: Bella Mente ensures every student and family feels welcomed and supported through structured Beginning-of-Year Conferences for all returning and new students, as well as a comprehensive New Student Onboarding process throughout the year. These practices connect families with teachers, provide clear academic expectations and resources, and foster strong relationships from the very start, reinforcing a culture of belonging and partnership within our school community.

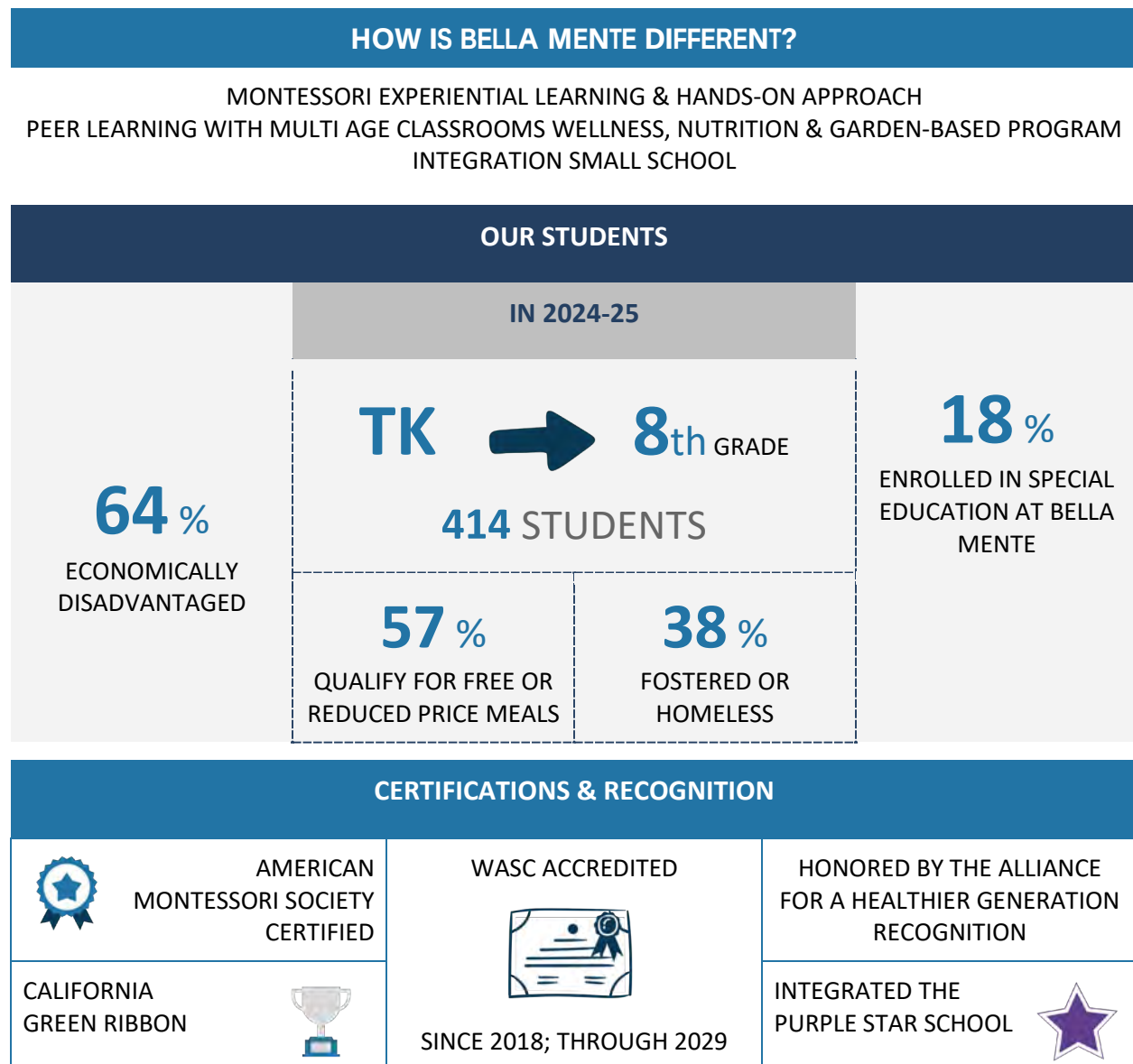
RECOGNITION

The following are a select list of accomplishments for Bella Mente Montessori Academy:

- In 2025, BMMA earned Green Achiever Status, the highest honor offered through the California Department of Education’s Green Ribbon Schools program, for excellence in sustainability, health, and environmental education.
- For three years, 2022-24, BMMA earned Silver Status from the California Department of Education’s Green Ribbon Schools program.
- In 2021, BMMA earned Bronze Status from the California Department of Education’s Green Ribbon Schools program.
- In 2025, BMMA earned recognition as a Purple Star School by the California Department of Education
- From 2019 through 2025, Bella Mente has been recognized for six consecutive years by the Alliance for a Healthier Generation as one of America’s Healthiest Schools.
- Bella Mente Montessori Academy was selected as an American Montessori Society tour school to highlight Eco-Education.
- Bella Mente Montessori Academy has been the recipient of the following grants:
 - Prop 39e Energy Grant: \$209,000
 - 2 Datron Grants: \$20,000
 - Recipient of the Sage Garden Project/Nutrition Grant for 3 years: \$60,000
 - Taste and Teach Sprouts Grant
 - Whole Foods Kids Grant

- OtterBox Innovation Station Grant-\$10,000
- Budding Botanist Grant- Kidsgardening.org
- Clean Air Day Microgrant
- Bella Mente Montessori Academy has received the following recognition:
 - Kindness Certified School: commitment to demonstrate positive, caring and respectful learning environments for students.
 - Kindness Certified Company: commitment to positive leadership promoting kindness with students, staff, family and community
 - A Certified Wildlife Habitat: A recognition from the National Wildlife Foundation designating a habitat for hummingbirds, monarch butterflies, and native plants.

The infographic below provides a summary of accomplishments and additional BMMA highlights:



AWARD		PROGRAM IN 2024

BEYOND EDUCATION: BENEFITS FOR STUDENTS AND THE COMMUNITY

4 ADDITIONAL CORE AREAS NOT REQUIRED IN THE CA CORE CURRICULUM	OUR SUSTAINABILITY-FOCUS CAMPUS HAS
#10 FORBES AMERICA'S TOP CHARITIES IN 2024 PROVIDING BEFORE & AFTER SCHOOL CARE, BOYS AND GIRLS CLUB	200
75 BOXES OF FRESH PRODUCE DONATED WEEKLY TO STUDENTS FROM LOCAL FARMS	SOLAR PANELS & ECO-FRIENDLY LANDSCAPING TO REDUCE FOOTPRINT.

AFFIRMATIONS & DECLARATION

Bella Mente Montessori Academy (“BMMA” or the “Charter School”), a California public charter school operated by Bella Mente Charter School, located within the boundaries of the Vista Unified School District (the “District” or “VUSD”), and authorized by the Vista Unified School District Board of Education, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)] Bella Mente Charter School declares that it shall be deemed the exclusive public school employer of the employees of Bella Mente Montessori Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that of the student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with

disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the

requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090"). The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Erin Feeley, Superintendent

Date

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter school performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Following release of the 2024 Dashboard, which is the most current data available, BMMA met the legal requirement for, and was deemed a middle-performing charter school by the CDE. As determined by law and the CDE, BMMA is eligible for a five (5) year charter renewal, as demonstrated below.

The state indicators for TK-12th grade schools include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress Indicator: grades one through twelve
- Graduation Rate: (Not Applicable for BMMA)
- College/Career: (Not Applicable for BMMA)
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

For middle-performing charter schools, Education Code Section 47607.2 states that the District shall consider the schoolwide performance and performance of all numerically significant subgroups of pupils served by the charter school on state and local indicators, providing greater weight to performance on measurements of academic performance in determining whether to

grant a charter renewal. In addition, the District shall consider clear and convincing evidence that the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

A. DASHBOARD SCHOOLWIDE PERFORMANCE

Middle Performing

Education Code Section 47607.2(b) states:

1. For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the school wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
2. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the ELPI, or any successor system, and the college and career readiness indicator (“CCI”).” (Education Code Section 47607(c)(3)).

As previously cited, in addition to the state and local indicators on the Dashboard, the authorizer shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

In this section, BMMA documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition.

For the 2023-24 school year BMMA served a total of 414 students in grades K-8 (Source, 2023-24 Dashboard). The following charts reflect the Distance from Standard (“DFS”) as defined below for the English Language Arts (“ELA”), Math and English Learner Progress Indicator (“ELPI”) measurements of academic performance as reported on the Dashboard for 2018, 2019, 2022, 2023, and 2024.

The DFS represents the “distance” between a student’s score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold. An average DFS (or an average of all the distances) is calculated at the school levels and later charts (in subpart B of this section) show numerically significant subgroup outcomes. This DFS average is used to

determine the Performance Levels (colors) for each level. (Source: 2023 CDE Dashboard Technical Guide)

Schoolwide Dashboard Academic Indicators for 2018-19 Academic Year

The following tables display the Charter School's schoolwide Dashboard state indicators outcomes, and for comparison those of Vista Unified School District, and Bobier Elementary, a District school located within five (5) miles of BMMA.

Dashboard Comparison	2019		
	ELA	Math	ELPI
BMMA	-10.1	-45.8	N/A
Bobier Elementary	-46.3	-54.6	38.6%
VUSD	-4.4	-37.3	48.2%
State	-2.5	-33.5	48.3%

- o For 2019, the District and the State outperformed BMMA for ELA. However, BMMA far outperformed Bobier Elementary at -10.1 below standard, where the District's local Elementary School performed at -46.3 below standard.
- o For Math, BMMA outperformed the District's Local Elementary by nearly 10 points.
- o In 2019 the CDE did not report the ELPI color on the Dashboard as the indicator required three (3) years of Summative ELPAC assessment data. The percentage of students who demonstrated progress toward English Proficiency as measured by the Summative ELPAC assessment is listed. The set of students was too small to report for BMMA in this regard.

State Academic Indicators 2019-20

Due to the COVID-19 pandemic, resulting in school closure in Spring 2020, state-mandated assessments - CAASPP, CAST, and ELPAC were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, state indicators were not reported by the CDE for the 2020 Dashboard statewide.

State Academic Indicators for 2022 and 2023

Dashboard Comparison	2022			2023		
	ELA	Math	ELPI	ELA	Math	ELPI
BMMA	-36.9	-66.8	62%	-21.2	-63.5	46.5%
Bobier Elementary	-62.2	-76.7	50.2%	-70.5	-86.5	38.9%
VUSD	-20.2	-59.7	50.3%	-22.3	-56.5	46.8%
State	-12.2	-51.7	50.3%	-13.6	-49.1	48.7%

- o **The 2022 Dashboard** was the first Dashboard reported post-pandemic. The CDE reported "status" levels data for the one academic year (2021-22). Therefore, no performance levels (colors) were reported.

- o For ELA, BMMA outperformed the local elementary school.
- o For Math, BMMA outperformed the local elementary school.
- o Notably, ELPI BMMA outperformed the local elementary school, the District, and the State.
- o **For the 2023 Dashboard**, the CDE provided performance levels (colors) as noted in the chart above.
- o BMMA demonstrated year-over-year improvements for both the academic indicators of ELA and Math. BMMA far outperformed the local District elementary school.
- o Despite BMMA’s decline in ELPI at 46.5%, BMMA outperformed the local District elementary school and BMMA’s outcome is nearly equivalent to the outcomes reported for the District and the State.

State Academic Indicators for 2024

Dashboard Comparison	2024		
	ELA	Math	ELPI
BMMA	-21.6	-66.1	51.7%
Bobier Elementary	-59.1	-83.7	56.1%
VUSD	-22.6	-53.7	46.2%
State	-13.2	-47.6	45.7%

- o **For the 2024 Dashboard**, BMMA generally demonstrated maintenance of the year-over-year improvements gained in 2023 for both the academic indicators of ELA and Math. While the district’s ELA outcome was nearly equivalent to BMMA, BMMA far outperformed the local District elementary school for both academic indicators.
- o BMMA improved the ELPI outcome at 51.6%, outperforming both the District and the State. The local elementary made marked improvements earning a blue designation for 2024.

B. ACADEMIC INDICATOR PERFORMANCE: Subgroup Comparisons—Local, District and State

The following charts include ELA CAASPP results for schoolwide (all students), and numerically significant student subgroups as applied to BMMA, Bobier Elementary, Vista Unified School District; and the State for:

- EL
- Socioeconomically Disadvantaged (“SED”)
- Students with Disabilities (“SWD”)
- Hispanic/Latino
- White (for District and State)

ELA COMPARISON: BMMA and Bobier Elementary School (Local District Elementary)

BMMA ELA Distance From Standard				
	2019	2022	2023	2024
All Students	-10.1	-36.9	-21.2	-21.6
EL	-81.2	-97.7	-63.9	-57.1
SED	-36.8	-49.8	-34.4	-38.4
SWD	-85.5	- 105.9	-54.9	-70.9
Hispanic/Latino	-50	-53.9	-39.1	-35

Bobier Elementary ELA Distance From Standard				
Student Group	2019	2022	2023	2024
All Students	-46.3	-62.2	-70.5	-59.1
EL	-56.5	-73.7	-92.6	-73.7
SED	-47.3	-64.3	-71.9	-60.6
SWD	-146	- 133.9	-117	- 117.2
Hispanic/Latino	-47	-63.5	-73.2	-60.4

- In 2019 the Hispanic/Latino subgroup performance for ELA was close between the schools, with Bobier Elementary at -47 and BMMA at -50. In 2022 BMMA outperformed Bobier for the same subgroup.
- In 2019 and 2022 BMMA outperformed Bobier Elementary Schoolwide and for SED and SWD. For the EL subgroup the District elementary school outperformed BMMA in 2019 and 2020.
- However, BMMA improved thereafter and outperformed the District's elementary school for Schoolwide outcomes and for all comparable numerically significant subgroups for comparison in 2023 and 2024.

ELA COMPARISON: BMMA and Vista Unified School District (Authorizer)

BMMA ELA Distance From Standard				
	2019	2022	2023	2024
All Students	-10.1	-36.9	-21.2	-21.6
EL	-81.2	-97.7	-63.9	-57.1
SED	-36.8	-49.8	-34.4	-38.4
SWD	-85.5	-	-54.9	-70.9
		105.9		
Hispanic/Latino	-50	-53.9	-39.1	-35
White	+17.3	-42.3	+12.8	+6.9

Vista Unified School District ELA Distance From Standard				
Student Group	2019	2022	2023	2024
All Students	-4.4	-20.2	-22.3	-22.6
EL	-59.9	-73.4	-91.1	-86.8
SED	-25.9	-42.7	-44	-45.9
SWD	79.6	-98.8	-97.2	-97.6
Hispanic/Latino	-25.6	-42.2	-43.6	-45.7
White	+42.9	-27.4	+23.6	-5.6

- In 2019 the District outperformed the Charter School for ELA for All Students and subgroups compared.
- For 2020, no results are provided. Federal testing requirements were waived due to the COVID pandemic, and in the 2020-21 school year, the State Board of Education approved shorter versions of the CAASPP. There was uneven participation because testing was not a viable option for many schools and districts due to factors related to COVID.
- In 2022 the District outperformed the Charter School for ELA for All Students and for the subgroups compared.
- In 2023, BMMA outperformed the District schoolwide and for all numerically significant student subgroups of EL, SED, SWD, and Hispanic/Latino. The District outperformed BMMA for the subgroup White. Notably, BMMA achieved over a 50-point performance improvement between 2022 and 2023 for the subgroup White, while the district realized a slight loss of ELA performance outcome for the same subgroup year-over-year.
- In 2024, for ELA, BMMA outperformed the District for the subgroup "White."
- As for All Students, and all other student groups (EL, SED, SWD, and Hispanic/Latino) BMMA outperformed the District for this academic indicator in 2024.

ELA COMPARISON: BMMA and State

BMMA ELA Distance From Standard				
	2019	2022	2023	2024
All Students	-10.1	-36.9	-21.2	-21.6
EL	-81.2	-97.7	-63.9	-57.1
SED	-36.8	-49.8	-34.4	-38.4
SWD	-85.5	- 105.9	-54.9	-70.9
Hispanic/Latino	-50	-53.9	-39.1	-35
White	+17.3	-42.3	+12.8	+6.9

State ELA Distance From Standard				
Student Group	2019	2022	2023	2024
All Students	-2.5	-12.2	-13.6	-13.2
EL	-45.1	-61.2	-67.7	-67.6
SED	-30.1	-41.4	-42.6	-40.9
SWD	-88.1	-97.3	-96.3	-95.6
Hispanic/Latino	-26.6	-38.6	-40.2	-39.3
White	+30.7	+21.9	+20.8	+19.2

- In 2019, the State outperformed the Charter School for ELA for All Students and subgroups compared.
- For 2020, no results are provided. Federal testing requirements were waived due to the COVID pandemic, and in the 2020-21 school year, the State Board of Education approved shorter versions of the CAASPP. There was uneven participation because testing was not a viable option for many schools and districts due to factors related to COVID.
- In 2022 the State outperformed the Charter School for ELA for All Students and for the subgroups compared.
- In 2023, while the State outperformed the Charter School for All Students and for the subgroup of “White,” BMMA nevertheless improved year-over-year for All Students and across all subgroups. Further, it proudly outperformed the State in four out of five numerically significant subgroups—EL, SED, SWD, and Hispanic Latino. Notably, BMMA achieved over a 50-point performance improvement between 2022 and 2023 for the subgroup White, while the State declined less over one point for ELA performance outcome for that same subgroup year-over-year.
- In 2024, for ELA, BMMA continued to make gains, achieving a 6.9 point above standard for the subgroup “White,” while the State decreased an additional point year-over-year from 2023 to 2024. BMMA made year-over-year improvements for all other subgroups.

- Notably, BMMA is proud of the achievement whereby in 2024, for four out of the five numerically significant student subgroups (EL, SED, SWD, and Hispanic/Latino), the Charter School outperformed the State.

MATH COMPARISON: BMMA and Bobier Elementary School (Local District Elementary)

BMMA Math Distance From Standard				
	2019	2022	2023	2024
All Students	-45.8	-66.8	-63.5	-66.1
EL	-98.3	- 120.6	- 105.2	-97.6
SED	-72.4	-81.4	-81.7	-83.9
SWD	- 107.7	- 133.4	-82.1	-119
Hispanic/Latino	-82.1	-85.8	-94.8	-76.2

Bobier Elementary Math Distance From Standard				
Student Group	2019	2022	2023	2024
All Students	-54.6	-76.7	-86.5	-83.7
EL	-62.8	-86.6	-99.6	-94.2
SED	-55.2	-78.9	-86	-84.2
SWD	-135	- 130.6	- 125.6	- 128.1
Hispanic/Latino	-54.7	-77.1	-86.7	-84.7

- In 2019, the local District elementary school outperformed the Charter School in Math for EL, SED, and Hispanic Latino Subgroups. BMMA outperformed the local elementary school for SWD, and for All students.
- For 2020, no results are provided. Federal testing requirements were waived due to the COVID pandemic, and in the 2020-21 school year, the State Board of Education approved shorter versions of the CAASPP. There was uneven participation because testing was not a viable option for many schools and districts due to factors related to COVID.
- In 2022, the local District elementary school outperformed the Charter School in Math for EL, SED SWD, and Hispanic Latino numerically significant subgroups, while BMMA outperformed the local elementary school for All Students.
- In 2023, the local District elementary School outperformed BMMA in Math for EL and Hispanic /Latino. BMMA outperformed the local District elementary school for SED, SWD, and for All Students.
- In 2024, the local District elementary School outperformed BMMA in Math for EL only. BMMA achieved an outperformance of the local District elementary school for

All Students Schoolwide and for the other four out of five numerically significant subgroups available for comparison, those were SED, SWD, and Hispanic/Latino. For EL, BMMA consistently improved year-over-year from 2022 through 2024.

Math BMMA and Vista Unified School District (Authorizer)

BMMA Math Distance From Standard				
	2019	2022	2023	2024
All Students	-45.8	-66.8	-63.5	-66.1
EL	-98.3	- 120.6	- 105.2	-97.6
SED	-72.4	-81.4	-81.7	-83.9
SWD	- 107.7	- 133.4	-82.1	-119
Hispanic/Latino	-82.1	-85.8	-94.8	-76.2
White	-20.6	-42.3	-24.2	-43.2

Vista Unified School District Math Distance From Standard				
Student Group	2019	2022	2023	2024
All Students	-37.3	-59.7	-56.5	-53.7
EL	-81	- 104.5	- 117.3	- 113.4
SED	-57	-83.1	-79.4	-78.1
SWD	104.7	- 128.3	- 123.7	- 125.6
Hispanic/Latino	-58.5	-82.6	-79.6	-79.5
White	+9.1	-9.3	-5.7	+1.4

- In 2019, the District outperformed the Charter School in Math for All Students and all numerically significant subgroups.
- For 2020, no results are provided. Federal testing requirements were waived due to the COVID pandemic, and in the 2020-21 school year, the State Board of Education approved shorter versions of the CAASPP. There was uneven participation because testing was not a viable option for many schools and districts due to factors related to COVID.
- In 2022, the District outperformed the Charter School in Math for All Students and for EL, SWD, Hispanic/Latino, and White subgroups. BMMA outperformed the District for SED.
- In 2023, the District outperformed BMMA in Math for All Students and for SED, Hispanic/Latino, and White student subgroups. BMMA outperformed the District for EL and SWD.

- In 2024, the District outperformed BMMA in Math for All Students, and for SED, and White student subgroups. BMMA achieved an outperformance of the District for EL, SWD, and Hispanic/Latino.

Math COMPARISON: BMMA and State

BMMA Math Distance From Standard				
	2019	2022	2023	2024
All Students	-45.8	-66.8	-63.5	-66.1
EL	-98.3	- 120.6	- 105.2	-97.6
SED	-72.4	-81.4	-81.7	-83.9
SWD	- 107.7	- 133.4	-82.1	-119
Hispanic/Latino	-82.1	-85.8	-94.8	-76.2
White	-20.6	-42.3	-24.2	-43.2

State Math Distance From Standard				
Student Group	2019	2022	2023	2024
All Students	-33.5	-51.7	-49.1	-47.6
EL	-68.6	-92	-93.4	-93.4
SED	-63.7	-84	-80.8	-78.2
SWD	- 119.4	- 130.8	- 127.3	- 124.3
Hispanic/Latino	-62.2	-83.4	-80.8	-79.2
White	+1.4	-13.4	-11.1	-10.3

- In 2019, the State outperformed the Charter School for Math for All Students and for all numerically significant student population subgroups except for SWD, where BMMA outperformed the state by over ten (10) points.
- For 2020, no results are provided. Federal testing requirements were waived due to the COVID pandemic, and in the 2020-21 school year, the State Board of Education approved shorter versions of the CAASPP. There was uneven participation because testing was not a viable option for many schools and districts due to factors related to COVID.
- In 2022, BMMA outperformed the State in math for the SED subgroup, and the state outperformed BMMA in math for all other categories.
- In 2023, the State outperformed the Charter School for Math for All Students and for all numerically significant student population subgroups except for SWD, where BMMA outperformed the state by over forty-five (45) points.
- In 2024, the State outperformed the Charter School in math for All Students, and EL,

SED, and White. BMMA outperformed the State in Math for SWD and Hispanic students.

CAASPP PERFORMANCE: Percentage Met/Exceeded

BMMA ELA/Math CAASPP Met/Exceeded

Demographic	Assessment	2019	2022	2023	2024
Schoolwide	ELA	47.06%	38.94%	40.83%	38.89%
	Math	33.03%	23.11%	24.27%	25.54%
English Learner	ELA	2.27%	9.09%	6.90%	11.63%
	Math	2.27%	3.03%	6.90%	13.95%
Economically Disadvantaged	ELA	37.76%	34.93%	34.56%	32.18%
	Math	23.24%	17.93%	16.05%	19.18%
Hispanic/Latino	ELA	32.62%	30.88%	31.94%	31.29%
	Math	19.29%	15.44%	18.05%	21.53%
Student With Disability	ELA	9.61%	13.52%	18.75%	14.28%
	Math	3.92%	10.81%	12.50%	10.71%
White	ELA	57.94%	49.15%	61.29%	50.00%
	Math	41.38%	31.03%	35.48%	33.33%

Bobier Elementary ELA/MATH CAASPP Met/Exceeded

Demographic	Assessment	2019	2022	2023	2024
Schoolwide	ELA	32.44%	24.35%	19.62%	23.96%
	Math	28.00%	19.69%	13.36%	16.47%
English Learner	ELA	14.84%	9.84%	3.60%	4.60%
	Math	8.97%	7.44%	2.56%	1.00%
Economically Disadvantaged	ELA	31.97%	23.41%	19.05%	24.02%
	Math	27.89%	18.47%	14.11%	16.25%
Hispanic/Latino	ELA	31.47%	23.92%	18.90%	23.81%
	Math	27.97%	20.16%	13.47%	16.39%
Student With Disability	ELA	5.88%	13.16%	11.36%	10.87%
	Math	8.82%	16.67%	6.66%	4.35%

VUSD ELA/MATH CAASPP PERFORMANCE: Met/Exceeded

Demographic	Assessment	2019	2022	2023	2024
Schoolwide	ELA	49.88%	43.61%	42.86%	42.71%
	Math	37.04%	29.78%	31.74%	32.98%
English Learner	ELA	10.11%	7.88%	4.50%	3.32%
	Math	7.92%	5.36%	3.95%	3.12%
Economically Disadvantaged	ELA	40.30%	34.05%	34.17%	33.61%
	Math	28.27%	20.74%	22.97%	23.83%
Hispanic/Latino	ELA	40.48%	34.65%	34.96%	33.40%
	Math	27.90%	20.93%	22.74%	22.85%

Student With Disability	ELA	15.95%	14.83%	14.68%	13.88%
	Math	13.02%	11.10%	12.68%	10.72%
White	ELA	71.18%	63.26%	61.64%	61.09%
	Math	57.92%	50.10%	51.79%	54.01%

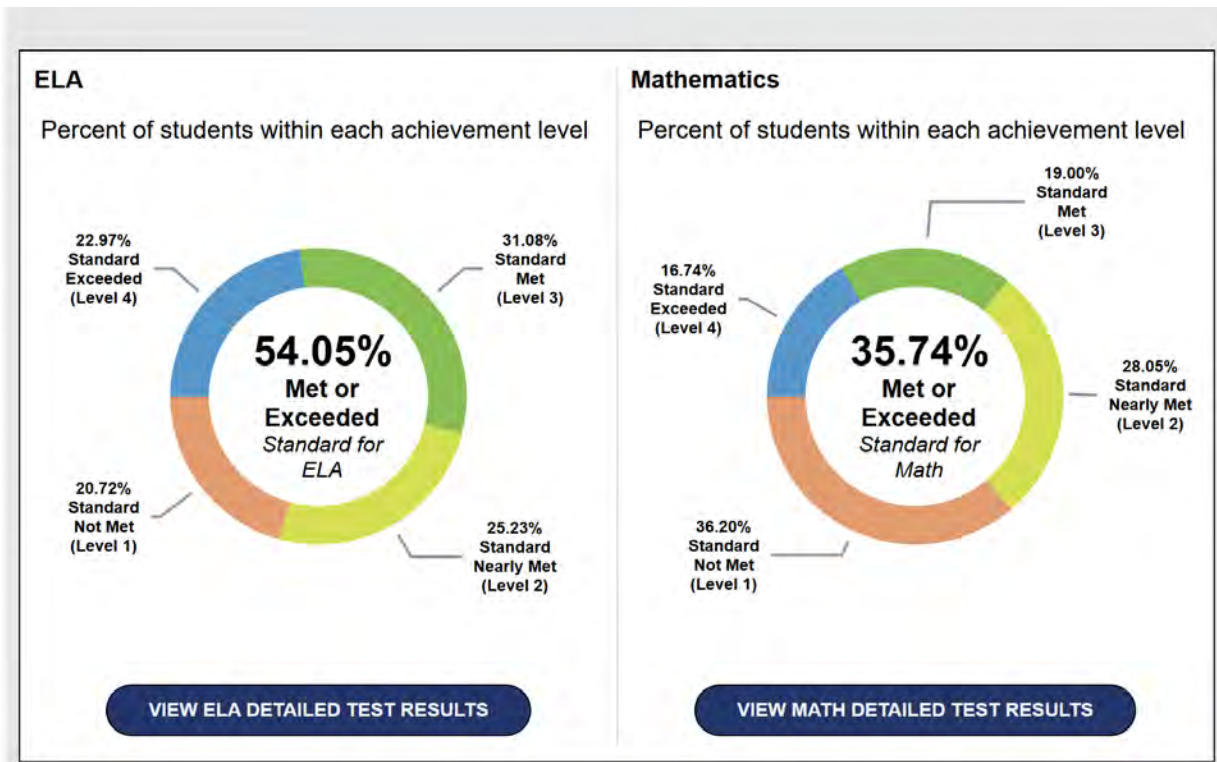
State ELA/MATH CAASPP PERFORMANCE: Met/Exceeded

Demographic	Assessment	2019	2022	2023	2024
Schoolwide	ELA	51.10%	47.06%	46.66%	47.04%
	Math	39.73%	33.38%	34.62%	35.54%
English Learner	ELA	12.81%	12.47%	10.87%	10.29%
	Math	12.58%	9.71%	9.93%	10.25%
Economically Disadvantaged	ELA	39.19%	35.24%	35.27%	36.81%
	Math	27.48%	21.23%	22.91%	24.98%
Hispanic/Latino	ELA	40.81%	36.40%	36.08%	36.78%
	Math	28.05%	21.24%	22.69%	22.73%
Student With Disability	ELA	16.35%	15.61%	15.75%	15.83%
	Math	12.61%	11.41%	12.26%	12.54%
White	ELA	65.64%	61.36%	60.72%	60.24%
	Math	54.23%	48.18%	49.02%	49.57%

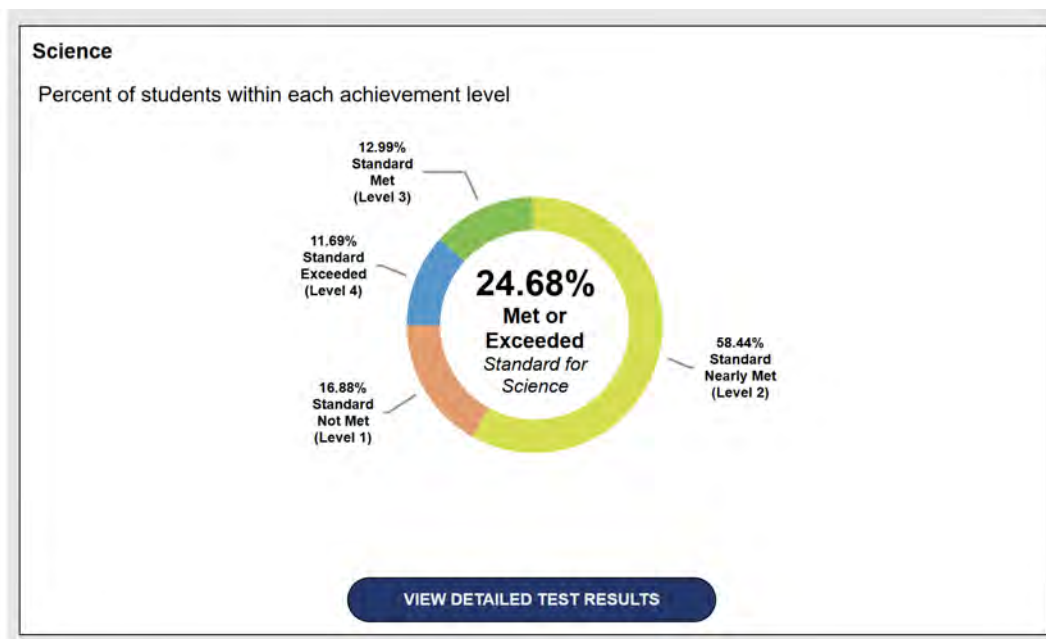
In 2023, 2024 BMMA outperformed the local District elementary school schoolwide and for all numerically significant subgroups based on the percentage of those students who achieved a “met or exceeded” outcome on CAASPP for ELA and for Math.

2025 CAASPP Assessment Results

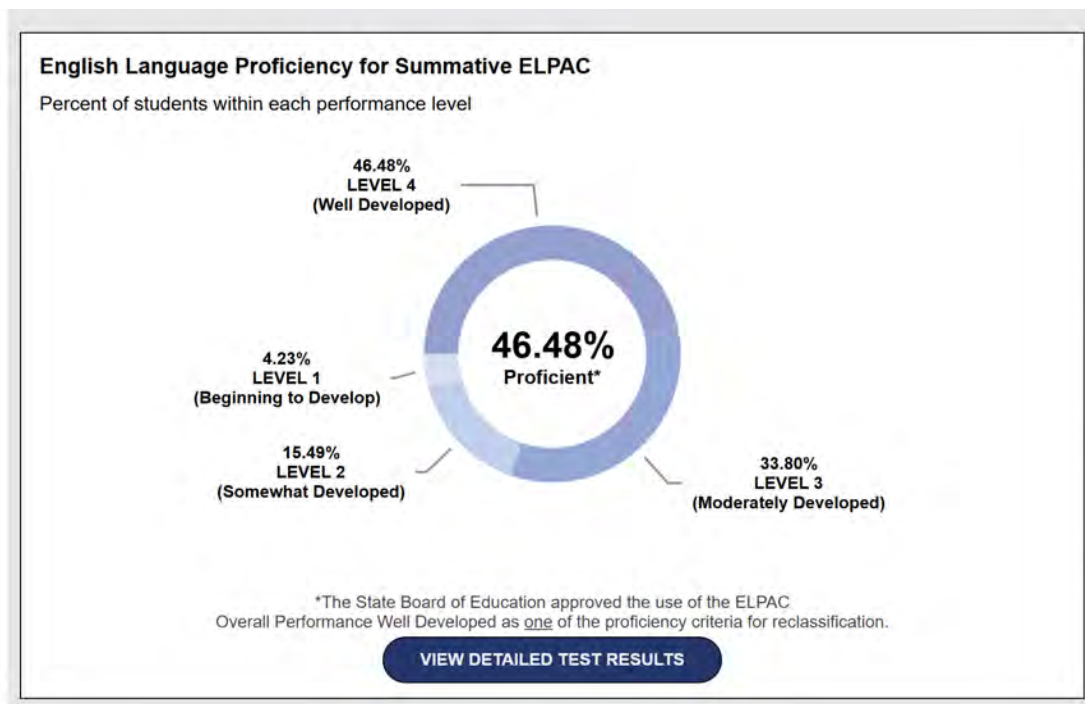
The Charter School is pleased to share its 2025 assessment results, just prior to their publication, and the growth that BMMA students demonstrated in spring 2025.



From the 2023-24 school year to the 2024-25 school year, the Charter School saw an increase of 15.16% in ELA and a 10.2% increase in math, in the percentage of students who met or exceeded standards.



The Charter School saw a 3.79% increase from 2023-24 to 2024-25 school year in Science, in the percentage of students who met or exceeded standards.



The Charter School saw an increase of 34.13% of students making progress on the ELPAC.

Verified Data – Academic Growth

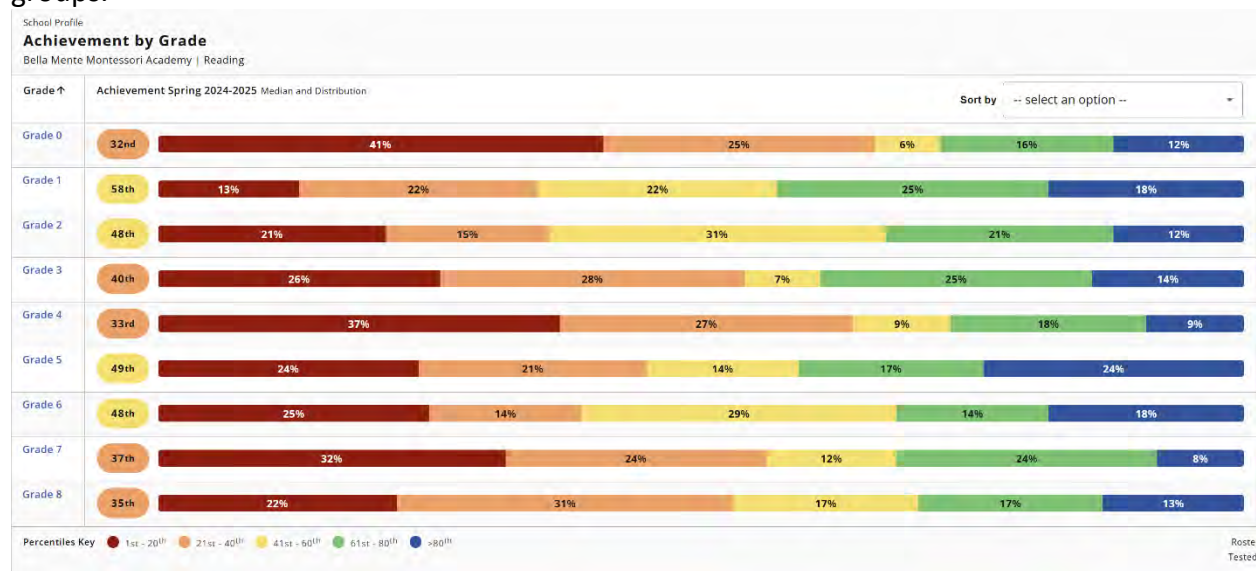
Charter School Dashboard Local Indicators

BMMA “met” standards for all Local Indicators for every year reported on the Dashboard between 2019 and 2024. Those Local indicators are listed below.

- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

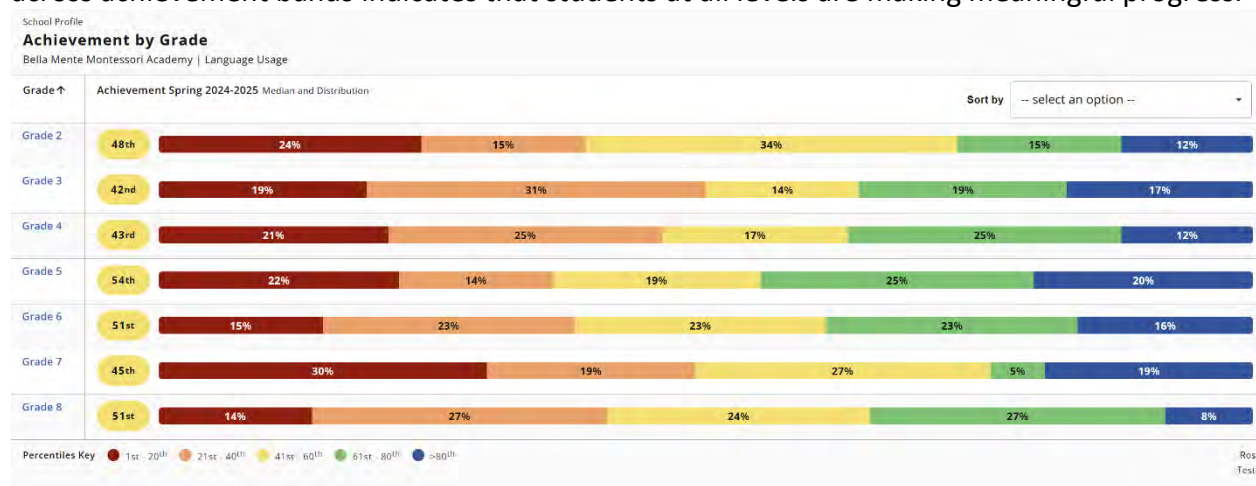
Reading – Achievement by Grade

Reading achievement by grade reveals bright spots across multiple levels, particularly in Grade 1, where the median is well above the national midpoint and 43% of students are performing in the top two bands. Grades 2, 3, 5, and 6 also show notable strengths, each with over 30% of students scoring at or above the 61st percentile. This suggests that high achievement is present throughout the school and that instructional supports are effectively reaching diverse age groups.



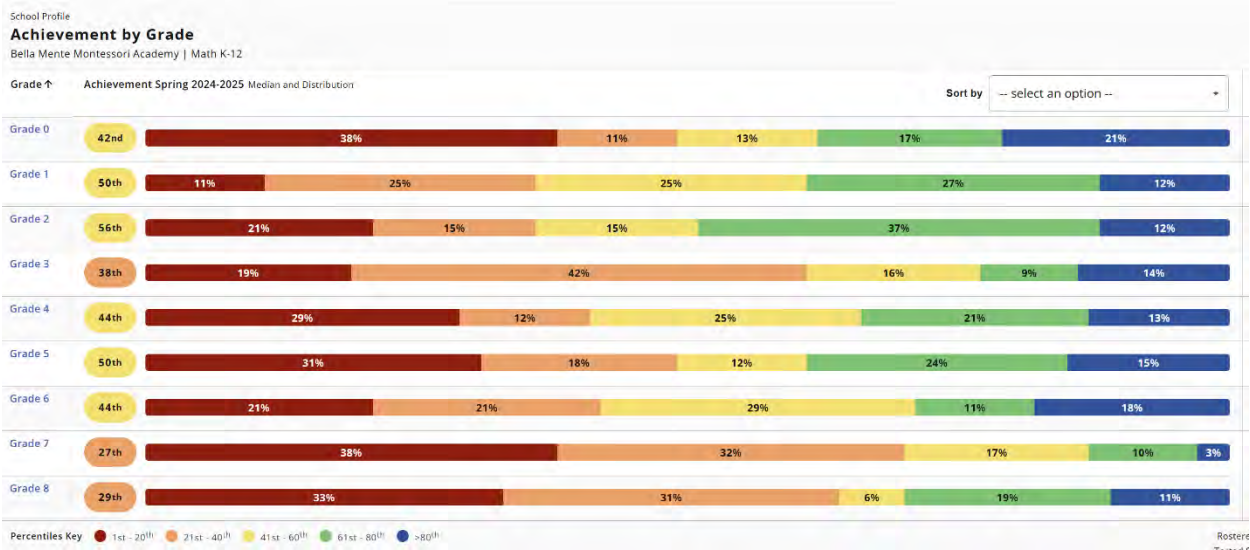
Language Usage – Achievement by Grade

Bella Mente's Language Usage data shows steady growth with a median in the 48th percentile, reflecting progress in line with national norms. Notably, 39% of students are performing above the 60th percentile, including a strong 20% in the top tier (>80th percentile). This demonstrates that a significant portion of students are excelling in language skills, and the even distribution across achievement bands indicates that students at all levels are making meaningful progress.



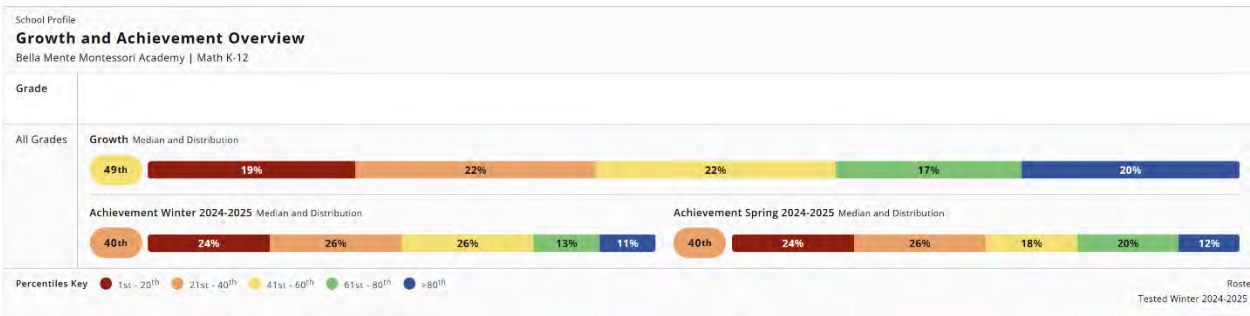
Math – Achievement by Grade

Math achievement by grade highlights areas of significant success, especially in Grades 1, 2, and 5, where more than 38% of students are in the top two performance tiers. Grade 2, in particular, stands out with the highest proportion of students (nearly 50%) scoring above the 61st percentile. These results show that many students are excelling in mathematical reasoning and problem-solving across multiple grade levels.



Math – Growth and Achievement Overview

Math growth remains healthy with a 49th percentile median, showing that students are making progress at or above national norms. Notably, 37% of students are performing at or above the 61st percentile, with a solid 20% in the top tier (>80th percentile). The consistency between winter and spring performance demonstrates stability in achievement and suggests that the school’s math program is providing students with the skills they need to sustain strong performance.



Reading and Language – Growth and Achievement Overview

Reading and Language growth remains healthy with a 49th and 48th percentile median respectively, showing that students are making progress at or above national norms. Notably, 35% of students are performing at or above the 61st percentile in Reading and 39% of students are performing at or above the 61st percentile in Language, with a solid 20% in the top tier (>80th percentile) in Language. The consistency between winter and spring performance

demonstrates stability in achievement and suggests that the school’s Reading and Language programs are providing students with the skills they need to sustain strong performance.



Bella Mente Montessori Academy’s recent Growth and Achievement data reflects several positive trends. Across Language Usage, Reading, and Math, the school demonstrates balanced distributions with strong representation in the higher percentile ranges, including notable portions of students performing in the 61st–80th and above 80th percentiles. In multiple grade levels, such as Grades 1, 2, 5, and 6, a significant percentage of students are achieving at or above the 61st percentile, highlighting pockets of high performance. Growth metrics in all three subject areas are near the 50th percentile, indicating that students are progressing at a rate consistent with or exceeding national averages. Additionally, the data shows consistent performance stability between winter and spring assessments, with several grades maintaining or improving their median scores over time. These patterns suggest that instructional strategies are supporting sustained achievement and fostering continued academic progress across grade levels.

BMMA has proven that it consistently achieves the goals of its charter, especially considering its Academic Indicator year-over-year improvement from 2023-24 and its continued improvement into 2024 for ELPI.

BMMA is designated as middle-performing by the CDE and clearly meets the legal requirements for renewal as such a middle-performing charter school, in accordance with Education Code Section 47607.2(b). This data and the charter petition elements below provide clear and convincing support that BMMA’s charter should be granted renewal for a five-year term.

As demonstrated by the evidence presented, the Charter School meets the renewal criteria for a middle track school and should be granted a renewal term of five (5) years from July 1, 2026 to June 30, 2031.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

DEMOGRAPHICS AND STUDENT POPULATION TO BE SERVED

Bella Mente Montessori Academy is a public charter school situated in Vista that is accredited by WASC and AMS. Our school provides the families of the community, and families throughout San Diego County, with access to a high-quality Montessori education for their child at no cost, as a public school.

As presented in the Renewal Criteria section, BMMA’s academic indicators for school-wide performance improved year-over-year, while numerically significant student subgroups changed significantly. Although overall student enrollment decreased during the Covid 19 pandemic, enrollment stabilized afterward. The proportion of students with disabilities increased notably, from 10% in 2013-2014 to 17.7% in 2024-25. Also, the percentage of students who are ELs increased by 15.4% from 2013 to 2024. This suggests that Bella Mente is serving more students who may be navigating greater learning challenges. Despite that, BMMA is proud that overall academic achievement has increased. Bella Mente’s focus on providing rigorous and daily intervention is leading to significant student growth. When analyzing the data further using files from the state’s Testing Operational Management System (“TOMS”), Bella Mente demonstrates increased academic progress.

Bella Mente Montessori Academy currently serves 418 students in grades TK-8, ages four to fourteen. Currently, BMMA has the means and facilities necessary to accommodate a total of 812 students. As a school of choice, BMMA targets students whose educational experience to date has not resulted in optimal academic and personal success. This includes students who have shown an interest and/or success in the Montessori environment. BMMA also seeks out families who desire a personalized approach for their students, focusing on mastery of literacy and mathematics skills as well as education for a citizen of the world. BMMA attracts students from private and public schools interested in and needing a personalized learning environment. Each student deserves and demands a learning environment which meets their individual needs and guarantees success.

The following chart provides the ethnic demographics for the past five years. Of the 414 enrolled students in 2024-25, 25% are White (46% in 2018), 63% Hispanic (39% in 2018), 3% Asian (2% in 2018), 3% African-American (3% in 2018), and 6% 2+ Races (8% in 2018).

	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian	0.22%	0.23%	0.49%	0.48%	0.24%
Asian	4.75%	3.98%	2.98%	2.91%	2.84%
Native Hawaiian	0.00%	0.23%	0.74%	0.73%	0.71%
Black or African American	1.94%	2.81%	2.74%	4.61%	2.84%
White	34.13%	26.93%	26.86%	26.46%	24.59%
Hispanic	50.97%	58.31%	60.69%	61.17%	62.65%
Multi-Race	7.99%	7.72%	5.47%	5.33%	6.15%

SOCIOECONOMIC STATUS

The economic data from Bella Mente Montessori Academy highlights a significant and sustained presence of students from low-income and socio-economically disadvantaged backgrounds.

The following chart provides the total number and percentage of students who qualify for free/reduced-price meals as defined by the federal government guidelines.

FREE/REDUCED LUNCH



The number of students qualifying for free or reduced-price meals has grown steadily from just 73 in 2013–14 to a peak of 264 in 2021–22, with a slight taper to 242 in 2024–25. This shift is mirrored in the percentage of students qualifying, which climbed from under 20% to over 60% during the same timeframe, indicating a growing need for food assistance and support services. Bella Mente Montessori Academy participates in the National School Lunch Program (“NSLP”) to provide families with additional support beyond education.

The following chart provides the total number and percentage of students who are identified as SED, defined by the State Board of Education (“SBE”), as consisting of students who meet either one of two criteria:

- Neither of the student's parents has received a high school diploma; or
- The student is eligible for the free or reduced-price meal program

SOCIO-ECON. DISADVANTAGED



This chart reflects a consistent rise in students classified as socio-economically disadvantaged—from 87 students in 2013–14 to 272 students in 2024–25. The corresponding percentage steadily rose as well, peaking at nearly 70% in recent years. These trends underscore the Charter School’s evolving demographic, with a substantial portion of its population facing economic challenges. Bella Mente Montessori Academy’s ability to maintain its Montessori mission while supporting a high-needs student body demonstrates its commitment to equity and accessibility in public education.

ENROLLMENT

Bella Mente Montessori Academy was established in 2013, and currently serves 418 students in grades TK-8. Our school strives to serve a student population reflective of the general population residing in the territorial jurisdiction of the District as described in detail in the Executive Summary section of this petition and further detailed in Element 7.

BMMA’s student to teacher ratio is 1:20 in Primary Classrooms (TK/K) and 1:28 in general classrooms. The following chart illustrates the projected enrollment for the term of this charter petition. The Charter School adheres to classroom size and adult to student ratios for TK, as defined in Education Code Section 48000(g).

ENROLLMENT BY GRADE LEVEL											
	TK	K	1	2	3	4	5	6	7	8	TOTAL
2013-14	4	71	51	53	46	34	36	36	18	1	350
2020-21	12	60	45	58	55	54	46	53	40	35	458
2021-22	18	63	41	55	45	47	34	40	36	31	410
2022-23	37	29	50	38	49	44	49	37	37	26	396
2023-24	41	69	33	49	39	43	44	49	35	28	430
2024-25	40	55	57	32	45	26	42	35	42	37	412

The following chart provides the projected enrollment for the next five years.

PROJECTED ENROLLMENT: 2021											
	GR TK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL
2026-27	45	75	57	62	36	46	30	47	37	44	479
2027-28	50	80	71	58	56	37	45	38	45	38	518
2028-29	55	85	72	68	53	52	38	48	38	44	553
2029-30	55	85	79	69	61	50	49	43	46	39	571
2030-31	55	89	79	74	62	56	47	52	43	45	638

PURPOSE, MISSION, VISION AND SCHOOL CULTURE

PURPOSE

Bella Mente Montessori Academy is a locally governed public charter school that offers a high-quality, rigorous Montessori education as an alternative to traditional schools. Our academy serves students from transitional kindergarten through grade eight, providing a supportive, individualized learning environment for students who:

- Thrive in a hands-on, Montessori-based learning environment
- May feel overwhelmed in a large, traditional school setting and would benefit from a small, yet rigorous program
- May have struggled in traditional classroom settings and need a more personalized approach to learning
- May need intensive interventions in reading and/or math to gain the academic skills

- needed to meet high school graduation requirements
- Value a comprehensive curriculum that integrates academics with social responsibility and global awareness

At Bella Mente Montessori Academy, we are committed to cultivating a love of learning while preparing students for lifelong success.

MISSION

We provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

VISION

We promote an educational atmosphere that encourages cultural, linguistic, and socioeconomic diversity.

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

We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

We prepare children to care for their bodies through healthy eating and living.

SCHOOL CULTURE

Our school culture is clearly established in our school motto:

- Responsible
- Respectful
- Safe
- Productive

These important words embody the values we expect our students to exude and uphold, which are also integrated and embedded into BMMA's instructional day.

AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the 21st Century must possess a diverse set of characteristics and skills in order to function in a global society. BMMA has implemented the following schoolwide learner outcomes, critical characteristics of an "educated person" in order to thrive in the 21st century, in preparation for the rigor and preparation for secondary and post-secondary education.

Students at Bella Mente are instructed with the skills they need to thrive in a world that demands both academic and social proficiency.

Foundational Literacies: Bella Mente students apply core skills to everyday tasks:

- Literacy

- Numeracy
- Scientific literacy
- Information and Communication Technologies (“ICT”) literacy
- Financial literacy
- Cultural and civic literacy

Problem Solving: Bella Mente students use problem solving techniques to approach complex challenges:

- Critical thinking/problem-solving
- Creativity
- Communication
- Collaboration

Character Qualities: Bella Mente students are taught the skills necessary to approach the ever-changing environment of the 21st century:

- Curiosity
- Initiative
- Persistence
- Adaptability
- Leadership
- Social and cultural awareness

We provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori

Our Vision Statements

We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.

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

We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

We prepare children to care for their bodies through healthy eating and living.

BMMA believes that an educated person in the 21st-Century is holistically balanced. This means that the individual is able to use the mind as well as the body to the best of their ability. As an educated person, the student shall become a collaborative member of the community whose members are also motivated to set and achieve personal goals. This individual demonstrates empathy towards others through respectful and productive interactions. The BMMA student is

guided to view themselves as a global citizen who is empowered and responsible. To this student, making positive changes in the world and within the immediate environment will become innate actions. As seekers of their own spiritual understanding and peace, this student appreciates and protects the rights of others to do likewise. As part of the holistic balance the student seeks, the student develops personal habits that lead to a healthy lifestyle, including balancing leisure, work, family, and community.

Dr. Montessori held five important tenets in her educational philosophy. A child was not merely a student, but rather a scholar, healthy physical being, community member, citizen of the world and spiritual being.

1. As a scholar, the student is proficient in mathematics, science, social studies, languages and the arts.
2. As a healthy physical being, the student is knowledgeable of and practices good nutrition, safety, and a healthy lifestyle. The student develops habits of physical challenge in ways that provide pleasure, stress release, and lifelong fitness habits.
3. As a community member, the student is able to collaborate with others, cooperate on projects, and manage and resolve conflicts. The student is motivated and ready to provide meaningful service to others and makes significant contributions with developed talents.
4. As a citizen of the world, the student understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed on important political, social, and environmental issues. The student is informed regarding other political, social and cultural systems and seeks to understand and co-exist peacefully.
5. As a spiritual being, the student feels a connection with all of life and desires to live in harmony with nature. This means that every act of carelessness, selfishness, indifference, hatred and violence toward nature or toward other human beings is actually an act against the scholar, the family, and the culture. The student seeks the highest of human virtues, such as love, caring, generosity, responsibility for actions, forgiveness, compassion and openness to one another. This leads to sharing, cooperation, and peace. In harmony with the environment, the student understands the importance of a sustainable existence to create a world habitable for future generations.

To build on the success of other research-based models, BMMA practices The Seven Attributes of Highly Effective Schools.¹ (The Bill & Melinda Gates Foundation, the American Institute of Research, and the Stanford Research Institute have all reported on the effectiveness of these seven attributes.) The Seven Attributes, which complement the Montessori method, include Common Focus, High Expectations, Personalized Environment, Respect & Responsibility, Time to Collaborate, Technology Used as a Tool, and Performance Based. Utilizing these seven attributes as a foundation for the educational program, BMMA ensures all students move

¹ Stoddard, Lyn. Educating for Human Greatness, (2003); Newell, Ronald J. Passion for Learning, (2003); Newell, Ronald J. and Buchen, Irving. Democratic Learning and Leading, (2004); Costa, Arthur. and Kallick, Bena. Strategies for Assessing Self-directed Learning, (2003); Dirkswager, Ed. Teachers as Owners, (2002)

beyond dependency and teacher-directed instruction to become successful independent learners in a student-centered classroom. How these attributes are realized is summarized below and described in detail throughout the charter renewal petition where appropriate.

1. **Personalized Environment** – A personalized environment needs a well-defined, designed, and related process to be effective. Therefore, the systemic structure of BMMA promotes and sustains student relationships with adults. Every student has an individualized learning plan completed by the classroom teacher in collaboration with the student. In this small, personalized learning environment, master teachers have the ability to group, regroup, and adjust to meet student needs.
2. **Time to Collaborate** – Time is needed for effective faculty collaboration, which results in an explicit, systematic and data-driven process thus creating a personalized learning environment. Therefore, master teachers schedule time to collaborate and develop plans to meet every student's needs. Parents are recognized as partners in education and are part of the planning, as appropriate. BMMA continually expands strategic partnerships with community organizations, businesses, and local schools for the benefit of the student's project efforts.
3. **Common Focus** – The common focus for BMMA students is a personalized learning experience focusing on the mastery of essential literacy skills, the development of leadership skills, and preparation for self-directed and group projects. The ever-growing body of research around early literacy development provides teachers with numerous resources in terms of developmental timelines, assessments, instructional strategies, and research-based materials. The faculty of BMMA continually refines their ability to provide differentiated, meaningful instruction focusing on essential literacy skills and the needs and development of each individual student.

The second common focus of developing life skills, leading to self-directed and collaborative project work, fosters an enthusiasm for learning while maintaining a focus on State Standards. Students focus on life skills necessary to pursue areas of interest - health, communication, intellectual development, and the pursuit of shared knowledge. The faculty has a common focus on essential skills balanced with authentic experiences.

4. **High Expectations** – All students succeed given the right instruction, setting, and support. One distinguishing feature of BMMA is the role of students in setting and pursuing personal goals and receiving a personalized educational experience. Rather than the staff alone having high expectations of students, families actively participate in setting these high expectations. All students achieve mastery of the state standards with a focus on essential literacy skills; develop necessary life skills to progress to secondary education; establish foundational experiences leading to an effective life of citizenship; and foster a high degree of passion for learning and the ability for inquiry. Staff support students in recognizing "Success is in the B.A.G." (Behavior, Attendance, Grades).

5. **Respect & Responsibility** – The common focus on a personalized learning experience for students establishes a culture of mutual respect and differentiation. Students learn from their first day as a student that they, like all people, have both areas of great strength and great challenge. In both academic and social behaviors, students learn to identify and pursue responsible, respectful behaviors. Teachers not only teach, but also model, and expect responsible behavior. All relationships are based on mutual respect. Students are reminded to ask themselves whether their actions follow the Charter School’s motto of RRSP: “Is it Responsible, Respectful, Safe, and Productive?”
6. **Performance Based** – A performance-based education requires clear expectations, measurable outcomes, and realistic timelines. Master teachers use screening, progress monitoring, and summative assessments to continually promote a performance-based model. BMMA students demonstrate their competencies with Common Core State Standards (“CCSS”) including the Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”), and Montessori Practical Life Skills through a variety of measures.
7. **Technology Used as a Tool** – Research indicates technology alone does not produce increases in student achievement. Students require clear models for application, opportunities for exploration, and tasks focusing on quantifiable products. BMMA students benefit from the common focus areas of literacy and life skills through project-based learning. Students develop digital literacy skills, such that they can locate, retrieve, interact with, and evaluate information gathered from electronic sources. Additionally, technology applications are infused into personalized areas of study.
 - a. Grades 1 to 8 Programs provide every student with an individual Chromebook.
 - b. The Primary Program, Transitional Kindergarten through Kindergarten, has one to one Chromebooks which remain in the classroom. Students have limited screen time as they focus on more hands-on approaches to learning. All grade-level classrooms have a ceiling mounted digital projector which teachers or students can wirelessly “Chromecast” content for the entire class.

All students are provided with a rigorous standards-aligned instructional program with an emphasis on essential literacy skills and the leadership skills necessary to pursue areas of interest in both individual and group settings. The use of formative and summative assessments is implemented across all grade levels and disciplines.

- A. Core Academic Skills - Appropriate age or grade level mastery of:
 1. Language Development: Students are strong comprehensive readers. Students develop strong speaking and debating skills. Grammar, writing, and vocabulary enrichment are demonstrated in many forms of expression.
 2. Mathematics: Students develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within arithmetic, algebra and geometry. Students practice critical thinking, problem solving and

knowledge application skills.

- B. Secondary Academic Skills - Appropriate age or grade level mastery of:
 - 1. State/World History & Geography: Students demonstrate the knowledge and the ability to apply society's historical, geographical, and cultural knowledge in order to serve as global citizens in today's world.
 - 2. Science: Students successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which include: physical and earth, botany, zoology, physics, chemistry, and ecology.
 - 3. Artistic Expression: Students apply and appreciate the many forms of artistic expression. Utilizing paints, music, dance and drama, students demonstrate historical aspects of the arts while discovering personal talents.
 - 4. Health & Family Life Education: Students demonstrate development of the whole child/person; physically, emotionally, spiritually and intellectually. By applying physical activities, nutrition awareness, safety, and self-exploration practices to their daily routines, students learn to balance and manage work, leisure, family and community.
- C. Life-Long Learning Skills- Students develop skills, which enable and empower them to pursue their own path of learning throughout their adult lives. These include:
 - 1. Self Confidence and a Positive Attitude towards Learning: Tasks are designed so that each step of learning is based upon what the child has already mastered, thus removing the negative experience of frequent failure. Repeated work with tasks, which are developmentally appropriate, and a carefully planned series of success, builds inner confidence in the child emulating a positive attitude towards future learning.
 - 2. Enduring Curiosity: Providing the student with opportunities to discover qualities, dimensions, and relationships among a rich variety of learning situations, curiosity is stimulated and an essential element in creative learning is established. A deep, persistent, and abiding curiosity is a prerequisite for future learning and education. Students develop their path of exploration as learners.
 - 3. Initiative and Persistence: Surrounding the student with developmentally appropriate materials and activities, student becomes accustomed to engaging in activities on his own. Gradually, this results in a habit of initiative – an essential quality in leadership. "Ground Rules" in the classroom call for completing a task once begun. This "completion expectation" gradually results in a habit of persistence.
 - 4. Reflection and Evaluation: Multi-age classrooms are designed to facilitate peer learning and self-reflection in an environment where observation happens naturally. The security created allows for evaluation of self and peers' learning. Students see what peers at other grade levels are capable of and want to succeed at a more advanced level.
- D. Social / Interpersonal Skills: The multi-age groupings, a component of the Montessori Program, creates a sense of community within the classroom. This community develops

avenues for students to build the following skills:

1. **Citizenship:** This community setting forms a sense of 'belonging.' From this belonging students can identify personal placement in the functioning of this group. Students learn to build and foster relationships.
2. **Collaboration:** The ability to work effectively with others in intellectual endeavors, and to work cooperatively in groups encountering diverse perspectives, is addressed in the Montessori classroom on a daily basis. Students thrive in diversity; learn to collaborate among students from multi-age levels and from diverse backgrounds.
3. **Conflict Resolution:** Conflict resolution techniques are learned and practiced effectively in the classroom by engaging in the process of responsible, compassionate peer relations, guided by respect. Students participate in Peace Circles and Community Meetings where open and honest conversation allows for differences to be resolved.

The strong community member skills mastered in the classroom are expanded into a sense of belonging within the Charter School as a whole through inter-classroom collaborative projects. Other projects are community-outreach-based and teach awareness and understanding of the Charter School's place in the community. A few past projects, which exemplify the teaching of awareness and the skills needed to become productive global citizens include: collecting coins to raise money with Kids for Peace to help build schools in both Pakistan and Kenya; in our own city of Vista, the middle school students knitted scarves for those that are homeless to help keep them warm during the winter months; annual canned food drive brings in hundreds of pounds of food for those in need on Camp Pendleton, visiting the Pendleton Pantry; Casa de Amparo annual collection of blankets, slippers and pajamas to create Cozy Kits for new residents; annual Casa de Amparo toy drive; Shoe Drive to benefit developing nations around the world; Winter Season cards for children in the hospital around the holidays; Oceanside beach cleanups; Bub Williamson park and neighborhood cleanup; collect old and unused eyeglasses for Lions club; holiday cheer cards for residents at the local Memory Care Facility; and you thank you messages to our service member families during military appreciation month. BMMA understands its role in education and we, as a whole (from students, families and faculty), understand the importance of reaching beyond our gates and making positive and life- changing impactful contributions to our community both near and far.

Student exit outcomes are further subdivided into a list of specific skills required in each of the above areas at different ages and skill-levels. The specific age and skill-levels meet or exceed those included in the State Standards.

HOW LEARNING BEST OCCURS

Bella Mente Montessori Academy strongly believes that all students can reach their fullest potential when given the proper support and necessary tools. BMMA believes learning best occurs in a variety of settings and in a multi-age level classroom. Literacy and math instruction is teacher-directed as well as student-directed. This structure is to be systematic, to enable students to recognize and correct errors, to focus on specific content, and to employ a variety of instructional strategies. Teacher-directed and student-directed interdisciplinary project

centers and curriculum provides another learning opportunity where students master standards and develop the skills to design their own projects based on personal interests, supported by master teachers and mentors from within the community. Individual, small group and larger group work provides students with a variety of experiences to develop self-reliance, cooperative approaches to working with others, as well as leadership skills. Learning takes place in formal settings such as classrooms and individual workspaces. Learning also occurs in the community through hands-on projects and presentations of student work. Technology is a familiar tool to students in every learning environment.

Teachers at BMMA understand the importance of encompassing persuasive learning within our curriculum. With this in mind, BMMA has developed a curriculum that challenges and inspires our students. Our goal is to develop an emotional connection with the students in order to instill the desire to learn.

We believe **learning best occurs** when:

- Students feel safe and respected while receiving the support necessary to expand their social and academic boundaries.
- Students are challenged in their academic work in order to push their own limits. BMMA's challenging curriculum is coupled with the high expectations held for both our students and educators.
- Instruction is relevant and encourages students to be active learners. The mastery of content is not defined solely by the test scores, but rather by the child's engagement in the learning process and their ability to become self-sufficient learners.
- The best learning comes from teachers who have had ample time and training to enhance their skills and talents. Teachers are encouraged to seek out Professional Development courses as well engage in the ones advertised to them. It is imperative that teachers have the time to learn from experienced lead teachers and collaborate with their peers.
- In order to monitor the effectiveness of the instruction, data is collected on an ongoing basis. The review process helps educators assess and refine their curriculum's impact on each individual student.

BMMA's Laws of Learning

- **Law of readiness.** Students learn more easily when they have a desire to learn. Conversely, students learn with difficulty if they're not interested in the topic.
- **Law of effect.** Learning will always be much more effective when a feeling of satisfaction, or pleasantness is part of the process.
- **Law of relaxation.** Students learn best and remember longest when they are relaxed.

Reducing stress increases learning and retention.

- **Law of association.** Learning makes sense (comprehension) when the mind compares a new idea with something already known.
- **Law of involvement.** Students learn best when they take an active part in what is to be learned.
- **Law of exercise.** The more often an act is repeated or information reviewed, the more quickly and more permanently it will become a habit or an easily remembered piece of information.
- **Law of relevance.** Effective learning is relevant to the student's life.
- **Law of intensity.** A vivid, exciting, enthusiastic, enjoyable learning experience is more likely to be remembered than a boring, unpleasant one.
- **Law of challenge.** Students learn best when they're challenged with novelty, a variety of materials, and a range of instructional strategies.
- **Law of feedback.** Effective learning takes place when students receive immediate and specific feedback on their performance.
- **Law of recency.** Practicing a skill or new concept just before using it will ensure a more effective performance.
- **Law of expectations.** Learners' reaction to instruction is shaped by their expectations related to the material (How successful will I be?).
- **Law of emotions.** The emotional state (and involvement) of students will shape how well and how much they learn.
- **Law of differences.** Students learn in different ways. One size does not fit all!

BMMA pulls from various learning theories that have been carefully researched to match our student population. These theories include, but are not limited to the following:

- Montessori Method
 - The Montessori Method is an approach to learning, which emphasizes active learning, independence, cooperation, and learning in harmony with each child's unique pace of development.
 - Originator: Maria Montessori (1870-1952), Italian teacher and physician
- Digital Citizenship
 - Digital citizenship is the state of having access to the Internet and communication technologies that help promote equal opportunity, democracy, technology skills, and human rights.
 - Originators and Key Contributors: Karen Mossberger, Caroline J. Tolbert, Ramona S. McNeal
- Social Learning Theory
 - Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.
 - Originator: Albert Bandura
- Self-Determination Theory

- Self-Determination Theory is a theory of motivation and personality that addresses three universal, innate and psychological needs: competence, autonomy, and psychological relatedness.
- Originators: Edward L. Deci and Richard M. Ryan, psychologists at the University of Rochester.
- Grit
 - Grit is a quality that learners have that enables them to persevere while facing struggles and obstacles. This can help the learners attain success because they don't give up until they reach their goals.
 - Originators & proponents: Angela Duckworth (University of Pennsylvania); Michael D. Matthews (USMA, West Point); Dennis R. Kelly (USMA, West Point); Christopher Peterson (University of Michigan)

Five Criteria for Effective Discipline:

1. Helps students feel a sense of connection. (Belonging and significance)
2. Is mutually respectful and encouraging. (Kind and firm at the same time.)
3. Is effective long-term. (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.)
4. Teaches important social and life skills. (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
5. Invites students to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

DESCRIPTION OF AN INNOVATIVE LEARNING ENVIRONMENT

A Typical Day

When visiting Bella Mente Montessori Academy, a typical day starts at 8:15 am.

The day begins in a simple and welcoming manner. From the moment of arrival, students are greeted with a smile by staff and enter the school with words of encouragement for the day to come. From our youngest students in transitional kindergarten to our oldest 8th graders, the children are addressed by name and begin their day feeling safe and respected.

Once inside, the teachers begin with a classroom meeting. With this, students are provided with detailed instruction for the day's activities. They are encouraged to address questions and show an understanding of the daily objectives and expectations. The students leave the meeting with a clear message: "We are here to learn."

The classroom set-up varies by grade and the teachers may rearrange desks, tables and chairs in order to increase student engagement. Using academic language, teachers begin lessons by

encouraging students to access their prior knowledge and apply what they have learned to the task at hand.

At any point throughout the day, a visitor could observe a plethora of learning activities that span across all age groups and environments. The teachers and staff at BMMA share the belief that every moment and interaction with students is a teachable moment. The following provides a snapshot of a typical day for a student at Bella Mente Montessori Academy by grade level:

- For our Primary classrooms (TK-K) a student may be working on Waseca sound books, Recipe for Reading, or sandpaper letters independently or receiving one-on-one instruction by the teacher. Students may choose what to work on in areas from math, Lexia, practical life, tasks which help improve fine motor skills such as transferring of marbles in jars which ultimately help with other important tasks such as gripping a pencil. After the uninterrupted Montessori morning work cycle, students continue their studies by participating in physical education, art, cultural studies, enrichment, garden and nutrition, as well as targeted intervention.
- In the Lower Elementary (1st-3rd) students are given an uninterrupted work period and encouraged to work independently and in small groups on lessons in various content areas including: math, geometry, reading, spelling, grammar, word study, geography and art. Lessons may be provided using Lexia, Waseca, Wordly Wise, Recipe for Reading, and Exact Path. The teacher pulls small groups of students for specific lessons during this work period. Lessons may include language arts or math. Students follow their work plans, which ultimately teaches independence and responsibility. Cultural Studies in Lower Elementary is a very unique set up. Students learn about Geography, History, or Zoology/Botany. These studies are very important to the Montessori curriculum, and also align to the Next Generation Science Standards. Montessori philosophy aligned lessons with Social Science and Science State Standards aligned with the NGSS are used in the afternoon to experience hands-on lessons to explore science and social science concepts.
- For the students in our Upper Elementary (4th-6th), each morning begins with a community meeting, which allows for collaboration and sets the tone for connection and purpose. Students practice active listening and on clear, respectful speaking as they collaborate, problem-solve and celebrate classroom wins. This shared time also gives teachers a meaningful window into students' needs and interests, strengthening relationships from the very start. The morning meeting is followed by an uninterrupted two hour minimum block of English Language Arts and Math lessons aligned with the State Standards and Montessori philosophy. Students use Lexia, Wordly Wise, Montessori Lessons, and Exact Path. Within this calm, purposeful work cycle, students rotate through mini-lessons, small group lessons and independent practice. The afternoon is designated to meet Social Studies and Science standards aligned with the NGSS. Daily movement and wellness are built in with physical education that builds

teamwork and resilience, while our garden and nutrition program connects head, heart and hands while teaching where food comes from, why sustainability matters, and how to fuel their bodies for learning and life.

- The Middle School (7th-8th) begins each morning (Tuesday through Friday) in Garden or Physical Education (Mondays are late start for professional development). In these first classes students may learn about sustainable agricultural practices in gardening or the knowledge of physical fitness concepts, principles, and strategies to improve health and performance while in physical education. Middle school students may join together for a community meeting, which allows a time for gathering. This focuses on grace and courtesy, listening skills, active participation in-group discussions, and articulating ideas. Students learn a variety of communication skills such as acknowledging others, active listening, goal-setting and group decision-making. Students are not only able to practice these communication skills during these class meetings, but also during class in small group cooperative projects, and peer teaching activities. Elective classes may change focus each year to meet the needs of the student population and include English Language Arts Intervention, Math Intervention, Journalism, Community Service, Intro to Agriculture, Comprehensive Health Education, Computer Science, and Applied Science Technology Engineering and Mathematics: Energy and the Environment.

ACCREDITATION AND PROGRAM OVERVIEW

WASC ACCREDITATION

Six-Year Western Association of Schools and Colleges (“WASC”) Accreditation: BMMA earned a prestigious WASC accreditation in 2023 (through June 2029), following its initial accreditation in 2018.

ANNUAL INSTRUCTIONAL MINUTES AND DAYS

BMMA provides all students with 180 instructional days, annually. BMMA’s schedules provide instructional minutes that far exceed the state requirements across all grade levels, as outlined in the following chart.

INSTRUCTIONAL MINUTES (GENED)									
2025-26 School Year									
Grade Level	Start Time	Lunch and Recess	Transition TIME	End Time	Total Minutes	Days in Session (Reg and Min)	Total (- breaks & transition)	Total Min	Required Min
TK and Kinder	8:30 AM	60	10	2:45 PM	375	132	40,260	50,580	36,000
	9:30 AM	60	10	2:45 PM	315	32	7,840		

	8:30 AM	30	10	11:45 AM	195	16	2,480		
LE and UE	8:15 AM	60	10	3:10 PM	415	132	45,540	57,780	50,400
	9:15 AM	60	10	3:10 PM	355	32	9,120		
	8:15 AM	30	10	12:10 PM	235	16	3,120		
MS	8:15 AM	30	15	3:10 PM	415	132	48,840	61,896	54,000
	9:15 AM	30	13	3:10 PM	355	32	9,984		
	8:15 AM	30	13	12:10 PM	235	16	3,072		

ACADEMIC CALENDAR & SCHEDULE

The Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5, and the number of school days required by Title 5, California Code of Regulations Section 11960. At Bella Mente Montessori Academy, the school year starts in August and ends in June (See Appendix J – 2025-26 Academic Year Calendar). The Charter School is on a traditional year calendar, similar to public schools in Vista.

The Charter School’s instructional days begin between 8:15am and 8:30am (depending on the grade level) and end at either 2:45pm or 3:10pm (depending on the grade level). On Late Start Mondays, the instructional day begins one hour later than the regular schedule. On Minimum Days, students begin at their regular start time but are released earlier than the regular dismissal time. See Appendix K – Bell Schedule for specific details.

TRANSITIONAL KINDERGARTEN

The Charter School shall comply with all applicable requirements regarding Transitional Kindergarten. For purposes of admission to the Charter School, Transitional Kindergarten shall be considered a part of Kindergarten, and therefore students enrolled in Transitional Kindergarten at the Charter School shall be considered existing students of the Charter School for purposes of Charter School’s admission, enrollment and lottery, when they enter Kindergarten.

Bella Mente Montessori Academy welcomes approximately 40–60 students annually into its Transitional Kindergarten (“TK”) program. TK serves as the first year of a two-year Kindergarten experience, offering developmentally appropriate learning designed to build a strong educational foundation for our youngest scholars.

In alignment with the updated California TK expansion law, for the 2025–26 school year, all children who will have their fourth birthday by September 1, 2025, are eligible to enroll in Transitional Kindergarten starting on the first day of school.

Children who will have their fifth birthday on or before September 1 qualify for Kindergarten enrollment.

TK enrollment at Bella Mente Montessori Academy is offered as long as space is available, and families are encouraged to apply early due to limited capacity.

Our TK model provides a slower, more developmentally appropriate curriculum to support young students in acclimating to the routines of school. These students gain early exposure to following a structured class schedule, interacting with peers, listening and following directions, and other pivotal skills that are foundations to successful learning.

The goal of Transitional Kindergarten is to ensure students are ultimately prepared to meet the State Standards aligned curriculum for Kindergarten at the end of their two-year program. This is accomplished through an emphasis on developing oral language skills and providing integrated experiences in language and literacy, mathematics, physical development, the arts, science, social studies, and integrated English Language Development.

The Charter School shall adhere to legal requirements for classroom size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

The following chart outlines the expected outcomes for each subject, and method by which they are measured upon completion of grade 8.

SUBJECT	OUTCOMES	METHOD OF MEASUREMENT
READING	- Students use word origins, relationships and context clues to understand grade-level appropriate words. - Students read and understand grade-level-appropriate material. - Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. - Students read, respond to, clarify ideas and make connections between literary works.	-Diagnostic assessment -Teacher observation/records -Publisher assessments (where appropriate) -ILP goals - Standardized tests (CAASPP)
WRITING	- Students write clear, coherent and focused essays with formal introductions, supporting evidence and conclusions.	-Diagnostic assessment -Teacher observation -Student demonstrations

	- Students write narrative, expository, persuasive and descriptive texts of 500 to 700 words in each genre. - Students progress through the stages of the writing process. - Student writing demonstrates a command of standard American English and usage of grade level writing strategies.	-Teacher-designed assessments (writing prompts) - Standardized tests (CAASPP) -ILP goals
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTION, LISTENING AND SPEAKING	- Students write and speak with a command of standard English conventions appropriate to grade level. - Students deliver focused, coherent presentations that convey ideas clearly and relate to the audience. -Students evaluate the content of oral communication. - Students deliver well-organized formal presentations employing rhetorical strategies. - Student speaking demonstrates a command of standard English and grade-level organizational and delivery strategies.	-Teacher observation - Group activities/outcomes -Teacher-designed assessments -ILP goals
ENGLISH LANGUAGE ACQUISITION	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings.	-Teacher observation -Skills checklists -ELPAC
MATH	-Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry. - Students develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately.	-Diagnostic assessment -Publisher assessments -Teacher-designed assessments -ILP goals -Standardized tests (CAASPP)
HISTORY-SOCIAL SCIENCE	-Students possess core knowledge in history, geography, civics, and economics as well as understand the past and its relationship to the present. - Students develop grade-level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation.	-Publisher assessments -Teacher-designed assessments -Performance tasks -ILP goals

SCIENCE	- Students possess grade-level skills and knowledge in the physical, life, and earth sciences. - Students develop and ask meaningful questions and conduct careful investigations to test a hypothesis. - Students select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation.	-Publisher assessments -Teacher-designed assessments -Student demonstrations/group activities -Standardized tests (CAASPP) -ILP goals
VISUAL AND PERFORMING ARTS	Students understand and appreciate various visual and performing art mediums and demonstrate foundational knowledge and skills.	-Performance tasks -Teacher observations -Student demonstrations/performances
PHYSICAL/ HEALTH EDUCATION	Students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills.	-Teacher observations -Skills inventory -CA State Physical Fitness Test (grades 5 and 7)

CURRICULAR & INSTRUCTIONAL PROGRAM (TK TO 8TH GRADE)

The following is the list of adopted curriculum:

- **“Reveal” McGraw-Hill Math Program (State adopted):** The Reveal curriculum for grades 7-8 focuses on developing problem-solving skills and mastering math standards through inquiry-based learning and teacher-guided instruction. It emphasizes student ownership of learning, collaboration, and discourse, with a flexible structure and digital tools to support personalized instruction and master of concepts for diverse learners. The curriculum’s key concepts features a balance of activity-based and inquiry-focused learning, practice, collaborative learning exercised, along with differentiated instruction and embedded supports for students who need additional help, and real-world connections.
- **ALEKS Math (McGraw Hill):** is an adaptive, mastery-based math program that pinpoints what each student knows and doesn’t know, then guides them to the next ready-to-learn topics. It’s built on Knowledge Space Theory and uses free-response (very little multiple choice) to better capture true understanding.
- **Handwriting without Tears Delivers Success (Keyboarding without Tears):** The Handwriting Without Tears curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory tools and strategies for your

classroom. Millions of students all over the world use Handwriting Without Tears. The easy-to-teach, easy-to-learn curriculum makes handwriting mastery joyful for students and their teachers.

- **Montessori Curriculum Guides:** The Guides are comprehensive frameworks detailing learning areas like Practical Life, Sensorial, Math, Language, and Culture, which provide a structured path for children to develop skills at their own pace. These guides outline the specific materials, activities, and educational goals for a child-led, hands-on educational experience focused on fostering independence, critical thinking, and a love for learning, rather than a traditional age-based, standardized approach.
- **Montessori Materials:** Montessori materials are hands-on educational tools, crafted from natural materials like wood and metal, designed by Dr. Maria Montessori to support independent, self-directed learning and development in children. These purposefully developed materials engage a child's senses, stimulate their mind, foster concentration and fine motor skills, and encourage problem-solving through tactile exploration and discovery. Key characteristics include their aesthetic appeal, use of natural materials, self-correcting nature, and a sequential organization that moves from concrete to abstract.
- **Scholastic Book Room:** Neuman, S.B. (1999). "Books make a difference: A study of access to literacy." Reading Research Quarterly. Recent research emphasizes the importance of the classroom library, particular in student's literacy development. In one large-scale study (Neuman, 1999), classroom libraries with high-quality books were placed in over 350 schools to enhance the language and literacy environment of 18,000 economically disadvantaged students."
- **Teacher/Team created Guides**
Teachers have developed team guides grounded in Montessori training and philosophy, organized by a scope and sequence that aligns with state standards.
- **TCI Science (State Adopted):** is a NGSS-aligned program built around phenomena-driven, three-dimensional learning. Units unfold through storylines anchored in real-world problems; students investigate, model, argue from evidence, and engineer solutions. The program blends hands-on investigations with materials kits and a full digital platform (print/online texts, interactive tools, auto-gradable assessments, videos/simulations, and LMS integrations). It includes strong differentiation and language supports (text-to-speech, leveled reading, Spanish availability, and targeted adjustments for EL, SPED, and advanced learners), plus performance tasks that culminate each unit.
- **TCI Social Studies (History Alive! State Adopted):** uses active-learning lessons and an easy-to-use digital platform to make inquiry, primary sources, geography skills, and civic action tangible for students. Teachers get print and online materials, planning tools, and

assessments; students work in interactive notebooks, collaborate, and demonstrate learning through performance tasks. The program emphasizes differentiation—leveled readings, text-to-speech, Spanish availability, and built-in literacy supports—so all learners can access rigorous content aligned to state standards.

- **Study Sync (McGrawHill):** A comprehensive ELA curriculum with a robust digital/print platform, diverse literary selections, writing and grammar instruction, and built-in scaffolds for varied learners. Teachers get planning tools and assessments; students engage with close reading, writing, and multimedia tasks.
- **SRA Corrective Reading:** A direct instruction intervention with Decoding and Comprehension strands for Tier 2 and Tier 3 support in small groups or 1:1.
- **LexiaCore5:** Lexia Core5 (PreK–5): Science-of-reading, adaptive program that systematically develops six areas of reading with real-time teacher dashboards and targeted practice for all tiers.
- **Lexia PowerUp (6–8):** Adaptive acceleration for older readers addressing gaps in word study, grammar, and comprehension so students can access grade-level ELA; supported by efficacy research.
- **Wordly Wise 3000:** Direct academic-vocabulary instruction available in print and digital formats (practice, review, and word-study with roots/affixes) to strengthen comprehension across subjects.
- **Recipe for Reading:** A comprehensive, multisensory, phonics-based sequence (OG-informed) designed for beginning and striving readers; effective as Tier 2/3 intervention or supplemental/core phonics with clear lesson structures.
- **Waseca:** widely used in Montessori classrooms—offers a systematic, sequential path through English phonetic elements using hands-on materials (picture cards, labels, phonogram booklets) and progress tracking, supporting self-paced, concrete-to-abstract literacy development.
- **Comprehensive Health Skills for Middle School GoodHeart-Wilcox:** A skills-based middle-school health program that teaches students to practice and apply core health literacy skills (decision-making, goal-setting, evaluating information, communication, advocacy) while covering comprehensive, contemporary health content. The 3rd edition aligns to the National Health Education Standards (NHES) and the National Sexuality Education Standards (NSES) and is available in print and digital formats with teacher and student resources.
- **ExactPath (Edmentum):** Exact Path is an adaptive, mastery-based program for K–12 math, reading, and language arts. It begins with a valid, reliable adaptive diagnostic

(NCII-approved) to pinpoint each learner's level, then delivers individualized learning paths with ongoing checks for mastery. Reports provide Lexile®/Quantile® and nationally normed scores to monitor growth over time.

The academic program at BMMA integrates Montessori methodology, State Standards and assessment, arts integration, design thinking and research-based instructional best practices. The result is a highly differentiated learning environment that facilitates accelerated student learning and achievement across the curriculum. Our elementary and middle school programs, like most Montessori programs, are divided into four groups, **primary, lower elementary, upper elementary, and middle**. The curriculum is composed of interwoven subject areas, which are described below. The core academic subjects of mathematics, language, and cultural studies are initially introduced through the Five Great Lessons. BMMA's curriculum is designed to address the psychological characteristics of students in the second plane of development, which include a stronger capability of effort and concentration, an immense desire for knowledge, a stronger need for intellectual curiosity, development of the powers of imagination and heightened social exploration.

The design and flow of the Montessori classroom creates a learning environment that accommodates choice. There are spaces suited to group activity, and areas where a student can work alone. Parts of the room are open and spacious, allowing a TK/K student to lay out strands of beads for counting, or an elementary student to ponder a 10-foot-long Timeline of Life. You won't find the customary rows of school desks; students work at tables or on the floor, rolling out mats on which to work and define their workspace. Nor are you likely to find walls papered with brightly colored images of cartoons and syndicated characters. Rather, you might see posters from a local museum, or framed photographs or paintings created by the students themselves. There are well-defined spaces for each part of the curriculum, such as Language Arts, Math, and Cultural Studies. Each of these areas features shelves or display tables with a variety of inviting materials from which students can choose. Many classrooms have an area devoted to peace and reflection: a quiet corner or table with well-chosen items—a vase of daisies; a goldfish bowl—to lead a child to meditative thought. And always there are places to curl up with books, where a student can read or be read to. Each classroom is uniquely suited to the needs of its students. Primary rooms feature low sinks, chairs, and tables; a reading corner with comfy floor cushions; reachable shelves; and child-sized kitchen tools—elements that allow independence and help develop small motor skills. In upper-level classrooms you're likely to see large tables for group work, computers, overhead projectors, document cameras, and areas for science labs. Above all, each classroom is warm, well-organized, and inviting, to help students feel calm and at home.

Accountability in this differentiated model is assured through use of Individualized Learning Plans (ILP). Teachers meet with each child weekly to develop an ILP for the following week, which includes a checklist of activities the child should complete. These activities are selected based on the child's interest, ability, and age, within the context of the Common Core State Standards for that grade level. The ILPs ensure that each child knows which activities s/he is expected to complete. Depending on the child's age, the activity may be teacher checked or

self-checked and the recording format varies from a teacher-provided sheet to one that the students create themselves (e.g., journaling). Once this process is complete, each child records his completed work on the ILP. In this way, students develop specific skills in collaboration with their teachers and a classroom environment that is prepared for them. The goal of BMMA's elementary program is for students to develop themselves as individual beings and to master the process of learning, thereby creating a solid foundation for personal and academic success.

ENGLISH LANGUAGE ARTS

In reading, students use word origins, relationships and context clues to understand grade-level appropriate words. Students read and understand grade-level appropriate material. Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read, respond to, and clarify ideas and make connections between literary works.

In writing, students write clear, coherent and focused essays with formal introductions, supporting evidence and conclusions. Students are able to write narrative, expository, persuasive and descriptive texts of 500 to 700 words in each genre. Students progress through the stages of the writing process and demonstrate a command of standard American English and usage of grade level writing strategies.

Students write and speak with a command of Standard English conventions appropriate to grade level.

MATHEMATICS

Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry.) Students develop math-reasoning skills in order to apply concepts flexibly, accurately, and appropriately.

SCIENCE

The science curriculum uses Next Generation Science Standards and provides students with a basic scientific vocabulary for understanding and communicating about the world around them and engenders an understanding of the earth as a unified system. The science curriculum introduces the scientific method, supports the development of a global perspective, introduces basic scientific vocabulary, develops an understanding of basic needs of living things, and develops an understanding of parts/whole relationships. Students develop and ask meaningful questions and conduct careful investigations to test a hypothesis and learn to use appropriate tools to make observations, record data, make inferences based on data, draw conclusions from scientific evidence, and indicate whether further information is needed in order to write a report.

CULTURAL STUDIES

Cultural Studies includes Botany (care of classroom plants, plant stories, botany cabinet, leaf materials, nomenclature materials), Zoology (classroom animals, animal stories, nomenclature,

books), and Classification Exercises (living/non-living, plant/animal, etc.) Cultural Studies also includes the studies of Geography: Land and Water Forms, Colored Globe, Political Maps and Labels, Geography Pictures, Flags of the World, Days and Months, Directions, and Hemispheres.

TECHNOLOGY

The use of technology is an essential component of instruction through the use of Chromebooks and tablets to gather and research information. At BMMA, technology devices are used to:

- Engage students in the learning process
- Prepare Students for the Future
- Improve Retention Rate
- Help Students Learn at Their Own Pace
- Connect with Students

ELECTIVE	PURPOSE	DESCRIPTION
ART	When kids are encouraged to express themselves and take risks in creating art, they develop a sense of innovation that will be important in their adult lives.	According to a report by Americans for the Arts, problem-solving and critical-thinking skills are strengthened by arts education. Art students at BMMA engage in a variety of art forms, focusing primarily on the two dimensional methods of painting, drawing, and collage. Some of the media students utilize includes tempera paint, watercolor, colored pencils, graphite, oil pastels, and craft paper materials.
GARDEN/ NUTRITION	Students demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.	The garden/nutrition program generates a learning experience empowering a student's effective global environmental awareness and education through the support of a full project based curriculum. Utilizing quality Montessori philosophies, we strive to foster forward thinking students prepared with 21st Century skills (Communication, Creativity, Collaboration, Critical Thinking) while enriching and nurturing the whole child. Students at BMMA are making healthy impactful changes not only in their lives but the lives of their families and with the environment.

PHYSICAL EDUCATION	The goal of the Physical Education program is to ensure that all students view themselves as lifelong learners and active participants in the field of health, wellness, and physical fitness.	This course is aligned with the Physical Education Model Content Standards for the State of California. Physical education significantly contributes to students' well-being; therefore, it is an instructional priority for California schools and an integral part of our students' educational experience. High quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement.

ARTS

At BMMA, the Arts play an integral role in the Montessori classroom. Artistic concepts, processes and materials are presented daily in the prepared environment in order to engage student's multiple intelligences. The BMMA arts curriculum builds artistic skills in visual arts, music, movement and theater, while nurturing artistic habits of mind in all students ages TK-8. Arts Integration provides students with opportunities to demonstrate understanding of science, language arts, math, history or cultural topics through creative and expressive projects, while 'Art for Arts' Sake' helps students begin to explore and eventually master artistic skills like cutting, drawing, color mixing, rhythmic patterning, or choreographing dance scores. Montessori students develop a full sense of their artistic and intellectual strengths given this integrated, multi-faceted approach to learning, creating and communicating.

Arts Integration

Arts integration provides students creative opportunities to express their understanding of a specific topic or content area, and to develop artistic habits of mind that span academic disciplines. For example, students might mimic a scientist by observing plants and seeds closely, and depict their observations in a field journal. With this new scientific knowledge, students might then create an imaginative project where they sculpt seeds and create seed packets of 'power plants' that heal a social ill. Or, students might research immigration and migration by conducting an interview with an immigrant. To express the immigrant's journey they might create a metaphorical suitcase filled with stories, maps and objects expressing the immigrant's journey. By integrating art with core disciplines, students make stronger connections to the world, their culture, the culture of others, and themselves.

Arts for Arts' Sake

Creating art for the pure joy of self-expression is important to the intellectual, social and emotional growth of every child. Montessori curriculum validates every child's right to express and communicate their ideas nonverbally. Be it visual, musical, theatrical, or kinesthetic,

mastery of artistic materials in service of personal expression is important to each child's ability to define self, communicate, and engage and persist through problems.

Art History and Cultural Context

Art History and Cultural Context provide students with perspectives on what and how art is used in different cultures, as well as how art has changed over the course of history. By studying art from around the world as well as contemporary art that deals with current issues, Bella Mente Montessori Academy students gain a sense of understanding of how art is a vehicle for meaning making in our diverse culture.

Artistic Habits of Mind

All art in the Montessori classroom focuses on the process of making over the finished product. The eight Studio Habits of Mind, drawn from Harvard's Project Zero Studio Thinking Framework, put equal emphasis on eight, disposition-oriented habits of mind in addition to the more traditional habit 'develop craft' or artistic skill. This framework helps students articulate their thinking and tap into their own strengths as learners. The eight Studio Habits of Mind are: Develop Craft, Observe, Stretch and Explore, Envision, Express, Engage and Persist, Reflect and Understand Art World (or History World, Science World, Literary World, etc.). The Studio Habits of Mind give teachers and students a common language to discuss artistic process as well as learning strategies. These habits dovetail with Design Thinking processes of Research (Observe, Understand Art World), Observation (Observe), Synthesis (Reflect, Question and Explain), Ideation (Envision, Express, Develop Craft, Stretch and Explore), Prototyping and Testing (Reflect, Engage and Persist, Develop Craft), and Presentations (Reflect, Understand Art World). In both subject areas, students are specifically taught to be 'mindful of process'—that is, metacognitively aware of the core steps they must practice in order to achieve the results they desire.

EDIBLE EDUCATION AND NUTRITION

In 2013 a garden was constructed known as "The Bella Garden Project," that provides an ecosystem learning experience for all students and the community.

In 2015, BMMA's Bella Garden Project partnered with the Sage Garden Project ("SGP") to help build a program that provides our students with instruction on garden and nutrition. This program has not only served as an elective component of the Charter School's program but also provides an ambience that serves to decrease anxiety levels for many of our students. Our goal is to instill healthy eating and living habits for our students and their families. The program also offers cooking classes led by the teacher and students which are recorded to teach families how to cook healthy meals at home.

The Bella Garden Project ("TBGP") generates a learning experience empowering a student's effective global environmental awareness and education through the support of a full project-based curriculum. Utilizing quality Montessori philosophies, we strive to foster forward-

thinking students prepared with 21st Century skills while enriching and nurturing the whole child.

In either our garden classroom or with the mobile nutrition cart granted to us from the SGP, we strive to teach the students at BMMA an education that teaches life skills beyond the walls of our campus. Whether a student becomes a future farmer, turns towards a career in agriculture, becomes a scientist, the next Top Chef and most importantly a productive member of our society, here at TBGP we believe in giving an ultimate well rounded learning experience coupled by curriculum from a multitude of resources. TBGP at BMMA educates our students with an innovative curriculum for all the grades from TK-8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.

An understanding of where food comes from along with the values that come with food, especially what the students grow together will ultimately give students a perspective of self-respect by understanding what they put into their bodies.

Eating seasonally and preparing food will empower a student to know that food can be fun to grow, and learn to connect food to everyday life while eating healthily. Students will nurture their bodies and mind by being educated with the necessary elements to a healthier lifestyle. All this transcends into a lifestyle filled with lasting skills taught through TBGP at BMMA, and the students will take these lessons learned and bring them home to their families and into our community. We believe if a child grows broccoli, a child will eat that broccoli. In addition, students learn to raise chickens from an egg and care for them in a coop located in the garden.

Curriculum at TBGP is derived from multiple sources aligned with State Standards.

PHYSICAL / HEALTH EDUCATION

Students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills. Recess is built into student daily schedules at all levels, including the primary grades. Additionally, BMMA meets California's mandate of at least 200 minutes of physical education for every 10 school days in grades 1-6. Separately BMMA offers daily recess for grade levels 1-6, 30 minutes daily on regular days and a minimum of 15 minutes on early release days. BMMA students in grades 5 and 7 participate in Physical Fitness Testing ("PFT").

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their student's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

PRIMARY: GRADES TK-K

The Montessori Primary Curriculum spans three years of development. For the purposes of the charter, the last two years of the Montessori Primary Curriculum are the transitional Kindergarten and Kindergarten years for most students. The administration, however, feels

strongly that the Primary Program is the foundation program for the Montessori approach, so it is important to describe the entire program in some detail.

The Montessori Primary Curriculum is composed of six interwoven curricular areas, each of which is described below. In addition to imparting core academic skills in math and language, the Montessori Primary Curriculum is designed to foster independence, coordination, problem solving, scientific thinking, socio-emotional development, and creative arts skills. However, the fundamental goal in the first plane of development is for students to develop themselves as individual beings and to master the process of learning, thereby creating a solid foundation for personal and academic success.

Mathematics Overview

Through the manipulation of concrete materials, the child internalizes concepts of number, symbol, sequence, memorization of basic facts, and basic operations. The materials simultaneously reveal arithmetic, geometric, and algebraic correlations.

- **Goals:** As with the other curricular areas, the Mathematics Curriculum has two primary goals, one direct and one indirect. The direct goal is for each child to learn concepts of numeration, counting, number formation, basic math operations, decimal system, place value, fractions and the memorization of math facts in addition, subtraction, multiplication and division. The indirect goal is to assist students in the development of their intelligence by refining and expanding their ability to concentrate, follow a process, work independently, problem-solve, and complete the full cycle of a task.
- **Objectives (aligned with state standards):** Introduce and associate quantities and numbers 0-9,999, develop ability to place objects in seriated order, introduce concept of number as a symbol for a collection of separate objects, develop ability to count independently to 9,999, develop ability to follow verbal directions, introduce the decimal system, introduce process of exchanging in decimal operations, introduce and develop ability to perform addition, subtraction, multiplication, and division operations, memorize basic math facts, provide a concrete introduction to the concepts of squaring and cubing, introduce skip counting, provide concrete introduction to fractions, introduce fraction vocabulary.

Language Overview

Language is interwoven throughout all aspects of the classroom curriculum. Specific language activities include oral language, written expression, and reading. The Primary Language Curriculum builds upon oral language to discover the relationship between sound and symbol. This discovery enables the child to make their own thoughts visible (writing) and to decipher the thoughts of others (reading). Further activities spark conscious awareness of the order and function of words (grammar).

- **Goals:** As with the other curricular areas, the Language Curriculum has two primary goals, one direct and one indirect. The direct goal is for each child to learn concepts of

oral communication, written expression, and reading. The indirect goal is to assist students in the development of their intelligence by refining and expanding their ability to concentrate, follow a process, work independently, problem-solve, and complete the full cycle of a task.

- Objectives (aligned to state standards): Development of phonetic awareness, letter/sound recognition, spoken vocabulary, handwriting ability, letter and sentence formation skills, grammar skills, and reading skills including phonetic words, puzzle words, phonograms, reading analysis, and early reader books.

Cultural Studies and Science Overview

An ecological perspective highlights the interrelationships of the earth, its flora and fauna, and human life. The Cultural Studies and Science Curriculum materials allow students to order simple classifications of non-organic and organic forms and to identify basic parts of plants and animals. Each child discovers the richly varied way in which people meet the same basic needs in relation to differences in topography, climate, and natural resources. Simple experiments with magnets, electricity, etc. allow students to explore the physical sciences with concrete manipulatives.

- Goals: The goals of the Cultural Studies and Science Curriculum are to provide students with a basic scientific vocabulary for understanding and communicating about the world around them and to engender an understanding of the earth as a unified system.
- Objectives (aligned with state standards): Introduce the scientific method, support the development of a global perspective, introduce basic scientific vocabulary, develop an understanding of basic needs of living things, and develop an understanding of parts/whole relationships.

The Arts (Visual Arts, Music, Drama, Movement) Overview

The arts are integrated into the daily life of the classroom. Fundamental techniques (pitch, rhythm, use of specific artistic media, movement patterns) are presented in isolation to assist each child in developing a personal repertoire of skills. The students then use these skills to express their own ideas and feelings, to more deeply explore other content areas in the curriculum and to join with others in communal celebration and expression. Students are also introduced to a wide variety of styles of artistic expression, developing an appreciation for the contributions of artists both known and unknown.

- Goals: The goal of the Arts Curriculum is to introduce students to the concepts of artistic expression and to develop basic techniques as a vehicle for their own expression.
- Objectives (aligned with California Visual and Performing Arts standards): Develop basic art expression techniques, develop a basic arts vocabulary, refine fine/gross motor control, develop an appreciation for aesthetic beauty, refine auditory discrimination, and develop rhythm.

LOWER ELEMENTARY (GR. 1-3) & UPPER ELEMENTARY (GR. 4-6)

Grade level state standards in English Language Arts, Mathematics, History/Social Studies, Science, Physical Education/Health, World Languages and the Arts are taught to mastery. Of the remaining four curriculum areas, two come from the Montessori methodology: (1) Character and Peace Education and (2) Practical Life. Finally, Design Thinking (from Stanford) and Technology round out our work to develop creative thinkers, prepared for a future in the 21st Century.

Language Arts Overview

Language in BMMA's elementary classrooms is connected to all curricular areas and serves as a tool for exploration, communication, and self-expression. Students of this age are interested in exploring beyond the immediate environment and in knowing why things are the way they are. The Montessori language arts curriculum caters to these characteristics by enabling students to investigate the origin and structure of words and the growth of language in relation to the development of culture. At BMMA, the language arts curriculum is introduced with the Fourth Great Lesson, "The History of Language." It is our goal that all students are fluent readers.

- Read: By the end of lower elementary, all students are fluent readers who comprehend grade level text. By the end of upper elementary students are accomplished readers who use reading strategies and skills appropriately according to the genre of the text.
- Write: By the end of lower elementary, all students analyze sentences, including parts of speech and grammatical forms and functions. As a result, students starting at age six are able to express their ideas in writing. By the end of upper elementary all students are able to organize their ideas into coherent written communication and composition, including persuasive essays, narratives, and other types of creative writing.
- Communicate: By the end of lower elementary all students are able to articulate themselves in speaking and writing using complete and coherent sentences. By the end of upper elementary all students articulate a point of view in speaking and writing in a variety of settings using grade appropriate academic language and Standard English.

Mathematics & Geometry Overview

Mathematics in the elementary classroom continues to focus on the use of manipulative materials that lead the 4 to 6 year old child (TK-K) toward abstraction, but differs according to the developmental characteristics of the 6 to 12 year old child (1st – 6th grade). Elementary aged students are socially oriented and enjoy using their ability to reason and to complete large, challenging projects. To cater to these characteristics, the Montessori mathematics curriculum encourages students to collaborate on activities and to derive for themselves the formula, algorithm, or rule necessary for abstractly completing a mathematical procedure. Many exercises allow for the possibility of extensive work while the flexible structure of classroom time enables students to complete large projects and investigations.

The mathematics curriculum is introduced with the Fifth Great Lesson, The Story of Numbers. It is divided into 13 primary areas of work: numeration, multiplication, division, fractions, decimals, squaring and cubing, square root and cube root, powers of numbers, negative numbers, non-decimal bases, word problems, ratio and proportion, and algebra. The study of geometry forms a separate curricular area in the Montessori methodology. However, geometry concepts are introduced and examined in the same manner as general mathematical ideas and the two curricula are explored concurrently throughout the school year. The study of geometry at BMMA focuses on leading students from a sensorial foundation in two and three-dimensional forms to the discovery of geometrical relationships and abstractions based on their explorations. Concrete materials (manipulatives) help develop each child's conceptual understanding of geometry and stimulate mental development by providing experience with logical reasoning, problem solving, deduction, and synthesizing. Geometry at the elementary level can be divided into six areas of work: the study of line, the study of angles, polygons, equivalence, area of plane figures, and solid geometry. Just as students' elementary mathematics work is initiated by a story outlining the history of mathematics, the geometry curriculum at the elementary level also begins with a historical account of the development of geometry. Once a story describing the history of geometry has been presented, work in all other areas of the curriculum can be undertaken.

- **Conceptualize (Mathematics):** By the end of lower elementary, all students understand computations, procedural skills, and problem solving via sequential exposure to manipulatives that develop abstract understanding. By the end of upper elementary students are skilled at performing mathematical computations, procedural skills, and problem solving abstractly. They maintain strong conceptual understanding through the continued use of manipulatives.
- **Conceptualize (Geometry):** By the end of lower elementary, all students further develop abstract understanding of geometric relationships through use of manipulatives. By the end of upper elementary, all students understand geometry abstractly, and are able to use manipulatives to model the concepts.
- **Compute (Mathematics):** By the end of lower elementary, all students have developed basic computational and procedural skills to automaticity in: numeration, multiplication, division, fractions, decimals, squaring and cubing. By the end of upper elementary all students can further compute and perform procedural skills in: powers of numbers, negative numbers, non-decimal bases, ratio and proportion, and algebra.
- **Compute (Geometry):** By the end of lower elementary, all students can perform basic geometric computations (e.g., area, perimeter, equivalence). By the end of upper elementary, all students can perform more complex geometric computations (e.g., volume, formulations). **Solve Problems (Mathematics & Geometry):** By the end of lower elementary all students can apply their computational and procedural skills to solve word problems. By the end of upper elementary all students are able to apply skills, understandings, and experiences to resolve challenging mathematical situations.

Social Studies Overview

Classroom activities and materials are drawn from Montessori materials used in geography, history, and anthropology.

Because the evolution of human societies is examined as part of the whole unfolding of life on earth, there is much intersection between the science and social studies curricular areas. For students in the lower elementary program, history and geography are presented from a global perspective, beginning with stories from various cultures about the beginning of the world.

Students explore political geography through the use of maps and picture folders. They learn more about how time is measured (daily calendar, the clock, etc.), as preparation for reading timelines of history. Next, students study early human beings, and using the Chart of the Basic Needs and Tendencies, see how all peoples, even from earliest times, have had the same basic needs, and have met these needs through interaction with the physical environment. This connection is made throughout the child's studies – that history is shaped, in part, by geography. The child begins the systematic study of the child's own country, then other countries, through a map series that isolates various physical and cultural features: capitals, borders, rivers, cities, etc.

In the second and third years of lower elementary, the study of early human beings becomes the focus of cultural history, using the prepared timelines and the Chart of the Basic Needs and Tendencies. The Migration Charts are introduced, especially those of early peoples. In Geography, the Classified Nomenclature provides a guide to further exploration of the physical world, parts of the earth, parts of the atmosphere, climate zones, and more specific land and water forms. Whenever possible, the students are taken to natural sites where they can actually observe a marsh, a cliff, etc. When this is not possible, models made of clay and sand are constructed so that the child has the kinesthetic experience of these various configurations. Political geography continues through the use of picture folders, stories, literature, songs, and celebrations from various cultures.

In the first year of upper elementary, the child integrates history and geography, seeing how the particular geographical and biographical features affect the development of a civilization. The student continues the study of human migrations through the impressionistic charts. The classified history questions offer a more detailed framework for research of a given culture. The child now begins to construct timelines of their own, integrating the various skills necessary to execute such a project: collaboration, setting the scale, selection of material, calligraphy, and artwork. When completed by a child or small group, timelines are then presented to the other students in the class. The other dimension that begins at this age is economic geography. Here the child discovers the interdependencies within our economic system. The student sees we are all interdependent, each giving something to the whole and each taking something. Various systems of exchange are studied, from barter to the use of credit cards.

In the second year of upper elementary, the child continues the study of civilizations, with concentration on the Middle Ages and Renaissance. Instead of working with prepared timelines, the child (usually working with several other students), constructs their own timelines, using the Chart of the Basic Needs and Tendencies and the History Questions as guides. In these studies, the student comes across other forms of human migration, which are crystallized on the Migration Charts. Economic geography expands to include studies of population density and imports and exports.

In the third year of upper elementary, the emphasis in history and geography is on recent and current events – exploring African history, the age of Exploration, and the development of the United States of America. In particular, the child researches and constructs timelines on the history of California and of Vista. The student makes a study of different political systems and investigates the structure and function of national, state, and local governments. Finally, the child studies the steps in world unification, both economically and ideologically, through an investigation of world trade agreements and peace efforts.

- Students develop knowledge and cultural understanding. This includes incorporating lessons from history and the other humanities, geography, and the social sciences.
- Students develop an understanding of democracy and civic values. This includes an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities.
- Students develop skills, which include basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

Science Overview

No longer content with sensorial experiences, the elementary child's interests extend beyond the immediate environment to the world and include questions of where, when, how, and why. As a result, students study the Earth as a part of its universe and explore the origin of the Earth and the interdependence of plants and animals.

Biology is viewed through a lens of the Earth's creation and explores the needs of plants and animals, ecology, and classification. Lessons are presented in small groups and incorporate factual information as well as myths and fairy tales. Illustrative charts, demonstrations, and experiments are also used during presentations to make an impression on students and to help them visualize how the world functions. Each child then has the possibility to explore topics of interest on their own or may repeat the experiments individually using written instructions referred to as command cards. The command cards help students organize their thoughts clearly and sequentially, and provide them with a format for making up and writing their own experiments. Accurate scientific terminology is used within the presentations in both curriculum areas and, where possible, is linked to its etymology to help students make sense of the language. Nomenclature booklets in the elementary classroom serve as a reference and as a source from which terms that facilitate understanding of scientific concepts can be memorized.

- Students learn facts, skills, concepts, principles, and theories specified in grade level content standards.
- Students learn investigation and experimentation skills essential for inquiry at BMMA, through high school, and beyond.
- Students raise questions, follow their curiosity through scientific inquiry, and develop analytical skills in the process.

The Arts (Visual Arts, Music, Drama, Movement) Overview

“The truth is that when a free spirit exists, it has to materialize itself in some form of work, and for this the hands are needed. Everywhere we find traces of men's handiwork, and through these we can catch a glimpse of his spirit and the thoughts of his time. The skill of man's hand is bound up with the development of his mind, and in the light of history we see it connected with the development of civilization.” ~Dr. Maria Montessori

With the belief that all students have innate creative capacities to be nurtured and shared, BMMA's elementary arts curriculum focuses on building artistic skills in visual arts, music, movement and theater while making larger connections to our history, our culture, our environment, and our unique and shared perspectives of the world. BMMA classrooms have artistic materials at the ready for students to produce creative ‘work’ emphasizing each child’s interests and understanding of The Great Lessons. Additionally, students receive instructional time to synthesize their ideas via visual arts, music and design thinking challenges.

- Students build skills in visual arts, music, movement and theater so that they are able to articulate their ideas via a diverse range of visual, musical, kinesthetic or theatrical forms (i.e., drawings, paintings, sculptures, musical scores, dance scores, plays, operas, etc.).
- Students develop meta-cognitive and reflective skills based on Studio Habits of Mind in order to synthesize their own learning strategies and strengths in both arts and other subjects.
- Students appreciate different points of view and forms of creative expression across the artistic disciplines in order to empathize with other races, cultures and nationalities as well as take creative action in their own cultural contexts.

Physical Education/Health Overview

The development of healthy minds and bodies at BMMA is prioritized in three ways: instruction about healthy habits and choices, structured play, and unstructured play. These three foci are integrated in the Montessori curriculum, which includes the study of physical education/health within other areas such as care of self, coordination of movement, and biology and via instruction of the California State Standards, which specify the teaching of discrete Physical Education/Health standards.

- Students appreciate health through study of healthy habits and choices. They consistently apply these skills within and outside the school environment.
- Students develop skills for unstructured play, including how to have fun playing alone and with others.

- Students develop skills for structured play, including how to win and lose with grace.

Technology Program Overview

The Elementary Technology Program begins by developing student's ability to use technology to bolster their creativity and innovative capacity progressing all the way up to understanding how to use technology effectively to communicate, collaborate and conduct research. Students find natural intersections between technology and the Charter Schools' Montessori, Arts and Design Thinking curricula and leverage modern technology to address the real-world problems and opportunities that the administration believes are central to providing students with context for their learning in the 21st century.

- Students demonstrate basic computer fluency, including the ability to use the keyboard and mouse to interact with relevant software and online content
- Students are able to use technology to write and illustrate short essays, stories and poems
- Students are able to create basic multimedia artifacts, including simple movies, digital paintings and drawings, slides and other presentation materials
- Students are able to identify technological opportunities to enhance and demonstrate their learning in any curricular subject
- Students demonstrate basic Internet research skills, including introductory search methodology, data collection and organization and source citation
- Students engage in basic online collaboration with other students and/or professionals at a distance

MIDDLE SCHOOL (GR. 7-8)

Grade level State Standards in English Language Arts, Mathematics, History/Social Studies, Science, Physical Education/Health, and the Arts are taught to mastery. It is at the secondary level where Design Challenges and arts integration are increasingly blended into the core curricula and where state standards are presented through multidisciplinary challenges that are meaningful and relevant to our youth.

Maria Montessori did not specialize in secondary education, but today there are hundreds of Montessori secondary programs nationwide that took her approach to primary and elementary education and mapped it to secondary education. While Montessori did not do extensive research at the secondary level and there are not specific Montessori curriculum materials at this plane of development, she did have several observations about adolescents and their particular plane of development that are in alignment with the understandings of the secondary educators on the BMMA team and current research on adolescents.

These observations include:

- Adolescence is a period of great vulnerability

- Adolescence is a period of self-construction; adolescents are trying to make meaning of themselves in the context of larger society
- Adolescents are intellectually prepared to ask and answer hard questions, dive deeper into complex topics, and become motivated by real world issues; simultaneously, they are self-conscious, discouraged easily, and insecure about their ability to do the above
- Adolescents have a great need for creative expression as a means for self-expression and for self-discovery in their pursuit of independence
- Adolescence is a critical time for determining self-worth,

"The whole life of the adolescent should be organized in such a way that it will enable him or her, when the time comes, to make a triumphal entry into social life, not entering it debilitated, isolated, or humiliated, but with head high, sure of himself or herself." ~Maria Montessori

Similar to the elementary model, teachers meet weekly with each child to develop an Individualized Learning Plan that includes a weeklong schedule of activities and deliverables expected for the week. Depending on the child's needs, the deliverables are teacher-checked or self-checked and the recording format may vary in alignment with the child's needs. Some students initially require more of a checklist format as used in the elementary program; however, the goal is to move students towards the secondary work plan format and to move them towards greater independence. The secondary classroom is completely differentiated with a goal of building every child's capacity to independently monitor their own learning, to advocate for their own learning, and to leverage the child's peers in their learning.

The prepared environment at the secondary level is designed specific to the needs of adolescents. Secondary students are organized by grade levels for science and mathematics. Students are organized by learning clusters for ELA and history. At this age, students have a greater role in both creating and managing the prepared environment.

There is a science lab, a math lab, an art/design studio, conference rooms for seminars, and a computer-learning lab.

For a part of the day, students receive whole-group direct instruction from teachers on specific skills. Part of the day is spent working independently or in small groups on design challenges in a workshop format. During this time, students are pulled by teachers as needed for small group instruction, differentiated support, and individual conferencing according to a structured schedule. When students are not working specifically with a teacher either in a conference, lesson, or other structured activity, they are expected to be working independently in alignment with their individual work plans.

The larger goal of the secondary program is to ensure that students are prepared to be successful in any high school and in meeting their postsecondary goals. Teachers at the secondary level ensure that students are able to utilize textbooks as resources in their learning,

conduct effective research and fieldwork, write persuasively and powerfully, and organize and collect information from multiple sources and in multiple formats (lectures, text-based, primary, secondary, internet, interviews, numerical data, etc.). BMMA anticipates graduates pursue high schools with diverse offerings and structures, and whether a child chooses a performance-based school for the arts or a more traditional college-preparatory program, BMMA Montessori students have the skills, attitudes, self-confidence, and motivation to excel at the secondary school of their choosing.

Language Arts Overview

BMMA follows the State of California standards for English Language Arts to organize our English Language Arts program. Goals include:

Reading: Through wide and deep reading of literature and nonfiction of steadily increasing sophistication, students gain:

- A reservoir of literary and cultural knowledge, references, and images;
- The ability to evaluate intricate arguments; and
- The capacity to surmount the challenges posed by complex texts.

Writing: For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must:

- Take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately;
- Know how to combine elements of different kinds of writing to produce complex and nuanced writing;
- Be able to use technology strategically when creating, refining, and collaborating on writing;
- Become adept at gathering information, evaluating sources, and citing material accurately;
- Report findings from their research and analysis of sources in a clear and cogent manner;
- Have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline; and
- Have the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Speaking: To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains.

Students must be able to:

- Contribute appropriately to these conversations;
- Make comparisons and contrasts;
- Analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline;
- Be able to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

Language: To be college and career ready in language, students must:

- Have firm control over the conventions of standard English;
- Be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects;
- Have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content;
- Become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them;
- Learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. (Common Core Standards: English Language Arts)

Mathematics Overview

BMMA has implemented State Standards for math. Montessori is, at its foundation, differentiated. Therefore, teachers develop individual learning plans in alignment with their zones of proximal development in mathematics. Our MINIMUM expectation is that ALL students who graduate will be introduced to Algebra I concepts. Based on diagnostic assessments, students are grouped to receive strategic instruction in their zone of proximal development. Reveal combines 21st century educational technology with modern content, dynamic inter-activities, and a variety of instructional videos to engage today's digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge.

All BMMA students will demonstrate the following habits of Algebraic thinking:

- Doing – Undoing: Effective algebraic thinking sometimes involves reversibility
- Building Rules to Represent Functions: Input is related to output by well-defined rules
- Abstracting from Computation: Abstracting system regularities from computation (Fostering Algebraic Thinking, Driscoll, 1999, Educational Development Center, Heinemann)

Students possess utility with algebraic language and constructs when presented with non-routine problems and approaches. They demonstrate conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition in:

- Problem Solving and Variables
- Equality and Algebraic Representation
- Linear and Non-Linear Functions
- Polynomial Functions
- Slope and Graphical Representation
- Polynomials (Multiplication and Factoring)
- Rate of Change and Technology

History/Social Science Overview

History at the secondary level is taught in alignment with the California State Standards. Instead of separating World and United States history, the World and United States history standards are integrated so students can build better awareness of how the United States and the rest of the world advanced, related, and interacted over time.

- Students have knowledge of the pivotal historical events that took place in World and United States history from medieval times through World War I.
- Students explain how major events are related to one another in time, construct various timelines of key events, people, and periods of the historical era they are studying, use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
- Students are able to frame questions that can be answered by historical study and research; distinguish fact from opinion in historical narratives and stories; distinguish relevant from irrelevant information and essential from incidental information; and assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Students are able to detect the different historical points of view on historical events and determine the context in which the historical statements were made; understand and distinguish cause, effect, sequence, and correlation in historical events; explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns; recognize the role of chance, oversight, and error in history; and recognize that interpretations of history are subject to change as new information is uncovered.

Science Overview

The secondary curriculum builds upon the elementary focus on Earth, the origin of the Earth and the interdependence of plants and animals by going deeper into life sciences and then moving into physical science. Students have the opportunity to build connections that link science to technology and societal impacts. As science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges, students begin building the foundation for understanding these issues.

- Students have basic understanding of life science (cell biology, genetics, evolution, the human body, and the principles of chemistry underlying biological functions) and physical science (motion, forces, structure of matter, and density and buoyancy).
- Students are able to select and use appropriate tools and technology to perform tests, collect data, and display data.
- Students are able to design and conduct a scientific investigation based on a question they produce and follow the scientific method– develop a hypothesis; design an experiment; distinguish between variable and controlled parameters in a test; construct appropriate graphs from data and develop quantitative statements about the relationships between variables; evaluate the accuracy and reproducibility of data; present a conclusion with comprehensive evidence.

The Arts (Visual Arts, Music, Drama, Movement) Overview

Building on the elementary arts program, BMMA young adolescents move into a more group-oriented focus where group projects require 21st century learning skills of leadership, collaboration and communication. They work increasingly more independently in the art studio, expressing individual points-of-view via art materials, while more fully participating in group-inspired artistic projects like community murals, public art installations, plays, dance performances, gallery exhibitions or film/videos.

- Students master skills in visual arts.
- Students appreciate different points of view and forms of creative expression across the artistic disciplines in order to empathize with other races, cultures and nationalities as well as take creative action in their own cultural contexts
- Students participate in group-oriented projects that positively affect the community at-large and instill 21st-century learning skills of leadership, collaboration and communication.

Physical Education/Health Overview

Very similar to the elementary physical education program, the secondary school physical education program is focused on the development of healthy minds and bodies. Because adolescents have so many changes taking place in their bodies, there is ongoing space and time to discuss and better understand those changes. A significant component of the physical education program is developing increasing understanding of the role of exercise and nutrition on physical and mental wellness and building healthy habits in our tweens. BMMA also explicitly designs physical challenges that authentically teach important life skills like persistence, practice, teamwork, sportsmanship, self-awareness and reflection, and self-discipline.

- Students gain deeper awareness of the interconnectedness of mind and body, and as they develop into adolescents, and develop positive body images.
- Students are able to identify at least two physical activities that they enjoy.
- Students demonstrate age-appropriate ability around and see the value in persistence, practice, teamwork, sportsmanship, self-awareness and reflection, and self-discipline.

Technology Overview

The secondary technology program builds upon the foundation established in the elementary program. At the secondary level, students extend their skills to create more sophisticated, creative and innovative artifacts through the use of technology, advance their ability to gather and evaluate online content related to their learning, develop an understanding of what it means to be a digital citizen and understand technology operations and concepts related to how the hardware and software they use functions.

- Students demonstrate proficiency with presentation, word processing and spreadsheet applications.
- Students demonstrate proficiency in using a variety of digital media to locate, organize, analyze and evaluate information from a variety of sources.
- Students understand how to engage safely and respectfully in online research, collaboration and networking.
- Students demonstrate at least a basic understanding of key computer components, Internet infrastructure and application development principles.

PROFESSIONAL DEVELOPMENT

Educators and policymakers are increasingly looking to teach professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (“PD”) is key to teachers learning and refining the pedagogies required to teach these skills.

We define effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. To define features of effective PD, BMMA reviewed studies meeting our methodological criteria that emerged from an extensive search of the literature over the last three decades.

Using this methodology, we found that effective professional development incorporates most, if not all, of the following elements:

- **Is content focused:** PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers’ classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.
- **Incorporates active learning:** Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional

learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.

- **Supports collaboration:** High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, and school.
- **Uses models of effective practice:** Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- **Provides coaching and expert support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- **Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- **Is of sustained duration:** Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Educational Program: Professional Development for Teachers

Bella Mente Academy is committed to providing high-quality, ongoing professional development opportunities that strengthen instructional practices, align with state standards, and support student success. Professional development is structured in multiple formats to ensure continuous growth and alignment across the instructional team.

1. Weekly Professional Development
 - o All staff participate in a weekly Monday morning professional development session focused on instructional practices, student data analysis, and targeted initiatives.
 - o Grade-level and departmental teams meet weekly to review student achievement data, collaborate on lesson planning, and monitor academic program implementation.
 - o Measurable Outcomes: Increased alignment of lesson plans across teams; evidence of data-driven instructional adjustments observed during classroom walkthroughs; documented student progress in benchmark assessments.
2. Monthly Staff Meetings
 - o The Administration meets with the entire staff at least once per month. These meetings reinforce the school's mission and vision, review policies and procedures, and provide curriculum and instructional updates.
 - o Measurable Outcomes: Staff surveys indicating increased clarity of procedures and mission/vision alignment; improved consistency in schoolwide practices documented through administrative observations and compliance checks.

3. Off-Site Professional Development

- o Staff are supported with opportunities to attend external professional development through local, regional, and statewide organizations, including but not limited to:
 - North Coastal Consortium for Special Education (NCCSE)
 - San Diego County Office of Education (SDCOE)
 - Maria Montessori Training Center, San Diego
 - California Charter Schools Association (CCSA) Conference
 - Vista Unified School District offerings
- o Measurable Outcomes: Staff who attend external trainings provide evidence of implementation through shared presentations, staff feedback sessions, and follow-up coaching; observed incorporation of new strategies into classroom practice.

4. Professional Development Focus Areas for 2025–26

Professional development for the 2025–26 academic year will emphasize the following priority areas:

- o English Learner Development Curriculum
- o Next Generation Science Standards (NGSS)
- o Mathematics instruction and program alignment
- o Edmentum Exact Path integration and implementation
- o School safety training and compliance with new legal requirements
- o Multi-Tiered Systems of Support (MTSS)
- o Special Education compliance reviews and practices
- o Strengthening the use of “Tools for Teachers” (CAASPP/Smarter Balanced resources)
- o Vertical and horizontal curriculum alignment across grade levels
- o Measurable Outcomes: Documented improvements in English Learner achievement (ELPAC results); alignment of science instruction to NGSS evidenced in unit plans; student growth in math benchmark scores; fidelity of Edmentum Exact Path usage monitored through platform analytics; positive ratings in school safety audits; evidence of MTSS tiered interventions logged in student support plans; compliance verified in Special Education audits; increased teacher use of “Tools for Teachers” as documented in staff surveys; alignment verified through curriculum maps across grade levels.

5. Evaluation of Professional Development Effectiveness

- o Bella Mente Academy will evaluate the success of its professional development program through:
 - Teacher surveys and self-reflections on professional growth
 - Classroom observations and walkthrough data
 - Student achievement results (benchmark assessments, state assessments, English learner progress indicators)
 - Staff retention and recruitment data related to professional support
 - Annual review of professional development goals by the Leadership Team

STUDENT RETENTION

An essential element to our Montessori program is to ensure that our students continue in our program year-to-year thereby eliminating a decline in enrollment (cohort size) by grade level. The following information illustrates the percentage of students that remain enrolled (continuously enrolled) at our school year by year.

The retention rate data from 2013–2025 presents a valuable narrative of student and family loyalty, along with the Charter School’s ability to foster long-term engagement. Despite some recent challenges that all schools generally faced post-pandemic, there are several encouraging trends worth celebrating at BMMA:

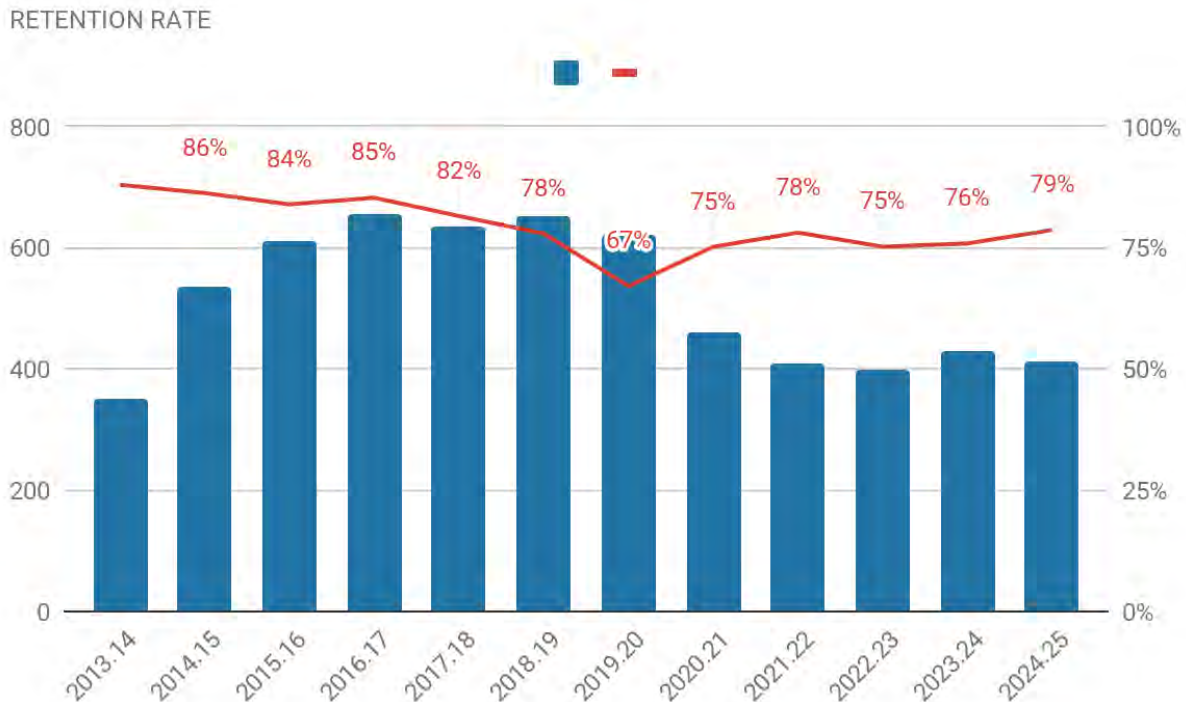
- From 2013–14 to 2017–18, the Charter School consistently achieved retention rates of **82% or higher**, peaking at **88% in 2013–14**. These high rates reflect a sustained period of student satisfaction, strong academic culture, and family trust in the Charter School’s mission and programs. After a dip to 67% in 2019–20, the Charter School saw a quick recovery back to **75% in 2020–21** and **78% by 2021–22**, showing an ability to re-engage and retain families effectively after a likely period of disruption, possibly linked to broader external factors like the COVID-19 pandemic. Despite changes in enrollment, retention rates remained consistent between **75% and 78% from 2021–24**. This consistency signals that the Charter School has maintained a solid core of returning students, which speaks to a resilient school climate, effective communication, and continued family confidence.

In 2024–25, retention has risen again to 79%, marking a return to earlier strong levels and underscoring renewed family commitment and satisfaction with the Charter School’s programs. In addition to these outcomes, BMMA has introduced new proactive procedures aimed at strengthening family partnerships and student success, directly supporting retention. These include beginning-of-year teacher–parent conferences for both new and returning families as well as a comprehensive onboarding process for new students. The onboarding process features welcome meetings with counselors and student buddies, benchmark assessments, early academic goal setting, 30-day check-ins, and 90-day parent feedback surveys. Together, these practices ensure that families feel informed, supported, and connected from the very start, creating a smoother transition and a stronger bond with the school community.

Overall, although total enrollment has fluctuated in recent years, retention rates have remained relatively strong. This suggests that once families enroll, they are inclined to stay—indicating satisfaction with the learning environment, staff, and educational outcomes.

With retention stabilizing between **75% and 79% in recent years** and showing improvement in 2024–25, the Charter School is in a strong position to build upward. Continued focus on community-building, academic excellence, and personalized support will likely help restore retention rates to historical highs. This data reflects the Charter School’s capacity to maintain strong student relationships and loyalty over time, even amid challenges. With a steady foundation in place, the Charter School is well-positioned for future growth in both retention

and enrollment.



PLAN FOR SUPPORTING ENGLISH LEARNERS

The following chart provides the total number and percentage of English Language Learners for the past 11 years. (Source: Dataquest report) Over the past decade, our school has made significant strides in supporting English Learners and reclassified English learners, reflecting our commitment to fostering a diverse and inclusive learning environment. The total number of EL students has grown substantially, rising from just 13 students in 2013-14 to 81 in 2024-25. This impressive growth is a testament to our welcoming environment and the strength of our language support programs, which have clearly attracted and retained a larger multilingual student body.

Notably, even as our EL population has expanded, the proportion of these students within our overall enrollment has also stabilized at around 20% over the past two years. This suggests that our support systems are not just maintaining, but actively nurturing a balanced, multilingual learning community, ensuring these students receive the guidance and resources they need to succeed.

ENGLISH LANGUAGE LEARNERS



Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students whose Home Language Survey indicates a language other than English in questions 1–3 will be assessed for English fluency using the English Language Proficiency Assessments for California (ELPAC), as required by state law. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–8 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC

SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8. In kindergarten and grade 1, all domains are administered individually. In grades 2–8, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

The Initial Assessment (IA) testing window is year-round, from July 1 through June 30. In accordance with state law, any student whose Home Language Survey indicates a language other than English in questions 1–3, and who has not previously been identified as an English Learner by a California public school or for whom no prior English language proficiency results exist, must be assessed for English language proficiency. The assessment, the English Language Proficiency Assessments for California (ELPAC), will be administered within 30 calendar days of the student’s first enrollment in a California public school, or within 60 calendar days prior to that enrollment date (but not before July 1 of the same school year). The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. Testing times will vary depending upon the grade level, domain, and individual student. At BMMA continuing EL students are assessed in the Spring of each year using the ELPAC Summative assessment.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

A key highlight in the Summative ELPAC results is the modest increase in the average scale score for Kindergarten, rising from 1404 in 2019–20 to 1425 in 2022–23. This trend suggests improvements in English language acquisition, instructional support, and student engagement during this period.

The percentage of students achieving higher proficiency levels also showed growth through 2022–23. Specifically, the proportion of students reaching Level 4 (the highest level) increased from 0% in 2019–20 to 29% in 2022–23, reflecting significant strides in advanced English proficiency. Although results fluctuated in later years, the gains through 2022–23 highlight the effectiveness of language development programs and tailored instructional strategies at the academy.

Similarly, the percentage of students scoring at Level 1 (beginning proficiency) decreased from 17% in 2019–20 to 5% in 2022–23, showing that fewer students remained at the initial stages of

English language development. While increases were noted the subsequent year, the long-term trend indicates progress in moving students toward higher proficiency levels. Overall, the data reflects a positive trajectory through 2024-25, highlighting the Charter School’s commitment to fostering English language proficiency through targeted support and a nurturing educational environment. Continued focus on instructional alignment and family engagement will support maintaining and extending these gains in future years.

Below is the most recent data of SA’s given in the spring of 2025:

Summative ELPAC Export

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Organization Assessment Grade Academic Year Subgroup Show Hide Percent Nun

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
Bella Mente Mon...	KG	2024-25	Overall	8		1428 ± 35	25%	37%	0%	37%
	1	2024-25	Overall	11		1494 ± 16	0%	18%	63%	18%
	2	2024-25	Overall	10		1526 ± 15	0%	20%	40%	70%
	3	2024-25	Overall	10		1537 ± 8	0%	10%	30%	60%
	4	2024-25	Overall	6		1544 ± 11	0%	16%	0%	83%
	5	2024-25	Overall	10		1569 ± 23	10%	0%	50%	40%
	6	2024-25	Overall	3		1551 ± 8	0%	0%	100%	0%
	7	2024-25	Overall	8		1592 ± 18	0%	12%	37%	50%
	8	2024-25	Overall	5		1589 ± 28	0%	20%	40%	40%

Due to EL student performance on the SA, 33/71 students earned a “4,” on the Spring 2025 Summative ELPAC and, therefore, were eligible for reclassification, amounting to 46.5% eligible students. Of those students, 29 students met all four RFEP criteria and received the reclassification designation. Eight students were reclassified in the Fall of 2024, and, therefore, the RFEP percentage for the 2024-2025 school year was 43.02%.

Bella Mente Montessori Academy Summative ELPAC Results 2018-2025

Assessment Grade	Academic Year	Subgroup	Students Tested	Average Scale Score	Level 1	Level 2	Level 3	Level 4
KG	2018-19	Overall	0					
KG	2019-20	Overall	17	1404 ± 8	17%	52%	29%	0%
KG	2020-21	Overall	15	1419 ± 13	6%	53%	33%	6%
KG	2021-22	Overall	18	1424 ± 18	22%	27%	33%	16%
KG	2022-23	Overall	17	1425 ± 22	5%	58%	5%	29%
KG	2023-24	Overall	19	1441 ± 18	10%	26%	47%	15%
KG	2024-25	Overall	8	1428 ± 35	25%	37%	0%	37%
1	2018-19	Overall	0					
1	2019-20	Overall	12	1452 ± 20	16%	58%	16%	8%
1	2020-21	Overall	9	1432 ± 12	22%	55%	22%	0%

1	2021-22	Overall	8	1457 ± 16	25%	12%	50%	12%
1	2022-23	Overall	9	1450 ± 11	0%	44%	44%	11%
1	2023-24	Overall	7	1454 ± 13	14%	28%	57%	0%
1	2024-25	Overall	11	1494 ± 16	0%	18%	63%	18%
2	2018-19	Overall	0					
2	2019-20	Overall	10	1465 ± 14	10%	50%	30%	10%
2	2020-21	Overall	9	1463 ± 14	11%	55%	33%	0%
2	2021-22	Overall	9	1470 ± 18	11%	44%	33%	11%
2	2022-23	Overall	6	1480 ± 27	16%	50%	16%	16%
2	2023-24	Overall	12	1470 ± 12	16%	8%	75%	0%
2	2024-25	Overall	10	1526 ± 15	0%	20%	10%	70%
3	2018-19	Overall	0					
3	2019-20	Overall	6	1468 ± 25	33%	33%	16%	16%
3	2020-21	Overall	14	1486 ± 12	14%	28%	42%	14%
3	2021-22	Overall	8	1510 ± 16	12%	12%	50%	25%
3	2022-23	Overall	7	1508 ± 28	28%	14%	28%	28%
3	2023-24	Overall	8	1504 ± 18	12%	37%	25%	25%
3	2024-25	Overall	10	1537 ± 8	0%	10%	30%	60%
4	2018-19	Overall	0					
4	2019-20	Overall	6	1452 ± 21	66%	0%	33%	0%
4	2020-21	Overall	6	1518 ± 37	16%	33%	16%	33%
4	2021-22	Overall	8	1531 ± 15	0%	25%	37%	37%
4	2022-23	Overall	6	1528 ± 28	16%	16%	33%	33%
4	2023-24	Overall	10	1527 ± 16	10%	10%	70%	10%
4	2024-25	Overall	6	1544 ± 11	0%	16%	0%	83%
5	2018-19	Overall	0					
5	2019-20	Overall	7	1480 ± 25	28%	42%	28%	0%
5	2020-21	Overall	4	1530 ± 47	25%	0%	50%	25%
5	2021-22	Overall	3	1544 ± 23	0%	33%	33%	33%
5	2022-23	Overall	5	1522 ± 26	20%	20%	40%	20%
5	2023-24	Overall	4	1534 ± 17	0%	25%	50%	25%
5	2024-25	Overall	10	1569 ± 23	10%	0%	50%	40%

6	2018-19	Overall	0					
6	2019-20	Overall	5	1496 ± 5	0%	100%	0%	0%
6	2020-21	Overall	8	1570 ± 31	12%	0%	37%	50%
6	2021-22	Overall	7	1538 ± 17	14%	0%	71%	14%
6	2022-23	Overall	3	1533 ± 26	0%	66%	0%	33%
6	2023-24	Overall	9	1544 ± 8	0%	11%	77%	11%
6	2024-25	Overall	3	1551 ± 8	0%	0%	100%	0%
7	2018-19	Overall	0					
7	2019-20	Overall	6	1551 ± 24	0%	50%	33%	16%
7	2020-21	Overall	4	1541 ± 66	25%	25%	25%	25%
7	2021-22	Overall	4	1558 ± 74	25%	0%	50%	25%
7	2022-23	Overall	5	1566 ± 49	20%	20%	20%	40%
7	2023-24	Overall	6	1539 ± 21	16%	16%	50%	16%
7	2024-25	Overall	8	1592 ± 18	0%	12%	37%	50%
8	2018-19	Overall	0					
8	2019-20	Overall	4	1510 ± 29	25%	25%	50%	0%
8	2020-21	Overall	5	1598 ± 14	0%	0%	20%	80%
8	2021-22	Overall	4	1551 ± 37	25%	0%	50%	25%
8	2022-23	Overall	2	1582 ± 25	0%	0%	50%	50%
8	2023-24	Overall	6	1544 ± 21	16%	16%	50%	16%
8	2024-25	Overall	5	1589 ± 28	0%	20%	40%	40%
KG	2018-19	Overall	0					
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KG	2019-20	Overall	0					
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1	2021-22	Overall	0					
1	2022-23	Overall	9	1450 ± 11	0%	44%	44%	11%
1	2022-23	Overall	0					
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1	2024-25	Overall	11	1494 ± 16	0%	18%	63%	18%
1	2024-25	Overall	0					
2	2018-19	Overall	0					
2	2018-19	Overall	0					
2	2019-20	Overall	10	1465 ± 14	10%	50%	30%	10%
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2	2024-25	Overall	0					
3	2018-19	Overall	0					

3	2018-19	Overall	0					
3	2019-20	Overall	6	1468 ± 25	33%	33%	16%	16%
3	2019-20	Overall	0					
3	2020-21	Overall	14	1486 ± 12	14%	28%	42%	14%
3	2020-21	Overall	0					
3	2021-22	Overall	8	1510 ± 16	12%	12%	50%	25%
3	2021-22	Overall	0					
3	2022-23	Overall	7	1508 ± 28	28%	14%	28%	28%
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3	2024-25	Overall	10	1537 ± 8	0%	10%	30%	60%
3	2024-25	Overall	0					
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4	2018-19	Overall	0					
4	2019-20	Overall	6	1452 ± 21	66%	0%	33%	0%
4	2019-20	Overall	0					
4	2020-21	Overall	6	1518 ± 37	16%	33%	16%	33%
4	2020-21	Overall	0					
4	2021-22	Overall	8	1531 ± 15	0%	25%	37%	37%
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5	2020-21	Overall	4	1530 ± 47	25%	0%	50%	25%

5	2020-21	Overall	0					
5	2021-22	Overall	3	1544 ± 23	0%	33%	33%	33%
5	2021-22	Overall	0					
5	2022-23	Overall	5	1522 ± 26	20%	20%	40%	20%
5	2022-23	Overall	0					
5	2023-24	Overall	4	1534 ± 17	0%	25%	50%	25%
5	2023-24	Overall	0					
5	2024-25	Overall	10	1569 ± 23	10%	0%	50%	40%
5	2024-25	Overall	0					
6	2018-19	Overall	0					
6	2018-19	Overall	0					
6	2019-20	Overall	5	1496 ± 5	0%	100%	0%	0%
6	2019-20	Overall	0					
6	2020-21	Overall	8	1570 ± 31	12%	0%	37%	50%
6	2020-21	Overall	0					
6	2021-22	Overall	7	1538 ± 17	14%	0%	71%	14%
6	2021-22	Overall	0					
6	2022-23	Overall	3	1533 ± 26	0%	66%	0%	33%
6	2022-23	Overall	0					
6	2023-24	Overall	9	1544 ± 8	0%	11%	77%	11%
6	2023-24	Overall	0					
6	2024-25	Overall	3	1551 ± 8	0%	0%	100%	0%
6	2024-25	Overall	0					
7	2018-19	Overall	0					
7	2018-19	Overall	0					
7	2019-20	Overall	6	1551 ± 24	0%	50%	33%	16%
7	2019-20	Overall	0					
7	2020-21	Overall	4	1541 ± 66	25%	25%	25%	25%
7	2020-21	Overall	0					
7	2021-22	Overall	4	1558 ± 74	25%	0%	50%	25%
7	2021-22	Overall	0					
7	2022-23	Overall	5	1566 ± 49	20%	20%	20%	40%

7	2022-23	Overall	0					
7	2023-24	Overall	6	1539 ± 21	16%	16%	50%	16%
7	2023-24	Overall	0					
7	2024-25	Overall	8	1592 ± 18	0%	12%	37%	50%
7	2024-25	Overall	0					
8	2018-19	Overall	0					
8	2018-19	Overall	0					
8	2019-20	Overall	4	1510 ± 29	25%	25%	50%	0%
8	2019-20	Overall	0					
8	2020-21	Overall	5	1598 ± 14	0%	0%	20%	80%
8	2020-21	Overall	0					
8	2021-22	Overall	4	1551 ± 37	25%	0%	50%	25%
8	2021-22	Overall	0					
8	2022-23	Overall	2	1582 ± 25	0%	0%	50%	50%
8	2022-23	Overall	0					
8	2023-24	Overall	6	1544 ± 21	16%	16%	50%	16%
8	2023-24	Overall	0					
8	2024-25	Overall	5	1589 ± 28	0%	20%	40%	40%
8	2024-25	Overall	0					

RECLASSIFICATION RATES & CRITERIA

Bella Mente follows the state guidelines regarding reclassification of English Learners.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using the Summative ELPAC, with an overall score of 4;
- Teacher evaluation, including a review of the student's curriculum mastery;
- Parent opinion and consultation, achieved through notification and the opportunity for parents/guardians to participate in the reclassification process; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English-proficient students of the same age.

The following chart provides the total number and percentage of ELs who are reclassified annually. As mandated by law, our school closely monitors the academic performance of

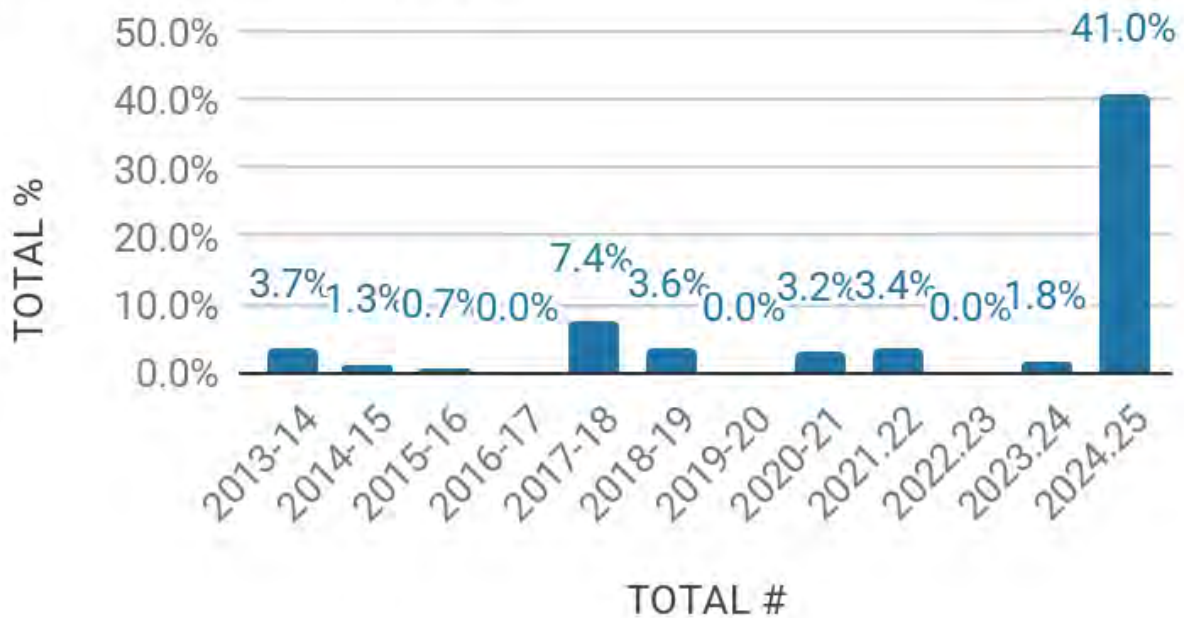
reclassified students for four years. Reclassification rates differ from year to year as a result of the varying numbers of students identified as ELs. BMMA has hired a Reading Specialist who meets with all EL students a few times per week in small group settings to provide additional academic support. (Source: DataQuest)

The reclassification rate graph for the years 2013–2025 reflects several encouraging trends and milestones for our English Learner program:

- The standout year of 2024–25 saw an exceptional 46.83% reclassification rate—our highest in over a decade. That year, 33 of 71 English Learner students were eligible for reclassification, and 29, plus 8 students in the fall, of those students successfully met all criteria. This achievement demonstrates the school’s effectiveness in accelerating English proficiency and ensuring that students meet rigorous academic benchmarks.
- Other years include 2013–14 (3.7%), 2018–19 (3.6%), 2020–21 (3.2%), and 2021–22 (3.4%). These peaks show that even after years with very low or zero reclassification (e.g., 2016–17, 2019–20, and 2022–23), the Charter School has consistently rebounded with renewed effectiveness in identifying and transitioning students who are ready for reclassification.
- Following the challenges of 2019–20 and 2020–21—likely impacted by the COVID-19 pandemic—the Charter School demonstrated resilience. Rates began to rise again, showing that staff efforts to re-engage EL students and provide language support have been fruitful.
- The consistent years with reclassification above 3%, combined with the extraordinary 2024–25 results, suggest that the Charter School’s EL program and instructional supports are increasingly effective in helping students reach reclassification goals.

This data reflects a commitment to English Learners and a capacity for both high performance and recovery. With continued focus and resources, the Charter School is well-positioned to build on this progress in the coming years.

RECLASSIFICATION RATE



ELD CURRICULUM

BMMA now utilizes a comprehensive suite of programs to support ELD, including Scholastic Leveling, Read Naturally, Recipe for Reading, and ELPAC Interim Reading Assessments. These tools are designed to provide targeted, data-informed instruction and to build foundational literacy skills aligned with student proficiency levels. In addition, BMMA has a Reading Specialist on staff who meets with EL students in small group settings several times per week to provide additional academic support and intervention.

- **Scholastic Leveling** offers a wide range of leveled texts to ensure students engage with materials appropriate to their reading development, supporting differentiated instruction.
- **Read Naturally** combines teacher modeling, repeated reading, and progress monitoring to build fluency, vocabulary, and comprehension.
- **Recipe for Reading** provides a multisensory, phonics-based approach for teaching decoding and spelling, particularly effective for emerging readers and students needing intervention.
- **ELPAC Interim Reading Assessments** are used to monitor student progress in reading comprehension and inform instruction through standardized, data-driven feedback.
- **StudySync ELA for grades 7-8** delivers standards aligned, scaffolded ELA lesson pairing grade level texts with language development supports, differentiation, and multimedia.

These programs work together to support English Learners across all proficiency levels—Emerging, Expanding, and Bridging—by emphasizing language development, foundational reading skills, and comprehension through structured and intentional instruction.

BMMA will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

BMMA's student population in 24-25 was 19.1% English Learners. BMMA is dedicated to providing EL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, BMMA also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, and life-skills curriculum.

Students at BMMA with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods listed below. Parents whose English proficiency is limited receive notices and information from the Charter School in their native language whenever possible to encourage participation in the Charter School by all members of the BMMA community.

Based on reliable language assessment tools, student levels are identified in accumulated scores across skills categories (Listening/Speaking, Reading, and Writing). On the ELPAC, students are categorized based on their English language proficiency in four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC provides an overall score that falls into three development levels. Students identified as "minimally developed," or "somewhat/Moderately developed" require more structure in both delivery of content (Sheltered Methodology), and the highly structured/scaffolded content (Sheltered/Content-based instruction).

Students identified as "well developed" require less structure/scaffolded content but may require a similar degree of sheltered instruction as those students identified as "beginning to develop" or "somewhat/moderately developed." Both groups may share integrated language immersion classes such as in Math and Science, but may be grouped according to proficiency, in terms of designated structured content, in classes such as Language Arts and History.

Strategies for English Learner Instruction and Intervention

We are dedicated to providing EL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all students through the Charter School's core curriculum, enrichment programs, and life-skills curriculum. BMMA has a Structured English Immersion Program, a language acquisition program for English learners in which nearly all classroom

instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Based on initial ELPAC performance and teacher evaluations, students who enter BMMA, identified as EL, will be offered immediate additional assistance and intervention; to be conducted during certain Leadership periods, elective periods, and at after school tutoring, if offered. Should the parents or guardians decline such immediate interventions and desire that their student progress naturally through the BMMA program, then faculty will proceed with normal evaluation and observation of student performance and proficiency. Should faculty agree that greater assistance and interventions are required, then the BMMA Principal will reopen discussions with the parent and explain the teacher's reasoning for additional assistance.

Immersion in the classroom is the preferred model at BMMA for mastering the English language. EL students' English Language Development progress will be monitored by certificated personnel. Our goal is to transition EL students into the general education program prepared for academic success as soon as possible.

As central to delivery of all curricula, BMMA will incorporate the Sheltered Instruction Observation Protocol ("SIOP") Model. SIOP is a research-based, highly valid model of instruction that is currently widely used across the United States and created by professors of California State University Long Beach. The model is applied to sheltered, bilingual and immersion environments across K-8

The assumptions behind the SIOP Model are derived from Krashen's Theory of Comprehensibility. Simply stated: Content must be comprehensible across the spectrum of English Language Development ("ELD"), whether students are identified as Non-English Speakers, Readers, Writers, or Fluent English Speakers, Readers, Writers. SIOP consists of 8 interrelated, cyclical categories. They include:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Central to SIOP delivery is the seamless fusion of content and methodology. The instructional culture of BMMA will incorporate a significant level of training for instructors in the SIOP model. Implementation will be the focus of continued in-services and observations utilizing SIOP's 30 evaluative descriptors across the 8 criteria.

A. Sheltered English Immersion Program

All students who are English Learners will be expected to become proficient in the English language at a progressive pace. Based on a substantial research base proving the benefits of a structured English immersion program, BMMA will implement a comprehensive, structured and integrated immersion program, in every mainstream classroom, for its EL students.

Teachers at BMMA will teach to the English Language Development standards set forth by the California Department of Education. Students of developing English proficiency will receive the same academic content as those students who have achieved English proficiency, including English native speakers. In addition to the core content, students who are assessed as English Learners will receive assistance in oral language development using school adopted curriculum. BMMA will ensure that all EL students have access to the core content, and will continue to employ, or if needed contract with the necessary specialists in order to do so. All instruction will be in English, however, the level of English used for instruction – both oral and written— may be modified appropriately for EL students as necessary. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.

The following are pedagogical strategies that are employed with EL students:

1. **Workshop Models:** Students work in small groups, interacting and expressing ideas and concepts discussed while learning content standards taught in a whole group lesson. In a follow up workshop, students write these concepts and keep this information in a class journal that is monitored by the instructor to determine language growth and mastery of concepts taught.
2. **Cooperative Learning:** This instructional strategy is used in a small group setting as students work together on a common task. Such as learning a poem to share or producing a reader's theater play.
3. **Thematic Teaching:** Students choose a specific theme to study and many concepts may be included. This learning takes place using different disciplines, but all are centered toward one definite concept.
4. **Language Experience Approach:** This reading and writing approach encourages personal experiences and oral language development. This language experience helps students understand the connection between speaking and listening, writing and reading.
5. **Dialogue Journals:** These journals provide students with a meaningful writing activity that is engaging because it involves fellow students and a personal connection to others in the class.
6. **Questioning Techniques:** These questions vary and evolve as lessons are presented. Most importantly they involve students in the lesson, motivate them to participate and help develop critical thinking skills. Nurturing insights and making a connection to

previous materials and future materials is also important to success in varied questioning.

7. **Scaffolding Instruction:** Using a variety of instructional techniques helps students move progressively towards a stronger understanding and greater independence in the learning process. The cognitive development and higher mental function gives students the tools needed to work on independent projects. This was the case as students recently created and presented a family heritage program.
8. **Kinesthetic Activity:** Reader's theater is used twice a month for the kinesthetic learners in class. This hands-on activity centers on movement, patterns and tactile learning. Students that typically have trouble sitting are allowed to stand and walk around the room.
9. **Online books:** These benefit the auditory learners and focus on a new modality that breaks away from the traditional teaching styles used in a classroom. This is also a welcome change for some students who might just need a way to enjoy a story and relax.
10. **Graphic Organizers:** Students use these to organize their ideas and manage a cohesive sequence as writing develops. These are encouraged to aid the writing process.
11. **Caption TV:** Students may choose to utilize this form of viewing as it is offered on the overhead projector as new stories are introduced.
12. **Pre-Teaching Vocabulary:** Words are added to their writing journals and possible definitions are discussed. These new words might be included in a writing assignment or synonyms could be added. A word wall is also one way these words are incorporated.
13. **Manipulatives:** These would be flashcards, games and items the students use when they complete assignments. Recording devices are used frequently and students practice with a partner to increase fluency.
14. **Culturally Relevant Materials:** The classroom contains a large world map and students share where they were born and where many of their family members originated. Much of the reading materials discuss places students may be familiar with and this opens up a dialogue to investigate culturally relevant material.
15. **Repetition:** Each week a poem of the week is chosen and students may use the karaoke machine to present their poem. Students may choose to repeat the same poem or start a new one each week. Instructions may frequently be repeated to assist students who might need more time to process or for the students who are learning English.
16. **Modeling:** This teaching style is used to demonstrate what is expected as a guideline for students who are unsure in the classroom. New material is modeled to all students and practice is encouraged as new concepts are introduced. Reading material is read to the students the first time and concepts are discussed.

The center of BMMA's implementation strategy for ELD is the understanding that all students are at a level of ELD and therefore all students can benefit from the 8 core components of SIOP. These components are identified and defined in an implementation context as follows (Echevarria, Vogt and Short, 2000, 2004, 2008: The Sheltered Instruction Observation Protocol):

1. Lesson Preparation

- Content objectives are clearly defined, displayed and reviewed with students.
- Language objectives are clearly defined, displayed and reviewed with students.
- Content concepts are appropriate for the age and educational background level of students.
- Supplemental materials are used to a high degree, making the lesson clear and meaningful.
- Adaptation of content covers all levels of student proficiency.
- Meaningful activities integrate lesson concepts with language practice opportunities for listening, speaking, reading and writing.

2. Building Background

- Concepts are explicitly linked to students' background experiences.
- Links are explicitly made between past learning and new concepts.
- Key vocabulary is emphasized.

3. Comprehensible Input

- Speech is appropriate for students' proficiency level.
- Academic tasks are clearly explained.
- A variety of techniques are used to make content concepts clear.

4. Strategies

- Ample opportunities are provided for students to use learning strategies.
- Scaffolding techniques are consistently used, assisting and supporting student understanding.
- A variety of questions or tasks promote higher-order thinking skills.

5. Interaction

- There are frequent opportunities for interaction and discussion among teachers and students, which encourage elaborated responses about lesson concepts.
- Grouping configurations support language and content objectives of the lesson.
- Sufficient wait time for student responses are consistently provided.
- Ample opportunities are provided for students to clarify concepts in L1s (or language of greater fluency) as needed with aides, peers or L1(or language of greater fluency) text.

6. Practice/Application

- Hands-on materials and/or manipulations are provided for students to practice using content knowledge.
- Activities are provided for students to apply content and language knowledge in the classroom.
- Activities integrate all language skills (listening, speaking, reading and writing).

7. Lesson Delivery

- Content objectives are clearly supported by lesson delivery.
- Language objectives are clearly supported by lesson delivery.
- Students are engaged approximately 90% to 100% of the time.
- Pacing of the lesson is appropriate to students' ability levels.

8. Review/Assessment

- Key vocabulary is comprehensively reviewed.
- Key concepts are comprehensively reviewed.
- Regular feedback is provided to students on their output.
- Assessment is made of student comprehension and learning.

The above criteria and descriptors will be organized into templates/rubrics, and integrated into all aspects of orientation, in-service training, lesson planning and delivery, student assessment and instructor professional assessment.

B. Designated English Language Development Time During the School Day

In addition to the 55 minutes of English Language Arts time each day, EL students receive a minimum of 30 additional minutes of English Language Development daily in a reading recovery setting by a credentialed teacher. Teachers will make accommodations to each EL student for lost classroom time.

C. Teacher Qualifications and Professional Development

At a minimum qualification, BMMA will hire faculty who have received Cross-Cultural Language and Academic Development ("CLAD") training and certification, SB 2042 embedded EL authorization or the CTC recognized equivalent. BMMA will seek teachers who have received a Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") certificate. As many of our students are English Learners, all faculty will employ scaffolding techniques, performance based instruction, reciprocal teaching, Specially Designed Academic Instruction in English ("SDAIE") teaching techniques, and multi-faceted approaches to address the various modalities and learning styles of our students. BMMA's Reading Specialist collaborates with teachers and delivers professional development on best practices. Faculty will focus on using the auditory, visual, and kinesthetic learning strengths, as well as other innovative practices to ensure that all students are provided with multiple avenues to access the curriculum including through designated and integrated methodologies as highlighted previously.

D. English Learner Advisory Committee

BMMA has an English Learner Advisory Committee ("ELAC") that provides parents the opportunity to:

- Learn more about the programs offered to their children
- Participate in the Charter Schools' needs assessment of students, parents and teachers

- Provide input to the Director and school staff of the most positive and effective strategies for teaching English Learners
- Provide input on the most effective ways to support full participation of English Learners in all school activities
- Provide input on the most effective ways to ensure regular school attendance

EL Instructional Program Overview

Bella Mente is committed to implementing a program for each EL student that is designed and implemented to increase English language and provide access to the core curriculum. Bella Mente provides a comprehensive ELD instructional program to every EL student that is integrated to core lessons and tailored to each student's academic goals and their individual language learning needs. Our ELA/ELD program is built on the California Framework and the Common Core State Standards with the aid of adopted curriculum. Primary language support may be used to motivate, clarify, direct, support, and explain concepts.

Curriculum and instruction related to the California Common Core State Standards for ELA/Literacy cut across the strands of Reading, Writing, Speaking and Listening, and Language. Our program provides a systematic approach to Designated ELD that builds into and from core instruction while providing dedicated time for developing academic English language skills. The Designated ELD lessons support the content covered during core instruction to promote the success of ELs. Designated ELD instruction is a critical component of the instructional program for every EL, and this instruction is provided at the same level as other core instructional areas.

Further, ELs receive targeted Designated ELD instruction at their proficiency level. The Designated ELD lesson will comply with ELD standards to ensure ELs are able to develop English proficiency. Every EL will be provided with protected time of at least 30 minutes of Designated ELD instruction during the regular school day. Designated ELD instruction may take place within the classroom or outside the classroom, while non-EL classmates participate in other academic activities (e.g., academic language development, writing, or computer assignments). If families have any questions about Designated ELD instruction, they are encouraged to contact the Site Leadership.

Integrated ELD is provided to EL students throughout the school day and across all subjects by classroom teachers. For Integrated ELD, the program identifies ELD standards that are addressed while teaching the core lessons. In these lessons, as well as lessons in other content areas, teachers address ELD standards in tandem with content standards while using SDAIE strategies (Specially Designed Academic Instruction in English). SDAIE is a teaching approach that allows ELs full access to key curricular concepts while acknowledging their ability to communicate extensively or proficiently in English. Teachers, for example, help students to establish a link between their prior knowledge and the material through activities such as think-pair-share, quick-writes, and anticipatory charts. Teachers develop specific language objectives that detail, for example, the key vocabulary or language structure that

students are to learn.

Elementary School (TK-6)

At the elementary level (Grades TK-6), English learners will receive core content instruction from highly qualified, certificated teachers. Classroom teachers will provide daily designated and integrated English language development instruction. In general Bella Mente's Instructional Assistants and English Language Specialist provide extra support for students at the lower levels of English proficiency. Adopted textbooks support the core instruction, with supplementary texts/materials provided, as needed. English learners at the higher levels of proficiency and above are generally served through the regular classroom program, with extra assistance provided by the classroom teacher or other support personnel.

Middle School (Grades 7–8) Course of Study

The ELD course sequence (which includes Academic Language Development (ALD) in all core subjects) is designed to develop academic language proficiency in English while simultaneously mastering grade level academic content in order to reclassify. It also attends to the particular English development language needs of At Risk or Long Term English Learners to promote high levels of English language proficiency. ELD instruction supports students as they progress through the levels of language proficiency: emerging, expanding, and bridging. ALD instruction is designed for students who have developed general English proficiency but need support to catch up on more complex language used in classroom content.

The English language proficiency assessment for California is the English Language Proficiency Assessments for California (ELPAC). At the middle school levels (Grades 6-12), English learners are assessed to determine their levels of English language proficiency and placed in ELD courses designed to help them develop grade level academic language. Students are placed in one of the following four categories of courses:

- Newcomer: These courses provide a comprehensive curriculum for new arrivals. They also provide accelerated support in foundational literacy skills. Bella Mente offers specialized ELD programs for students who are new to English, new to the country, new schooling and/ or have had extremely interrupted schooling.
- Designated English Language Development (ELD) Sequence: These courses are designed for students at the earlier stages of English proficiency (Initial ELPAC novice or intermediate and Summative ELPAC minimally developed, somewhat developed, or moderately developed). Students are provided with scaffolded instruction focused on increasing language proficiency according to the state-adopted ELD standards.
- Designated English Language Development/Academic Language Development (ELD/ALD): These courses are designed for students who are At Risk or Long Term English Learners. Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD

- standards in order to reclassify.
- English Language Arts (ELA) Sequence with ELD/SGI (English Language Development/Small Group Instruction): The ELD/SGI instruction courses are designed for students who are at all levels of English proficiency. These courses provide time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

The chart below identifies the basic texts, supplemental resources, and assessment indicators used in the ELD course of study for grades 7-8.

Basic Texts ELD, 7-8	Study Sync ELD; ELPAC Interim Assessments; Tools for Teachers
Basic Texts ALD, 7-8	Study Sync ELD; ELPAC Interim Assessments; Tools for Teachers
Supplemental Resources 7-8	California Department of Education 2012 ELD Standards and 2017 ELA/ELD Framework www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp California Practitioners' Guide for Educating English Learners with Disabilities https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf English Learner Toolkit of Strategies https://ccsesa.org/english-learner-toolkit-of-strategies
Assessment Instruments 7– 8	English Language Proficiency Assessments for California (ELPAC): A criterion-referenced test of English language proficiency to assess listening, speaking, reading, and writing for all English learners, TK–12. Study Sync ELD End of Unit Assessments ELPAC Interim Assessments

Required dELD Development Course Sequence
ELD Level 1 (Beginning to Develop) 7th–8th Two period course
ELD Level 2 (Somewhat Developed) 7th–8th One period course
ELD Level 3 (Moderately Developed) 7th–8th One period course

Note: All content areas must provide Integrated ELD.

English Language Arts Sequence [†]	
Grade 7	Grade 8
English 7 — <i>with</i> : ELD/SGI - Designated ELD Small Group Instruction or ELD with Academic Language Development Small Group Instruction	English 8 — <i>with</i> : ELD/SGI - Designated ELD Small Group Instruction or ELD with Academic Language Development Small Group Instruction
Note: All content areas must provide Integrated ELD.	

MEETING THE SPECIFIC NEEDS OF STUDENTS WITH SPECIAL NEEDS

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School is a member of the El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the “IDEA”

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such

exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Superintendent and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and

address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

The following chart provides the total number of students identified as Students with Disabilities, which has averaged 13% annually, over the past 12 years, with substantial increases in the most recent three school years. A detailed description of our Special Education Program can be found in Element One (1) of this charter petition.

STUDENTS WITH DISABILITIES		
	TOTAL #	TOTAL %
2013-14	35	10.0%
2014-15	53	9.9%
2015-16	67	11.0%
2016-17	74	11.3%
2017-18	78	12.2%
2018-19	83	12.5%
2019-20	74	11.8%
2020-21	59	12.7%
2021-22	55	13.0%
2022-23	64	16.0%
2023-24	73	17.6%
2024-25	75	17.7%

Section 504 of the Rehabilitation Act

BMMA recognizes that it is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School are and shall remain accessible for all students with disabilities in accordance with the ADA.

BMMA also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team is assembled by our Assistant Principal and includes the parent/guardian, the student (where appropriate), a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility

of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by BMMA’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Assistant Principal ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

PLAN FOR SUPPORTING SPECIAL POPULATIONS: SOCIO-ECONOMICALLY DISADVANTAGED, FOSTER YOUTH, AND HOMELESS

BMMA strives to produce a warm and supportive learning environment with consistent, cooperative, language-infused learning- centered program for students in a structured learning environment. BMMA has developed several programs to better assist students who are socio-economically disadvantaged through its ‘Assistance Programs’ that include the following:

1. **Care Closet:** Families at Bella Mente have access to a variety of clothing through our Care Closet. Clothing is donated to our school and provided to families at no cost. The clothing includes shirts, pants, shoes, and sweatshirts.
2. **Vista Teen Outreach:** Vista Teen Outreach (“VTO”) was founded in the fall of 2011. They started with the goal to reduce the number of hungry children within the Vista community. What began as a small organization now has the capacity to serve 350-400 children on a monthly basis.
3. **Food Pantry:** The Food Pantry is a product of the Vista Teen Outreach program. Food donations are collected by Bella Mente and provided to families within our community. The Food Pantry is critical to the success of many of our socio-economically disadvantaged students.
4. **Brighter Bites (formerly +Box):** 75 Boxes of fresh produce and shelf stable items are available to families one each week at no cost.

5. **Got Your Back San Diego:** Our relationship with Got Your Back allows our students to receive weekend food assistance on an as needed basis.
6. **Vista Community Clinic (VCC):** VCC is invited on campus to complete dental health screenings for all grade levels during the school day.
7. **McKinney Vento:** The McKinney-Vento Homeless Assistance Act is a federal law that ensures educational rights and protections for children and youth experiencing homelessness. Under this Act, schools are required to remove barriers to enrollment, attendance, and success. This includes providing immediate enrollment even without typically required documentation, ensuring transportation to and from the student's school of origin, and guaranteeing access to free school meals, supplies, and other supports. Through this Act, Bella Mente is able to identify and support students experiencing homelessness by connecting them with essential services, providing necessary materials, and ensuring stability in their education. The McKinney-Vento Act is a conditional funding act, which means that the federal government gives grants to states and, in return, the grantee states are bound by the terms of the act. Through this Act, Bella Mente is able to provide students with the school supplies necessary to succeed.
8. **Community Liaison:** Our Community Liaisons provide direct and comprehensive support to students and families, serving as the bridge between the school and critical community resources. They assist families with immediate needs such as food, clothing, and transportation, and also play a vital role in connecting families to health and mental health care. Importantly, they help families secure housing by guiding them through available resources and supports. By removing barriers and ensuring families can access the services they need, our Community Liaisons make it possible for students to focus on learning and succeed at school. In short, they support it all.

PLAN FOR SUPPORTING LOW ACHIEVING STUDENTS

BMMA takes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. BMMA identifies students performing below grade level through the results of the Exact Path benchmark assessments and CAASPP assessments, from screening, progress monitoring, and diagnostic assessments, as well as student work products. Staff also identifies students struggling to stay at grade level. As a performance-based system, personalized learning is adjusted as needed to address the needs of academically low-achieving students, including appropriate modifications in any of the following program components:

1. **Foundational Program:** a) all teachers teach the standards on a daily basis, b) all student work aligns to standards, and c) all students are able to describe what they are learning and why, reflecting on their learning.

2. **Strategic Intervention:** All students who receive “Standards Not Met” or “Standards Nearly Met” in either the ELA or Math portion of the CAASPP assessment and other diagnostic testing receive strategic intervention for at least 30 minutes within the instructional day. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring is used to adjust interventions.
3. **Intensive Intervention:** Students who receive Standards Not Met or Standards Nearly Met in either the ELA or Math portion of the CAASPP assessment or other diagnostic testing and/or not making adequate progress receive intensive intervention within the instructional day. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping allows teachers to reorganize students, including multi-age grouping when appropriate.
4. **Tutoring:** BMMA provides intensive tutoring with credentialed staff in the spring of each school year. Students identified for these sessions are those that are receiving “Standards Not Met” or “Standards Nearly Met” on their Exact Path diagnostic testing, lower performance on the Focused Interim Assessment Blocks and Interim Assessment Blocks, and are recommended for placement by the teacher. These tutoring sessions are up to 45 minutes for each ELA and Math per day for the 6-8 weeks leading up to state testing. Tutors use the Tools for Teachers platform to access the interim assessments and lessons as intervention tools to prepare students for the rigors of the state ELA and Math tests.

The efficacy of supplemental instruction is maximized by aligning it with classroom instruction, by training staff in appropriate instructional methods, and by requiring participation of students who need it. For example, literacy interventions incorporate expert instruction and alignment of all components, as outlined by Richard Allington, renowned literacy researcher and president of the International Reading Association, possibly through a three-tiered model described here (Allington, 2006):

- Tier 1 – High-quality, comprehensive classroom reading instruction. The core program is personalized to students’ needs, matching students to texts at appropriate levels of difficulty (as opposed to using a one-size-fits-all core curriculum to all students).
- Tier 2 – Small-group supplemental instructional support (five students or fewer for about 30 minutes a day). This level gives additional help to students who are not making adequate progress in Tier 1. Tier 2 teachers coordinate with Tier 1 teachers, meeting and communicating regularly to mesh their efforts and personalize extra help to students’ instructional needs. For example, if students are having problems with comprehension strategies, Tier 2 gives extra help in that area; if students can’t self-monitor, that is the focus of intervention lessons.

- Tier 3 – Intensive, very small-group *tutorial instruction* (two or three students or one-on-one) for students who are not making adequate progress in Tier 1 and 2. Tier 3 is part of an extended-day model, and it should extend and coordinate closely with the basic classroom-reading curriculum.

As noted by Richard Allington (2006), “Struggling readers need larger amounts of more expert, more personalized, and more intensive reading instruction... High-quality reading instruction, especially for struggling readers, requires the expertise to identify just where the reader has gotten off track and then to design instruction that moves the reader back onto an accelerated track of development.”

Student progress is monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. If, after intervention, the strategies in place are deemed unsuccessful, a Student Success Team comprised of the referring teacher, an administrator, the parent/guardian and others meet.

Student Support Team

Bella Mente Montessori Academy’s SST model, was refined in collaboration with District staff. To the maximum extent feasible under the law (and SELPA and District policy) BMMA shall attempt to meet all student needs within the general education instructional setting, prior to referral for formal assessment for special education purposes. The SST typically consists of the student’s teacher(s), a school administrator, the student’s parent/guardian, and others. The team oversees development of plans to meet students’ needs, if possible, without referral to assessment for special education needs. The team monitors students’ progress.

An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The BMMA SST meeting steps shall include:

1. Team members introduce themselves and their roles

2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

BMMA has also enacted an Early Intervention Process aimed toward supporting students *before* an SST is established. Special Education services are fully integrated into our general education programs. Students with IEPs receive additional academic, behavioral, and social supports through various contexts.

Under the guidance from Leadership and Montessori Coaches, all teaching teams meet weekly, utilizing this collaborative time to discuss, among other items, curriculum, student achievement, and parent communication. Professional development opportunities are frequently offered to teachers, administrators, and support staff. Students have a late start one day per week (Monday), which provides ample time for staff collaboration and development.

Multi-Tiered System of Supports (“MTSS”)

In California, MTSS is an integrated, comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

PLAN FOR SUPPORTING HIGH ACHIEVING STUDENTS

The process for identifying students who are academically high-achieving is similar to the process for identifying academically low-performing students. To challenge these students at their levels, high achievers develop and pursue projects, make presentations, and work with older students on a variety of activities. Utilizing a small, personalized environment, teachers are able to move students in and out of groups, allowing high achievers opportunities to mentor and to be mentored by various peers of various ages.

High achieving students are identified as students who:

- Earn a score of “Standard Exceeded” on the CAASPP ELA and Math assessment
- Exact Path diagnostic indicator of: "Exceeds" on the Reading, Language, and/or Math assessments

The multi-grade classrooms at BMMA create the perfect environment for providing high-achieving students the support and academic challenges they require to succeed. For example, a student in the first grade who demonstrates high academic skills has access to second and third grade content and curriculum.

Students in all grades are assessed on a regular basis to monitor growth. Students that demonstrate high academic achievement in math are transitioned to higher-level math groups.

Students in the Elevate Program in grades 6-8 participate in an expansion of Montessori learning—an extension of our model that thoughtfully bridges hands-on, inquiry-based education with rigorous academic exploration. Rooted in Montessori values of independence, curiosity, and real-world connection, this program empowers students to go deeper into subjects they love while earning early high school credit, engaging in experiential fieldwork, and thriving in a close-knit community of motivated learners. It honors the whole child while challenging them to grow academically, socially, and personally.

ATTENDANCE VS. CHRONIC ABSENTEEISM

ATTENDANCE RATES

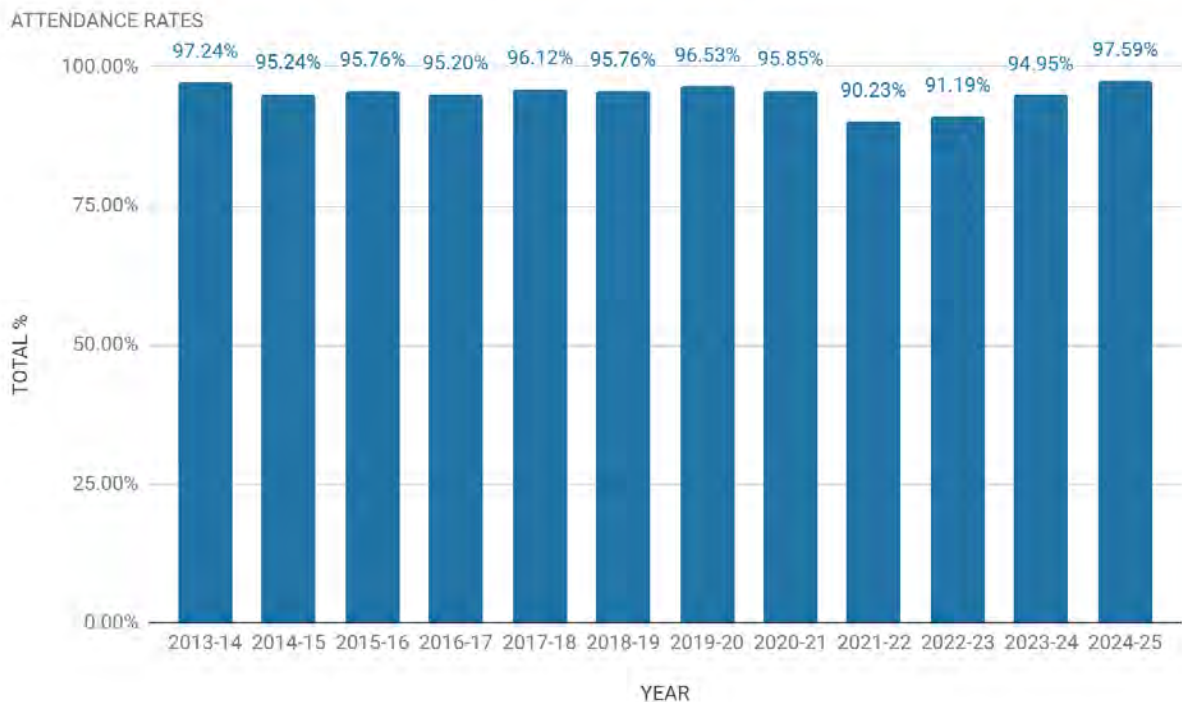
The attendance data from 2013–24 demonstrates a strong culture of consistent student participation at our school, with several key highlights that reflect positively on both our community engagement and school operations:

- From 2013 to 2020, the Charter School maintained a **remarkably stable and high attendance rate**, consistently above **95%**, with a peak of **97.24% in 2013–14**. This impressive consistency reflects strong school climate, effective communication with families, and proactive attendance monitoring strategies.
- Like many institutions, our attendance rates were impacted during and shortly after the COVID-19 pandemic, reaching a low of **90.23% in 2020–21** and **91.19% in 2021–22**. However, the most recent data shows a **notable rebound to 94.95% in 2023–24**, demonstrating the Charter School’s effective recovery efforts, renewed family engagement, and commitment to re-establishing routine attendance post-disruption.

Most recently, attendance climbed to **97.59% in 2024–25**, surpassing even the school’s pre-pandemic benchmarks. This achievement highlights the Charter School’s resilience, strong family partnerships, and renewed culture of consistent attendance. The decade-long trend of high attendance—despite external challenges—underscores a deeply embedded culture of attendance responsibility among students, families, and staff. It suggests that students feel

safe, supported, and motivated to attend school regularly.

Overall, the attendance trends reflect the Charter School's resilience, commitment to student engagement, and the effectiveness of its family outreach and support systems. With continued focus, the Charter School is on track to fully return to and possibly exceed its pre-pandemic attendance benchmarks.



CHRONIC ABSENTEEISM RATES

The following chart, chronic absenteeism rate is a metric identified in the LCAP and reported on the California Dashboard. Bella Mente Montessori Academy has implemented the following steps to address and decrease chronic absenteeism rates:

- Implemented student and teacher incentives to improve student attendance rates
- Revised attendance policy with input and feedback from parents
- 3 Excused or Unexcused Absences
 - Truancy Letter #1/ First Notice of Non Compliance sent home via email
 - Attendance Action Plan and Attendance Policy sent home via email
- 5 Excused or Unexcused Absences
 - Truancy Letter #2/ Second Notice of Non Compliance sent home via email
 - Attendance Team requests parent conference
 - Placed on Attendance Probation
- 7 Excused or Unexcused Absences
 - Truancy Letter #3/Referral to SART sent home via email
 - Hold SART meeting for review and further action

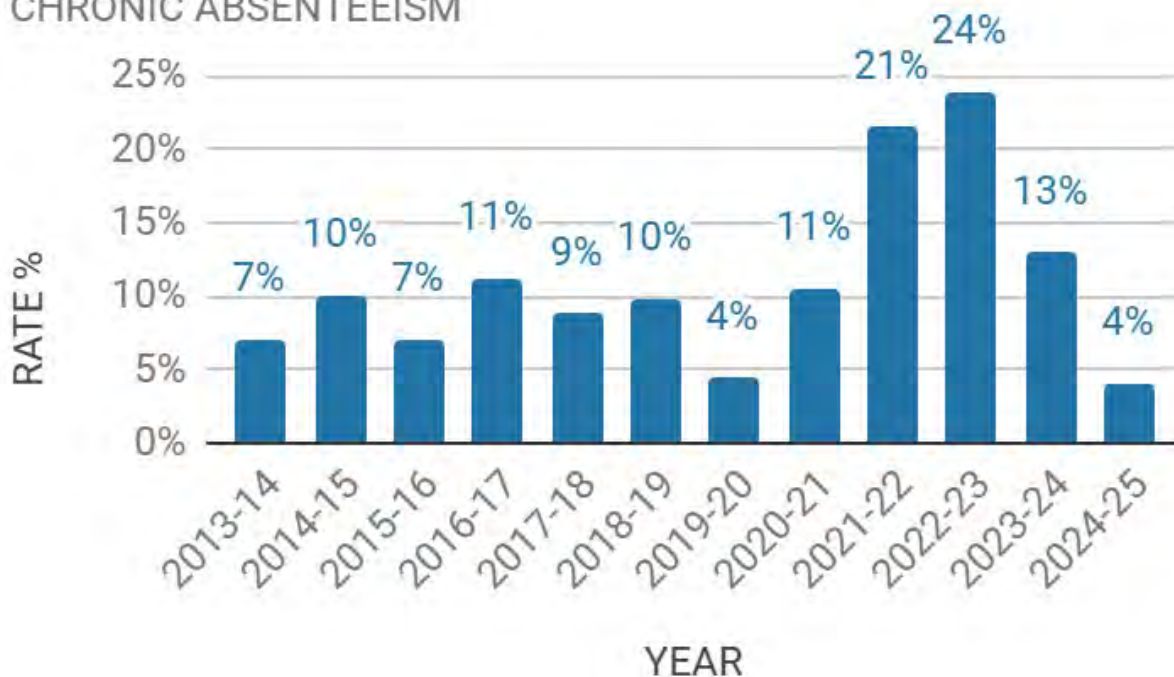
- 10+ Excused or Unexcused Absences
 - Home Visits, Welfare Checks
- Emphasis on positive reinforcement that includes student recognition by grade level
- BMMA follows an established SART process

Over the past decade, our school's chronic absenteeism rates have seen significant shifts, reflecting both the challenges and resilience of our community. Notably, the 2023-24 academic year marks a remarkable turnaround, with absenteeism dropping from a peak of 24% in 2022-23 to just 13%. This 11 percentage point improvement signals that our recent efforts to re-engage students and strengthen support systems are truly making a difference. In 2024-25, this decreased to 4%, a reduction of an additional 9%.

Before the pandemic, our attendance rates were consistently stable, typically ranging between 7% and 11%, highlighting a strong culture of student presence and commitment. While the unprecedented disruptions of the past few years understandably led to increased absenteeism, our swift recovery demonstrates our staff's dedication, our students' perseverance, and the effectiveness of our collective response.

As we move forward, this momentum offers an encouraging foundation for continued progress, ensuring that every student has the opportunity to learn, grow, and succeed.

CHRONIC ABSENTEEISM



COMMITMENT TO SERVICE THE COMMUNITY AND MILITARY-CONNECTED STUDENTS

Since its inception, Bella Mente Montessori Academy (BMMA) has placed generosity, service, and civic responsibility at the heart of its program. Students, staff, and families consistently contribute to the local and military community through hands-on service projects, charitable drives, and ongoing partnerships.

BMMA community contributions include:

- Supporting local nonprofits such as Casa de Amparo, Rady Children’s Hospital, and Vista Teen Outreach through seasonal drives and holiday giving.
- Partnering with local businesses, including orthodontic practices through the Candy Buyback program, with donations benefiting U.S. servicemen and servicewomen.
- Providing food and supplies for service members and their families through initiatives like Pendleton Pantry.
- Organizing and participating in community-wide events such as the Vista Christmas Parade, toy drives, Trunk-or-Treat, and annual garden workdays.
- Engaging students in environmental stewardship through multiple park and beach cleanups, Walk & Bike to School programs, and Clean Air Day celebrations.

BMMA also supports local businesses through its fundraising efforts. In addition to using national fundraising platforms, the school prioritizes monthly “dine-out” events at local restaurants, reinforcing the school’s commitment to strengthening community ties and supporting neighborhood businesses.

Commitment to Military-Connected Students

Bella Mente Montessori Academy recognizes and honors the unique needs of military families. Supports include:

- A dedicated webpage for military families with resources and guidance ([Military Families – BMMA](#)).
- A personalized welcome from the Community Liaison, ensuring immediate connection to available services.
- Introductions to the school counselor and access to counseling supports.
- Buddy pairing with a Student Ambassador to help ease transitions and provide a welcoming peer connection.

Through these efforts, BMMA fosters a strong culture of **service, inclusivity, and support**. Whether through direct community engagement, supporting local businesses, or tailoring services for military-connected families, BMMA ensures that all students and families are part of a caring, connected, and thriving community.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052). The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school. Education Code Section 47605(c)(5)(B).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Accomplishments for each of the goals and outcomes in LCAP directly support our mission to provide every Bella Mente Montessori Academy student with an equitable, nurturing, and effective learning environment that promotes and ensures the following schoolwide learner outcomes are met by each graduate:

- Critical Thinkers
- Effective Communicators
- 21st Century Scholars
- Socially Responsible Global Citizens

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) is included below. Each of the goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The LCAP, also available on our website at <https://www.bellamentecharter.org/lcap-goals> is included in APPENDIX N. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents (mid-year) on or before February 28 of each year, as part of a nonconsent item at a regularly

scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

DATA ANALYSIS & REPORTING

The Charter School is committed to reflective practice including gathering, analyzing and synthesizing data to guide our instructional programs. Data is used to identify students who need intervention and students who need academic enrichment in the form of course enrollment and supplemental resources. In preparation each school year, the Charter School's Leadership Team convenes with teachers to assist in the collection, disaggregation and analysis of student achievement data. This is an ongoing process that occurs throughout the school year including state mandated assessments. Teachers collaborate across grade level (TK-2, 3-5, 6-8) teams to review, discuss and modify instruction based on findings from student assessment results. Data is shared with parents during parent meetings and/or parent-teacher conferences.

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

STUDENT INFORMATION SYSTEM

Bella Mente Montessori Academy uses PowerSchool as its Student Information System (“SIS”). PowerSchool houses student academic grades, attendance reports, class schedules, and state reporting is maintained.

MANDATED STATE ASSESSMENTS

Bella Mente Montessori Academy agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate CALPADS data.

School-wide and student subgroup progress is objectively measured by state-mandated annual assessments within the CAASPP, administered to our students in grades 3-8 in ELA/Math; the California Alternate Assessment (“CAA”); the CAST in grades 5 and 8; the PFT in grades 5 and 7; the Initial ELPAC, used in determining English-learner status for new students, and the Summative ELPAC for EL students.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

The following chart provides an overview of the types of local and state-mandated assessments administered by subject area and frequency. These types of assessments are used to develop annual measurable outcomes, and further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, and measure program efficacy. The Superintendent, Director of Compliance and Academic Accountability, Principal, teachers and staff are held accountable by the Charter School’s governing board, to ensure all students are meeting annual growth targets and school-wide measurable outcomes.

In addition, BMMA administers benchmark assessments at the beginning, middle, and end of each school year. These assessments establish a baseline, monitor growth over time, and measure end-of-year achievement. Results are reviewed by staff to guide instructional planning and shared with families so that parents can better understand their child’s progress and provide meaningful support at home.

BELLA MENTE MONTESSORI ACADEMY ASSESSMENT SCHEDULE

ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
ENGLISH LANGUAGE ARTS			
EXACT PATH READING AND LANGUAGE DIAGNOSTIC ASSESSMENT	1-8	Local Assessment	3 times/year
LEXIA CORE5 READING ASSESSMENT	K-8	Local Assessment	1 time/year & as needed
CAASPP ELA	3-8	State Mandated	Annually
SCHOLASTIC READING ASSESSMENT	K-6	Local Assessment	3 times/year & as needed
RECIPE FOR READING	1-3	Local Assessment	Varies by unit
CAASPP INTERIM ASSESSMENTS	3-8	Local Assessment	Several Times Throughout the Year
WASECA READING	1-3	Local Assessment	3 times/year
WORDLY WISE	3-6	Local Assessment	3 times/year
PROJECTS, TESTS	7-8	Local Assessment	Varies by unit
MATHEMATICS			
EXACT PATH MATH DIAGNOSTIC ASSESSMENT	1-8	Local Assessment	3 times/year
CAASPP MATH	3-8	State Mandated	Annually
REVEAL	1-8	Local Assessment	By unit
CAASPP INTERIM ASSESSMENTS	3-8	Local Assessment	Several Times Throughout the Year
MATH BENCHMARK ASSESSMENTS	TK-K	Local Assessment	End of Unit
FORMATIVE ASSESSMENTS		Local Assessment	Daily/weekly
SCIENCE			
CAST	5 & 8	State Mandated	Annually

QUIZZES, TEST & PROJECTS	TK-8	Local Assessment	
FORMATIVE ASSESSMENTS	7-8	Local Assessment	Daily/weekly
SUMMATIVE ASSESSMENTS	7-8	Local Assessment	Varies
TCI	6-8	Local Assessment	Varies
CAST INTERIM ASSESSMENTS	6-8	Local Assessment	Throughout the Year as Pacing Dictates
HISTORY			
FORMATIVE ASSESSMENTS	7-8	Local Assessment	Daily/weekly
SUMMATIVE ASSESSMENTS	7-8	Local Assessment	Varies
QUIZZES, TESTS & PROJECTS	TK-8	Local Assessment	Varies
TCI ASSESSMENTS	7-8	Local Assessment	Varies
ENGLISH LANGUAGE DEVELOPMENT			
ELPAC	K-8	State Mandated	Annually
PHYSICAL EDUCATION			
PHYSICAL FITNESS TEST	5 & 7	State Mandated	Annually

As outlined in the Charter School's assessment schedule chart above, students are assessed using various types of modalities. Classwork and quizzes allow students to strengthen their learning through group and individual activities. Teachers implement formative assessments in the form of entrance/exit slips, and quizzes.

BMMA utilizes the Rubric, Feedback, Categorize, and Modify ("RFCM") Model for writing prompts in ELA, Social Science/History, and Science courses. Students are provided with a rubric for each writing prompt, and provided with feedback on the standard assessed, which teachers use to modify instruction. Additionally, students are assessed throughout the academic year via writing assessments, formative and benchmark assessments.

REPORTING OF DATA

Bella Mente Montessori Academy develops an annual SARC Report, administers Report Cards, hosts Parent-Teacher Conferences and Local Control and Accountability Plan meetings as methods to inform all stakeholders on the Charter School's performance. Parents are able to participate and provide input in the Charter School's educational program. BMMA uses its accountability data as a means of evaluating the effectiveness of, and need for, new program

initiatives.

The Superintendent and other Leadership team members present at each governing board meeting on enrollment, attendance, student achievement, professional development, and issues pertaining to the Charter School. Teachers meet in grade level teams to review student work, disaggregate and analyze local and interim assessments across all disciplines: English Language Arts (“ELA”), Math, History/Social Studies, and Science. Teachers also collaborate during weekly common planning time in grade level teams.

GRADING, PROGRESS REPORTING, & PROMOTION/RETENTION

Student progress is reported quarterly through a combination of progress reports and report cards, all of which are emailed directly to parents/guardians.

- Quarter 1 (Q1) and Quarter 3 (Q3): Families receive Progress Report Cards, which provide an update on their child’s academic standing mid-semester.
- Semester 1 (S1) and Semester 2 (S2): Families receive formal Report Cards at the end of each semester. These serve as the official record of note for parents/guardians, home districts, students, and court-appointed officers.

Teachers dedicate the days each semester to accommodate parent requests for conferences. If students are not making adequate progress, the teacher and student collaboratively lead conferences with parents/guardians to discuss concerns and strategies for improvement. Conferences may be scheduled in person or by phone.

Teachers in grades TK–6 use Transparent Classroom, a Montessori record-keeping and parent portal that allows teachers to document each child’s lessons, observations, and growth — and share clear, visual progress updates with families. Educators record presentations and mastery on a progress grid, track standards, and even view “work curves” that show concentration over time. Families see curated updates, photos, and conference-ready reports in one place.

At the middle school level, parents have access to the Charter School’s PowerSchool GradeBook portal, where assignments, assessments, classwork, and projects are described. Grades earned for these activities are posted and updated weekly.

Teachers also use Google Classroom to inform students of upcoming assignments and assessments. For assignments requiring work products, students submit their work through Classroom, where teachers provide feedback and grades. If parents/guardians opt to participate, they can receive automated email summaries of their child’s submissions, grades, and teacher comments.

PROMOTION, PLACEMENT & RETENTION POLICY

Bella Mente Montessori Academy is committed to educational practices that are effective in enhancing the educational attainment of all students. Numerous studies have demonstrated that retention does not improve students’ chances for educational success. Therefore, the

practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and/or socially. The fundamental principle governing placement is that each pupil shall be assigned to that learning situation determined to be most appropriate.

Although the principal of the Charter School has the responsibility for the placement, promotion, retention, or other assignment of pupils, the principal customarily will make decisions based on parent input, and with the recommendation of teachers, counselors and other support personnel who are familiar with all aspects of the pupil's learning and development.

The principal shall make the final decision regarding the placement of a student in a particular class or classroom, which does not involve the promotion or retention of a student.

It shall be the policy of the Board of Directors that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with their own development. The best interest of the student will be the guiding philosophy for determining acceleration, promotion or retention while upholding requirements of state and federal laws.

A student will be promoted to the succeeding grade level when the student has:

- A. completed the course requirements or adapted personal curriculum at the presently assigned grade (at proficient levels)
- B. in the judgement of the professional staff, achieved the instructional objectives set for the present grade after reviewing numerous assessment instruments
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade (70% or above)
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade or course level.

The Administrative Team shall develop administrative guidelines for promotion, placement, and retention of students which:

- A. ensure students who are falling seriously behind their peers or who may not be promoted, receive the special assistance they may need to achieve the academic outcomes of the Charter School's core curriculum;
- B. require the recommendation of the relevant staff members for promotion, placement, or retention;
- C. require that parents are informed, in advance, of the possibility of retention of a student at a grade level;
- D. assure that efforts are made to remediate the student's difficulties before s/he is retained with documentation
- E. assign to the Principal, in consultation with the Assistant Principal, the final responsibility for determining the promotion, placement, or retention of each student;

- F. parents may appeal a Principal's final decision to the Superintendent. The Superintendent will hear the case and render the final decision.

A parent may appeal their child's retention by making a written request to the principal. A committee composed of the principal, school psychologist, and three teachers reviews all requests. The committee will consider input from each student's teachers and consider factors such as: student age, social and physical maturity, previous retentions, and the best educational placement to ensure academic success for the future. The committee will make a response in writing to the parent with a copy placed in the student's file.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

A. Nonprofit Public Benefit Corporation

BMMA is a direct funded independent charter school operated by Bella Mente Charter School, which is a California nonprofit public benefit corporation exempt from federal income taxation under section 501(c)(3) of the Internal Revenue Code.

BMMA operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of BMMA, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B please find the Bella Mente Charter School Articles of Incorporation, Appendix C: Bylaws, and Appendix F: Conflict of Interest Code.

B. Board of Directors

BMMA is governed by the Bella Mente Charter School Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted nonprofit corporation bylaws, which shall be consistent with the terms of this charter.

The Board will consist of at least 3 and no more than 5 members, including: 2 community members, and at least 1 parent of a student enrolled in BMMA. In addition, in accordance with Education Code Section 47604(c), VUSD shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the District exercises this option, the Board may add an additional member, to maintain an odd number of Directors.

Currently, the Board of Directors is composed of Scott Moote, Greg McGuire and James Smith.

Election of Board Members

With the exception of a District representative, directors are appointed (sometimes referred to as “elected”) by the majority vote of the Board of Directors based upon the presence of a quorum. The Charter School seeks community members with expertise in areas critical to school success, including, but not limited to, education, school finance, fundraising, facilities, government, business, and legal.

Board Member Terms & Elections

Board members are appointed in July. A special meeting may be called whenever necessary to fill a vacant board seat. Directors will remain on the Board, unless otherwise removed from office in accordance with the bylaws, for a term of 3 years and until a successor director has been designated and qualified. Directors may serve no more than 4 consecutive terms.

Board Duties

The Board of Directors of Bella Mente Charter School will meet regularly and in accordance with the Brown Act and Education Code 47604.1(c). The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Represent the mission and vision of BMMA.
- Set policy for the Charter School.
- Hire, supervise, and evaluate the Superintendent.
- Approve all contractual agreements.
- Approve and monitor BMMA's annual budget and interim financial reports.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish Board committees as needed.
- Review and evaluate progress of both student and staff performance.
- Involve parents and the community in Charter School related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Approve the school calendar and schedule of Board meetings.
- Approve charter amendments as necessary and submit material revisions as necessary for VUSD consideration.
- Approve annual fiscal audit and annual performance report(s).

BMMA shall adopt a Conflict of Interest Code, and shall comply with the conflict of interest laws under the Political Reform Act, Corporations Code, and any other charter school specific conflicts of interest regulations.

The Board may delegate to a board committee, an employee of BMMA or a management contractor any of its powers, except for the powers that cannot be delegated by law and must be exercised by the Board such as budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Board Training

The Bella Mente Board of Directors attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include at minimum conflicts of interest, ethics and the Brown Act, in accordance with AB 2158 (2022).

C. The Administration

The Superintendent is the leader of the Charter School, and serves as the chief executive officer of the nonprofit corporation. The Superintendent ensures that the curriculum is implemented in order to maximize student-learning experiences. The Superintendent is employed by and reports directly to the BMMA Board of Directors. The Superintendent is responsible for the orderly, daily operation of the Charter School, and the employment and supervision of all teachers and staff at BMMA.

The Superintendent is required to undertake some or all of the tasks detailed below, along with the Charter School Leadership Team. These tasks may include but are not limited to the following:

Leadership & Mission

- Ensure the charter school enacts its mission
- Promote BMMA in the community and foster positive public relations
- Communicate and report to the BMMA Board of Directors
- Attend meetings with District staff as requested and maintain direct contact regarding changes, progress, etc.

Personnel & Human Resources

- Oversee the supervision and evaluation of the principal, teachers, and staff
- Make employment determinations for all teacher and staff positions, including hiring, promotion, discipline, and dismissal
- Identify staffing needs of the Charter School and provide staff development as needed
- Hire qualified substitute teachers as necessary
- Encourage and support teachers with ongoing professional development

Finance & Compliance

- Oversee school finances to ensure financial stability
- Maintain up-to-date financial records
- Ensure compliance with all applicable state and federal laws and secure grant funding
- Provide all necessary financial reports as required for proper ADA reporting
- Complete and submit required documents to the BMMA Board, District, or other agencies
- Present the annual independent audit report to the BMMA Board, and after review, transmit it to required state and local entities
- Develop the Charter School annual performance report and SARC

Academic & Student Success

- Ensure appropriate evaluation techniques for both students and staff
- Manage student discipline and participate in suspension and expulsion processes as necessary
- Take steps to achieve full and regular student attendance
- Participate in special education meetings as necessary
- Communicate with parents, recruit new families and students, and partner with families to achieve academic growth

Operations & Safety

- Establish and maintain systems for organizational tasks (student records, teacher credentialing, attendance logs, purchasing, budgets, timetables)
- Ensure the security of the school building
- Participate in and develop professional development workshops
- Ensure the charter school enacts its mission
- Supervise and evaluate principal, teachers and staff
- Communicate and report to the BMMA Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops
- Make employment determinations for all teacher and staff positions, including employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure grant funding
- Communicate with parents, recruit new families and students, and work with families to achieve academic growth
- Take responsible steps to achieve full and regular attendance at school
- Complete and submit required documents as requested or required by the charter and/or BMMA Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote BMMA in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers with on-going professional development
- Attend meetings with District staff as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the Charter School annual performance report and SARC

- Present the annual independent audit report to the BMMA Board of Directors and, after review by the Board of Directors, transmit a copy of the audit report to the District Board of Education, the County Superintendent of Schools, the State Controller and the California Department of Education
 - Manage student discipline and, as necessary, participate in the suspension and expulsion process
 - Participate in special education meetings as necessary
- D. The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other employee, or to a contract service provider.

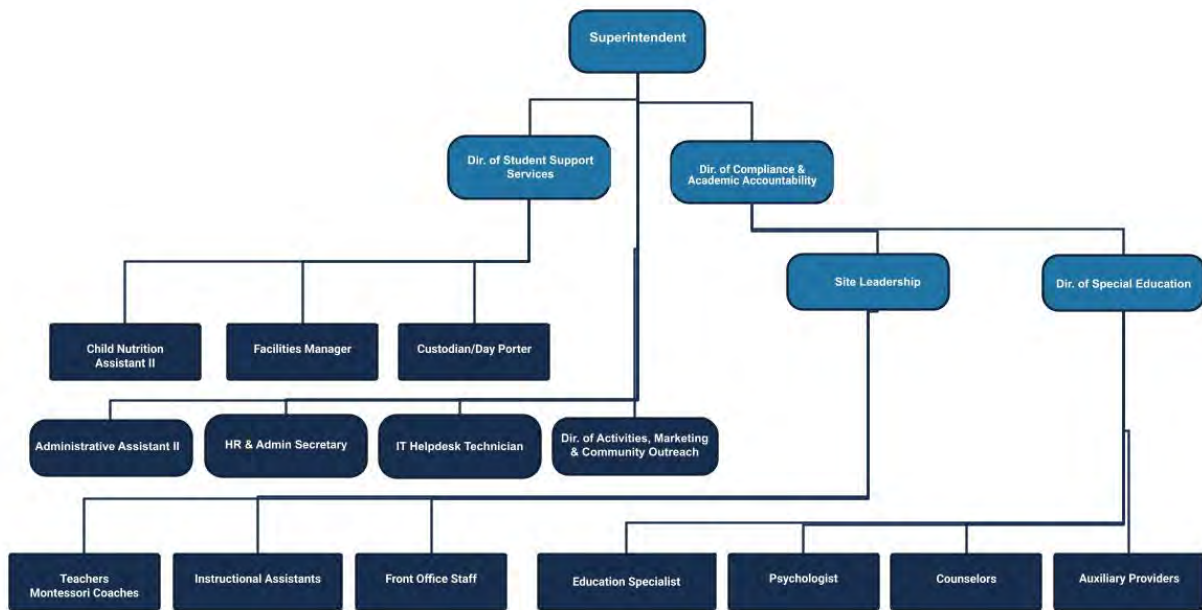
Parent Involvement

BMMA offers many different ways for parents to be involved. Parents are encouraged to join the PAC, English Learner Advisory Committee, SSC. The PAC oversees the development of the LCAP for the Charter School and monitors progress towards the goals in the LCAP. The ELAC advises the Board and school staff on English learner instruction and services. The SSC reviews and updates the Single Plan for Student Achievement, including the proposed expenditure of certain grant funds allocated to the Charter School.

There are also opportunities for parent involvement in school activities, field trips, fundraising, and advising the BMMA Board of Directors on any and all matters related to the strengthening of the BMMA community. Parents are encouraged to contact the Charter School for more information about involvement in school affairs.

The Site Leadership shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering at school (including at-home assistance); attending parent-teacher conferences; attendance at BMMA Board or committee meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. However, parent involvement is not a requirement for acceptance to, or continued enrollment at, BMMA.

E. Organizational Chart



ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

EQUAL EMPLOYMENT OPPORTUNITY

Bella Mente Montessori Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. Bella Mente Montessori Academy shall not discriminate against applicants or employees on the basis of race, color, creed, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, childbirth or related conditions, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, request and/or use of protected leave, nationality, ethnic group identification, immigration status, genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic protected by federal, state, local law, ordinance or regulation. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

EMPLOYEE POSITIONS & QUALIFICATIONS

Bella Mente Montessori Academy believes that all of its employees play a key role in creating a successful learning environment. The Charter School recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. The Charter School will maintain a professional staff that shares in the educational philosophy of the Charter School and are committed to the education of all students.

The recruitment process leverages a variety of platforms, including EDJOIN, Indeed, university and teacher credentialing program sites, community organizations, job fairs, and local and regional publications, to reach a wide pool of candidates.

All employees must furnish or be able to provide:

- Medical clearance that demonstrates proof of a risk assessment or examination for tuberculosis ("TB").
- Fingerprinting and Live Scan from the Department of Justice for criminal background check.
- Documents establishing legal status for employment.
- AB 2534 Egregious Misconduct Compliance-verification that no findings of egregious misconduct, as defined under AB 2534, are present

All employees must also annually complete mandated reporting training on child abuse

awareness in compliance with AB1913 within 30 days of each school year or immediately upon hire.

All employees must commit to Bella Mente Montessori Academy's mission and vision and abide by Bella Mente Montessori Academy's Employee Handbook. All employees' job descriptions and work schedules are reviewed and modified as needed to meet the needs of the Charter School and its students.

The following are the employee qualifications for key employees at Bella Mente Montessori Academy. Our employees will meet specific qualifications for employment as outlined in their formal job descriptions; and qualifications shall be sufficient to ensure the health and safety of the Charter School's faculty, staff, and students. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

SUPERINTENDENT

PRIMARY FUNCTION: To provide leadership in developing and maintaining the best possible Montessori and Project Based Learning educational programs and services to meet the needs of all students. The champion of the school mission and vision with all stakeholders.

DIRECTLY RESPONSIBLE TO: Board of Directors

STAFF ASSIGNED: Directly or indirectly, all employees of the charter school.

ASSIGNED JOB RESPONSIBILITIES:

- Supervises, either directly or through delegation, all activities of the school system according to the policies of the Board.
- Primary responsibility for the management of all District affairs.
- Provide educational leadership to the District and make student learning and student success his or her highest priorities.
- Maintain and improve his or her professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate associations.
- Responsible for the operations of the District, including, but not limited to, the areas of general administration, instruction, human resources, communications, government relations, facilities, and business affairs.
- Attends and participates in all regular and special meetings of the Board, and makes recommendations of any nature affecting the District.
- Establish and maintain positive community, staff, and Board relations.
- Establish strong relationships with and act as the main contact with the authorizing school District, Vista Unified, and the Special Education SELPA, El Dorado Charter SELPA.
- Defines educational needs and formulates policies and plans for recommendation to the Board, based on short and long-term planning.

- Prepares and submits to the Board, recommendations relative to matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- Advises the Board on the need for new and/or revised policies and sees that policies of the Board are implemented.
- Informs and advises the Board about the programs, practices, and challenges of the schools, and keeps the Board informed of the activities operating under the Board's authority.
- As permitted by any applicable law including, but not limited to, the Brown Act, Superintendent shall, in advance of Board meetings, keep all Board members advised of emerging issues that could have a material impact on Board or Charter School.
- Represents the Board as liaison between the charter school and the community.
- Delegates at own discretion to other employees of the Board, the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power and duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.
- Oversees the development of general and specialized personnel/employee training programs for certificated and classified employees and works in conjunction with other departments to direct employee professional development activities designed to increase effectiveness and prepare employees for new positions.
- Oversees the revision of job descriptions for all employees.
- Directs the reconciliation of salary/payroll placement issues.
- Evaluates the performance of immediate subordinates and oversees procedures for coordination and review of the evaluation of performance of all staff.
- Studies and revises, together with staff, curriculum guides and courses of study, on a continuing basis.
- Recommends to the Board for its adoption, courses of study, curriculum guides, and major changes in texts.
- Makes administrative decisions within the charter school necessary for the proper functioning of the school.
- Oversees communication with stakeholders as necessary for the discussion of matters concerning the improvement and welfare of the school.
- Assumes responsibility for the overall financial planning of the charter school and for the preparation of the annual budget, and submits it to the Board for review and approval; Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget, subject to direction and approval of the Board.
- Direct and coordinate Business Services, including payroll, accounting, information systems, purchasing/stores, child nutrition services, maintenance, operations, transportation and land/facilities/safety planning.
- Direct the program of school plan expansion, alterations, modifications, and maintenance; improvements, alterations, and changes in the buildings and equipment of the district as suggested by Charter School staff.
- Direct the control and security of charter school property and equipment including

intellectual property.

- Files, or causes to be filed, reports required by the state, federal government and/or school codes.
- Oversees and nominates for employment the best qualified and most competent teachers, support staff, classified staff, and administrative personnel.
- Recommends to the Board for final action, the promotion, demotion, discipline, or dismissal of any employee.
- Oversees the operation and administration of the Charter School employee health and life insurance program; assists in the administration of the risk management program.
- Oversees school compliance with authorizer requirements, state and federal laws.
- Oversees use of restricted funds and their reporting.
- Oversees the creation and adherence to the Local Control Accountability Plan.
- Designated as the Equal Opportunity/Affirmative Action/ Title IX compliance officer for the Charter School.
- Oversees a program of public relations to keep the public informed of the activities and needs of the charter school, effecting a cooperative relationship between the schools and the community.
- Keeps informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.
- Oversees and directs the Charter School complaint resolution process including employee, student and stakeholder complaints, grievances and disciplinary actions; investigations of formal sexual harassment complaints.
- Oversees the delivery of communications regarding the success of the Charter School in order to attract and retain students.
- Oversees and directs the response to requests for information from the media and the public; assists in development and implementation of any Charter School community outreach program.
- Performs such other tasks as may from time to time be assigned by the Board.

Evaluation: Performance of this job will be evaluated in accordance with provisions in the Superintendent's contract.

EDUCATION AND EXPERIENCE:

Master's degree in a related field; Preliminary or Clear California Administrative Services Credential required; California Multiple Subject Teaching Credential suggested. Minimum of five (5) years of increasingly responsible teaching/counseling and/or administrative experience in education. Montessori certification highly desired.

KNOWLEDGE AND ABILITIES:

Knowledge of:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret technical information, read and follow instructions; write documents following prescribed formats; present information to others;

analyze situations to define issues and draw conclusions; and understand complex multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

- business terminology;
- business telephone and email etiquette;
- community resources;
- concepts of grammar, spelling, and punctuation;
- interpersonal skills using tact, patience, and courtesy;
- job-related codes/laws/rules/regulations/policies;
- interviewing techniques and practices;
- keyboarding;
- data entry techniques;
- modern office practices and procedures;
- office equipment and technology;
- principles of accounting and bookkeeping;
- recordkeeping and record retention practices;
- safety practices and procedures;
- personnel administration practices in a school district environment;
- procedures, rules, and regulations regarding classified personnel and employment;
- recordkeeping and record retention practices.

Ability to:

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate.

Specific ability based competencies required to satisfactorily perform the functions of the job include:

- accuracy and attention to detail;
- adapting to changing priorities;
- analyzing issues and determining an appropriate course of action;
- communicating with diverse groups and individuals;
- displaying tact and courtesy;
- establishing and maintaining effective working relationships with others;
- maintaining confidentiality;
- meeting deadlines and schedules;
- multitasking;
- planning and organizing work;
- preparing accurate records;

- reading, interpreting, explaining, and following laws, rules, regulations, policies, and procedures;
- understanding and following oral and written directions;
- working as part of a team;
- working with detailed information/data;
- working with frequent interruptions;
- working with a high volume of work in a fast-paced environment.

WORKING CONDITIONS:

Environment:

Must be able to work in a variety of indoor and outdoor settings. The usual and customary methods of performing the job functions require the following physical demands: some lifting, carrying, pushing, and/or pulling and significant fine finger dexterity. Generally the job requires 70% sitting, 10% walking, and 20% standing. The job is performed in a generally clean and healthy environment. Incumbents may be required to work evening and weekend hours as assigned. Incumbents may be required to travel both inside and outside of school district boundaries to attend required meetings or events.

Physical Abilities:

Dexterity of hands and fingers to operate a computer keyboard and standard office equipment. Sitting for extended periods of time. Seeing to read a variety of materials. Hearing and speaking to exchange information in person or on the telephone.

DIRECTOR OF COMPLIANCE AND ACADEMIC ACCOUNTABILITY

PRIMARY FUNCTION: To ensure Bella Mente is employing best practices in the areas of charter compliance while meeting and exceeding academic growth goals. They will keep current on charter laws and best practices in the application of the law. They will create and oversee an accountability system that will enable Bella Mente to report to various agencies and stakeholders, in a timely manner, its academic growth and progress while mentoring educational staff on educational best practices. They will ensure efficient, data driven and cost-effective school operations.

DIRECTLY RESPONSIBLE TO: Superintendent

STAFF ASSIGNED: Assigned certificated and classified personnel.

STATUS: Exempt

ESSENTIAL JOB FUNCTIONS:

1. Oversees operations, implementation of programs and/or processes in daily school operations to ensure the school is meeting all goals set by the Superintendent and Board of Directors.

2. Acquaints members of the school staff with charter school philosophy, policies, procedures, and organization.
3. Coordinates staff for the purpose of ensuring academic and schoolwide goals including economics, safety, effective communication, efficient use of equipment and supplies, and appropriate appearance of buildings and grounds.
4. Coordinates all state and internal assessments including CAASPP, ELPAC, California Science Test, and NWEA MAPs.
5. Advises and provides information, analysis, and recommendations to the Superintendent for the purpose of ensuring congruence between charter school priorities and services from supervised departments. Includes monitoring use of Board adopted curriculum and personnel to meet academic gains.
6. Plans, organizes, and directs a program of inspection and review of facilities and equipment for the purpose of ensuring that sites, buildings, and facilities are safe, clean, and in good repair.
7. Plans with members of the staff for the utilization of staffing units to the best advantage of the school and its instructional program.
8. Plans and oversees an annual training program to ensure academic excellence for all students including special education, general education, and english learners.
9. Mentors the School Principal in setting realistic goals and objectives for teachers, classes and student performances; evaluates the performance of staff members within the school based on identified goals and objectives; holds staff evaluation conferences; makes recommendations for continued employment, reassignment, or separation of the personnel from the school.
10. Works continually with staff members to maintain and build a highly efficient school operation to assure maximum educational benefits for the pupils.
11. Facilitates meetings including LCAP, School Site Council & ELAC committees and facilitates workshops for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a charter school representative.
12. Oversees the Western Association of Schools and Colleges (WASC) Accreditation process.
13. Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel, and achieving objectives within budget.
14. Supervises work and workplace safety standards for the purpose of ensuring compliance regulatory requirements and district preventive maintenance processes.
15. Organizing curriculum and instructional committees, involving parents, teachers, administrators, resource personnel and students (as appropriate) in planning, developing and initiating improvements in the curriculum and instructional programs and for the enhancement of school based programs.
16. Prepares and submits all reports required by the district, county and state including but not limited to LCAP and LCAP Annual Update.
17. Carries out and supports all policies and programs that have been established and/or adopted by the Superintendent and the Board of Directors and recommends policies and programs that would benefit the total educational operation.

18. Performs other related duties as assigned.

EDUCATION AND EXPERIENCE: BA or BS required. Masters desired. Minimum of five (5) years successful administrative experience at the school site level, (K-8). District level experience preferred. Administrative credential desired.

WORKING CONDITIONS:

Environment: Office environment. Constant interruptions.

Physical Abilities: Dexterity of hands and fingers to operate a computer keyboard and standard office equipment.

Sitting for extended periods of time.

Seeing to read a variety of materials.

Hearing and speaking to exchange information in person or on the telephone.

Classified or Certificated Management, Director.

PRINCIPAL

PRIMARY FUNCTION: To work in close cooperation with the staff, parents, and other members of the community to determine common educational goals and objectives that will provide an effective Montessori and project based educational program directed toward meeting the intellectual, emotional, and social needs of each student; to act as the educational leader and manager of the school, and to have the direct responsibility for the administration of the school and its educational program.

DIRECTLY RESPONSIBLE TO: Director of Compliance and Accountability

STAFF ASSIGNED: Assigned certificated and classified personnel.

PERFORMANCE RESPONSIBILITIES:

1. Provides leadership to school staff in interpreting district policies, defining and clarifying educational objectives including use of the Montessori model and Project Based Learning, and stimulating high levels of job performance.
2. Embraces a future focused mindset with the ability to develop innovative thinking and solve complex problems.
3. Plans, organizes, controls and directs instructional activities, special programs, and plan operations; confers with District Office personnel regarding staff, programs, students, finances, and legal requirements; implements and modifies the school's mission, goals, objectives and programs as needed.
4. Plans, directs, and evaluates the instructional program in the school with an understanding and appreciation for the need to modify traditional curriculum to meet the needs of individual students; communicates with teachers to assure instructional programs meet student needs and District and State requirements.
5. Assigns, trains, supervises, evaluates staff. Requests new staff as needed. Interviews and recommends the employment of certificated personnel for site. Assigns faculty and staff as

appropriate to meet school objectives.

6. Inspects school site to ensure proper maintenance, operations, and safety; assures proper management and inventory of school curriculum materials.

7. Guides and supports a standards based curriculum, instruction, and assessments that address student outcomes and uses the Montessori method and/or Project Based Learning.

8. Responsible for overall student positive learning outcomes as reflected on MAPs assessments.

9. Directs and participates in a planned program of classroom visitations and observations; documents evidence of substandard performance; offers supports, recommends discipline, or termination of staff as appropriate.

10. Supervises a fair and consistent student discipline policy.

11. Studies and initiates the use of new teaching methods and staff development materials; initiates, encourages, and directs the implementation of instructional programs.

12. Plans and directs the daily operations of the school site; develops and administers site budgets; ensures proper allocation of funds for instructional and non-instructional equipment and materials.

13. Coordinates and meets with school site advisory groups; conducts student/parent appeals; responds to and resolves parent, student, and staff complaints; represents the school at Board, District, and community events.

14. Directs the implementation of staff development and inservice training; updates staff on revised policies and procedures and implements changes.

15. Contributes to the periodic reports to the State, Superintendent or designee, and other reports as authorized or directed.

16. Supervises the maintenance of records of student attendance, and of permanent records of student accomplishment.

17. Maintains an effective communication system, including keeping the Director of Compliance and Accountability or designee informed regarding developments in his/her school.

18. Promotes positive and effective relationships among staff, students, and parents.

19. Ensures the health, safety and welfare of students; oversees attendance, behavior management, counseling, guidance, and other support services; provides individual academic and personal supports to students and parents.

20. Prepares and writes correspondence, bulletins, and other communication on behalf of the school; arranges for school level public relations and publicity for special events and achievements as appropriate.

21. Coordinates, organizes, and implements all student activities in the school.

22. Responsible for being knowledgeable and current relative to District, State, and Federal policies, laws, and regulations as they relate to the school and its programs; administers District and school site policies and safety programs.

23. Serves on various district committees as directed by the Superintendent or designee.

24. Performs other related duties as assigned.

EDUCATION AND EXPERIENCE:

Master's degree in a related field; Preliminary or Clear California Administrative Services Credential required; Appropriate valid California clear teaching credential. At least five years of successful educational leadership experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field

RESPONSIBILITY:

Responsibilities include working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

KNOWLEDGE AND ABILITIES:

Knowledge of:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret technical information, read and follow instructions; write documents following prescribed formats; present information to others; analyze situations to define issues and draw conclusions; and understand complex multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

- business terminology;
- business telephone and email etiquette;
- community resources;
- concepts of grammar, spelling, and punctuation;
- interpersonal skills using tact, patience, and courtesy;
- job-related codes/laws/rules/regulations/policies;
- interviewing techniques and practices;
- keyboarding;
- data entry techniques;
- modern office practices and procedures;
- office equipment and technology;
- principles of accounting and bookkeeping;
- recordkeeping and record retention practices;
- safety practices and procedures;
- personnel administration practices in a school district environment;
- procedures, rules, and regulations regarding classified personnel and employment;
- recordkeeping and record retention practices;
- Montessori Method and Project Based Learning.

Ability to:

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and

operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment.

Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate.

Specific ability based competencies required to satisfactorily perform the functions of the job include:

- accuracy and attention to detail;
- adapting to changing priorities;
- analyzing issues and determining an appropriate course of action;
- communicating with diverse groups and individuals;
- displaying tact and courtesy;
- establishing and maintaining effective working relationships with others;
- maintaining confidentiality;
- meeting deadlines and schedules;
- multitasking;
- planning and organizing work;
- preparing accurate records;
- reading, interpreting, explaining, and following laws, rules, regulations, policies, and procedures;
- understanding and following oral and written directions;
- working as part of a team;
- working with detailed information/data;
- working with frequent interruptions;
- working with a high volume of work in a fast-paced environment.

WORKING CONDITIONS:

Environment:

Must be able to work in a variety of indoor and outdoor settings. The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed in a generally clean and healthy environment. Incumbents may be required to work evening and weekend hours as assigned. Incumbents may be required to travel both inside and outside of school district boundaries to attend required meetings or events.

Physical Abilities:

Dexterity of hands and fingers to operate a computer keyboard and standard office equipment. Sitting for extended periods of time. Seeing to read a variety of materials. Hearing and speaking to exchange information in person or on the telephone.

ASSISTANT PRINCIPAL

BASIC FUNCTION: To provide assistance to the school Principal on all assigned activities of the school site, and to assume complete charge in the absence of the principal; under the supervision of the principal, to supervise instruction. To supervise selected activities; to give individual assistance to students with academic or behavior problems; and to do related work as required. Designs and implements a marketing plan that aligns with the school mission to achieve the school's enrollment goal. Monitor and shape the school brand in the community. Serve as the key representative of Bella Mente to new families and will actively engage with community organizations, religious institutions, parents, and other relevant individuals and groups to promote enrollment interest in the school. Primary support for the Leader in Me program for all staff and students.

DIRECTLY RESPONSIBLE TO: Principal

STATUS: Exempt

REPRESENTATIVE DUTIES:

SCHOOL SUPPORT

- Supervises and evaluates members of the staff and submits such evaluations to the principal for review and approval (Instructional Assistants as assigned by the Principal).
- Plans, organizes, and implements a school wide program for the supervision and control of students.
- Confers with students, parents, and teachers to resolve individual student academic and behavioral problems.
- Provides administrative leadership for IEP meetings as needed.
- Supervises assigned school auxiliary services, including safety programs, testing program, library learning center services, textbooks, audio/visual supplies and equipment, supervises persons responsible for the safety and security of the students, buildings, and grounds including noon duty assistants, volunteer parent helpers, and other paraprofessionals.
- Prepares an annual statement of performance goals which are reviewed periodically with the principal and Superintendent.
- Provides leadership, coordination, and oversight of extended school year and summer programs.
- Performs other duties as assigned.

COMMUNITY ENGAGEMENT

- Primary liaison for all prospective or new families and students, including personal enrollment counseling throughout enrollment process.
- Conducts public informational sessions for prospective students and families.
- Effectively market the school and its programs to prospective families by telling the

schools story through 'shareable social content'.

- Serves as the custodian of the Bella Mente Brand by guiding communications to assist school in setting up templates and formats for new initiatives, and programs so that the 'look and feel' represents Bella.
- Leads the school's community outreach events including home visits, open houses and information sessions
- Plans and coordinates annual preschool outreach with all local private preschools in Vista and Oceanside
- Sources and analyzes customer research, current market conditions, and competitor information including local traditional, charter and private schools
- Plans, writes, edits and seeks out diverse content to share across all marketing channels including but not limited to website, social media, e-newsletters, marketing flyers, etc.
- Develops and executes short- and long-term marketing plans, including, but not limited to, digital marketing, public relations, special events, advertising, and other promotional strategies
- Serves as liaison to parents and facilitate parent education and involvement.
- Organizes and conducts ongoing neighborhood outreach (e.g. canvassing, community events) in order to promote the school to new stakeholders.
- Plans a program of public relations to keep the public informed of the activities and needs of the charter school, effecting a cooperative relationship between the school and the community
- Coordinates outreach with media organizations to publicize Bella Mente for the purposes of fostering new student enrollment.
- Selects, hires and oversees all marketing personnel.
- Performs other duties as assigned.

SCHOOL ENGAGEMENT

- Plans and leads onsite activities including, but not limited to, dances/hangouts, volunteer events, workshops, and fundraisers
- Recruits, trains, and maintains a group of parent and student volunteers to serve as ambassadors for the school in interactions with families and public events
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

Organization, policies and rules of assigned department or program. Applicable federal, state and charter school standards, and regulations. Modern office practices, procedures and equipment.

Record-keeping and report writing techniques. Correct English usage, grammar, spelling, punctuation and vocabulary. Charter school organization, operations, policies and objectives. Oral and written communication skills. Applicable sections of State Education Code and other applicable laws. Interpersonal skills using tact, patience and courtesy. Telephone techniques and etiquette. Operation of a computer terminal and a variety of other office equipment including calculators, copiers and dictation equipment. Public outreach and involvement

techniques.

Public speaking techniques.

Ability to:

Learn to interpret, apply and explain rules, regulations, policies and procedures. Understand and follow oral and written directions. Work cooperatively with others. Type at 60 words net per minute from clear copy. Work independently with little direction. Establish and maintain effective working relationships with others. Meet schedules and timelines. Prepare reports by gathering and organizing data from a variety of sources. Work confidentially with discretion. Analyze situations accurately and adopt an effective course of action. Communicate effectively both orally and in writing. Work efficiently with many interruptions. Operate a variety of office equipment including computer terminals, calculators, copiers, word processors and dictation equipment. Maintain a variety of files, records and logs. Plan and organize work. Provide work direction to others as assigned.

EDUCATION AND EXPERIENCE:

Bachelor's Degree (required) and any combination of education and professional experience equivalent to similar field or related professional experience. Appropriate valid California credential required to work in the classroom with students.

WORKING CONDITIONS:

Environment:

Office and school environment. Constant interruptions.

Physical Abilities:

Dexterity of hands and fingers to operate a computer keyboard and standard office equipment. Sitting for extended periods of time. Seeing to read a variety of materials. Hearing and speaking to exchange information in person or on the telephone.

TEACHERS

With regard to teacher qualifications, the Charter School fully complies with Education Code Section 47605(l)(1), which states:

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency

permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

All teachers shall also be CLAD certified or hold an English Learner authorization as authorized by the CTC and will be appropriately assigned in compliance with Education Code Sections 47605.6(l)(1) and 48000(g).

Further, pursuant to Education Code 48000(g), teachers assigned to a TK class shall have one of the following:

- At least 24 units in early childhood education, or childhood development, or both
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet (1)
- A child development teacher permit or an early childhood education specialist credential, issued by the CTC

The primary function of a Teacher is to provide a high quality educational program for students, to assist in other Charter School programs as assigned, and to maintain control, preserve suitable learning conditions, and evaluate student progress. Teachers are hired, supervised, and evaluated by the Superintendent, or Superintendent's designee.

In addition to other duties as may from time to time be assigned by the Superintendent, Teachers shall:

- Develop and teach skills and knowledge in one or more courses and/or grade levels utilizing course(s) of study adopted by the Board.
- Instruct students in citizenship, basic communications skills, and other general elements of the course of study specified by state law, board policy, and administrative procedures of the Charter School.
- Maintain proper control and discipline in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning processes and in accordance with school policy and procedures.
- Realistically evaluate student progress, keep appropriate records, prepare progress reports, and effectively communicate with students, supervisors, and parents.
- Maintain professional competence through participation in professional growth activities.
- Develop lesson plans and instructional materials and provide individualized and/or group instruction in order to adapt curriculum to the needs of students with varying abilities, attitudes, and cultural backgrounds.
- Assume responsibility for a reasonable amount of non-teaching activities, such as directing of extra-curricular work, student supervision, and other similar activities.
- Plan, coordinate, and evaluate the work on instructional aides and other assigned para-professionals.

Qualifications are as follows:

- Bachelor's Degree.
- CTC certificate, permit, or other document required for their certificated assignment.
- Experience in teaching or education (preferred but not required).

DIRECTOR OF SUPPORT SERVICES

PRIMARY FUNCTION: The purpose of the Director of Support Services is to direct nutrition and warehouse programs and services; provide information and serve as a resource to others; coordinating, supervising and implementing all activities related to nutrition education for students, CNS staff; all the training needs for employees of the CNS department; achieve defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines; and serve as a member of the leadership team. Direct and coordinate activities pertaining to attendance, and homeless and foster youth. Plan, organize and direct the functions and operations of the Purchasing Department; assure the judicious procurement of materials; establish, implement and direct purchasing policies and coordinate the purchasing responsibility and procedures with site and department requirements; supervise and evaluate the performance of assigned staff. Collect, compile and report student attendance and related data for charter school enrollment reporting requirements and associated purposes; provide advice and assistance to site personnel on attendance reporting; perform related duties as assigned.

DIRECTLY RESPONSIBLE TO: Superintendent

STATUS: Exempt

ASSIGNED JOB RESPONSIBILITIES:

- Collaborates with internal and external personnel (e.g. district personnel, public and regulatory agencies, community organizations, vendors, etc.) for the purpose of implementing and maintaining services and programs.
- Develops and implements promotional and marketing plans for the department based on the needs of the students, charter school, and community for the purpose of disseminating information and maintaining a positive public image.
- Directs and manages nutrition services, the maintenance of services, and the implementation of new programs and/or processes for the purpose of ensuring effective nutrition services within established timeframes and in compliance with local, state, and federal regulations and charter school policies and procedures.
- Facilitates meetings and workshops for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a charter school representative at designated meetings, events, and/or on committees.
- Inspects food production, serving areas and site storage for the purpose of maintaining a safe, healthy, and sanitary environment and ensuring compliance with local, state, and federal regulations.

- Monitors budget allocations, expenditures, fund balances, and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits, and fiscal practices are followed.
- Oversees and approves orders for nutrition services (e.g. food, supplies, equipment, etc.) for the purpose of ensuring optimum quality, cost control, and adherence to established internal controls.
- Oversees the preparation and maintenance of a wide variety of documents, reports, and records (e.g. food service menus, inspection reports, free and reduced lunch applications, inventory, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, and providing supporting materials for requested actions.
- Participates in and leads meetings, workshops, and in-service training for the purpose of conveying and/or gathering information required to perform functions.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, training, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel, and achieving objectives within budget.
- Provides job related training opportunities for staff for the purpose of ensuring their job success and compliance with legal mandates.
- Researches a variety of topics (e.g. new products, equipment, safety and health regulations, requirements, and laws, etc.) for the purpose of developing new programs/services, ensuring program compliance with established requirements, recommending purchases and contracts, and maintaining charter services.
- Responds to a variety of inquiries for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Provides oversight for the Foster Youth & McKinney Vento Homeless and Military Education Liaison
- Plan, organize and direct the functions and operations of the Purchasing Department; assure the judicious procurement of materials; establish, implement and direct purchasing policies and coordinate the purchasing responsibility and procedures with site and department requirements; standardize purchases throughout the charter school.
- Prepare bid specifications and bid documents; evaluate bids and make recommendation for awards; prepare documents for processing following awarding of a bid including letters, contracts and bonds; coordinate receipt of documents for authorization to proceed.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of subordinates.
- Review purchase orders to verify appropriateness of account number, approval levels, budget availability, pricing, fixed asset categorical identification of equipment prior to final approval.
- Provide technical expertise, information and assistance to the Superintendent regarding assigned functions; assist as needed in the formulation and development of fiscal and other policies, procedures and programs.
- Communicate with other administrators, charter personnel and contractors to coordinate

activities and programs, resolve issues and conflicts and exchange information.

- Review and keep current on changes in enrollment and attendance requirements and reporting procedures issued by the State Department of Education; confer with County and State Department personnel on interpretation of Education Code provisions covering attendance and enrollment; analyze legislative proposals regarding attendance and enrollment regulations and procedures and evaluate and report the potential impact on the charter.
- Collect data and prepare apportionment attendance reports for the State Department of Education to include track calendars, grade levels and special programs as the consolidated cumulative average daily attendance (ADA). Collect data and prepare reports for Immunization, Health and Oral Assessment, and CALPADS.
- Onsite attendance required.

RESPONSIBILITY:

Responsibilities include working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

KNOWLEDGE AND ABILITIES:

Knowledge of:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret technical information, read and follow instructions; write documents following prescribed formats; present information to others; analyze situations to define issues and draw conclusions; and understand complex multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

- business terminology;
- business telephone and email etiquette;
- community resources;
- concepts of grammar, spelling, and punctuation;
- interpersonal skills using tact, patience, and courtesy;
- job-related codes/laws/rules/regulations/policies;
- interviewing techniques and practices;
- keyboarding;
- data entry techniques;
- modern office practices and procedures;
- office equipment and technology;
- principles of accounting and bookkeeping;
- recordkeeping and record retention practices;
- safety practices and procedures;
- personnel administration practices in a school district environment;
- procedures, rules, and regulations regarding classified personnel and employment;

- recordkeeping and record retention practices.

Ability to:

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans.

Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate.

Specific ability based competencies required to satisfactorily perform the functions of the job include:

- accuracy and attention to detail;
- adapting to changing priorities;
- analyzing issues and determining an appropriate course of action;
- communicating with diverse groups and individuals;
- displaying tact and courtesy;
- establishing and maintaining effective working relationships with others;
- maintaining confidentiality;
- meeting deadlines and schedules;
- multitasking;
- planning and organizing work;
- preparing accurate records;
- reading, interpreting, explaining, and following laws, rules, regulations, policies, and procedures;
- understanding and following oral and written directions;
- working as part of a team;
- working with detailed information/data;
- working with frequent interruptions;
- working with a high volume of work in a fast-paced environment.

EDUCATION AND EXPERIENCE:

Graduation from High School or equivalent. 5 years of experience.

WORKING CONDITIONS:

Environment:

Must be able to work in a variety of indoor and outdoor settings. The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling and significant fine finger dexterity. Generally the job requires 70% sitting, 10% walking, and 20% standing. The job is performed in a generally clean and healthy environment. Incumbents may be required to work evening and weekend hours as assigned. Incumbents may be required to travel both inside and outside of school district boundaries to attend required meetings or events.

Physical Abilities:

Dexterity of hands and fingers to operate a computer keyboard and standard office equipment. Sitting for extended periods of time. Seeing to read a variety of materials. Hearing and speaking to exchange information in person or on the telephone.

DIRECTOR OF SPECIAL EDUCATION

PRIMARY FUNCTION: To work in close cooperation with the staff, parents, and other members of the community to determine common educational goals and objectives that will provide an effective Montessori and project based educational program directed toward meeting the intellectual, emotional, and social needs of each student; to act as the educational leader and manager of the school, and to have the direct responsibility for the administration of the school and its educational program. Directs, plans, and organizes assigned special education programs; manages programs involving teachers, aides, and auxiliary staff; provides leadership covering a wide variety of programs, disciplines, and disabilities over an assigned site or geographic area; supervises and evaluates the performance of assigned personnel; interprets law, regulations, and policy/procedures to determine best course of action.

DIRECTLY RESPONSIBLE TO: Director of Compliance and Accountability

STAFF ASSIGNED: Assigned certificated and classified personnel.

PERFORMANCE RESPONSIBILITIES:

1. Provides leadership to school staff in interpreting district policies, defining and clarifying educational objectives including use of the Montessori model and Project Based Learning, and stimulating high levels of job performance.
2. Embraces a future focused mindset with the ability to develop innovative thinking and solve complex problems.
3. Plans, organizes, controls and directs instructional activities, special programs, and plan operations; confers with District Office personnel regarding staff, programs, students, finances, and legal requirements; implements and modifies the school's mission, goals, objectives and programs as needed.
4. Plans, directs, and evaluates the instructional program in the school with an understanding and appreciation for the need to modify traditional curriculum to meet the needs of individual students; communicates with teachers to assure instructional programs meet student needs and District and State requirements.
5. Assigns, trains, supervises, evaluates staff. Requests new staff as needed. Interviews and recommends the employment of certificated personnel for site. Assigns faculty and staff as appropriate to meet school objectives.
6. Inspects school site to ensure proper maintenance, operations, and safety; assures proper management and inventory of school curriculum materials.
7. Guides and supports a standards based curriculum, instruction, and assessments that address student outcomes and uses the Montessori method and/or Project Based Learning.
8. Directs and participates in a planned program of classroom visitations and observations;

documents evidence of substandard performance; offers supports, recommends discipline, or termination of staff as appropriate.

9. Supervises a fair and consistent student discipline policy.

10. Studies and initiates the use of new teaching methods and staff development materials; initiates, encourages, and directs the implementation of instructional programs.

11. Plans and directs the daily operations of the school site; develops and administers site budgets; ensures proper allocation of funds for instructional and non-instructional equipment and materials.

12. Coordinates and meets with school site advisory groups; conducts student/parent appeals; responds to and resolves parent, student, and staff complaints; represents the school at Board, District, and community events.

13. Directs the implementation of staff development and inservice training; updates staff on revised policies and procedures and implements changes.

14. Contributes to the periodic reports to the State, Superintendent or designee, and other reports as authorized or directed.

15. Supervises the maintenance of records of student attendance, and of permanent records of student accomplishment.

16. Maintains an effective communication system, including keeping the Director of Compliance and Accountability or designee informed regarding developments in his/her school.

17. Promotes positive and effective relationships among staff, students, and parents.

18. Ensures the health, safety and welfare of students; oversees attendance, behavior management, counseling, guidance, and other support services; provides individual academic and personal supports to students and parents.

19. Prepares and writes correspondence, bulletins, and other communication on behalf of the school; arranges for school level public relations and publicity for special events and achievements as appropriate.

20. Coordinates, organizes, and implements all student activities in the school.

21. Responsible for being knowledgeable and current relative to District, State, and Federal policies, laws, and regulations as they relate to the school and its programs; administers District and school site policies and safety programs.

22. Serves on various district committees as directed by the Superintendent or designee.

23. Performs other related duties as assigned.

Special Education:

1. Provides consultative service to staff in areas of special education.

2. Provides information regarding current laws and regulations related to special education.

3. Assists in the development of policy and procedures related to special education.

4. Assigns and schedules special education personnel.

5. Provides a program of staff development for special education personnel. Assists in site based staff development and regular education inservice training for students with special needs.

6. Provides leadership for: school psychologists, speech-language pathologists, adapted

physical education specialists, non-public schools, preschool programs, OT/PT, other support specialists.

7. Works collaboratively with the El Dorado Charter SELPA

8. Consults with and assists regular and special education administrators, teachers, designated instructional services personnel, and others in the development and implementation of effective programs.

9. Works with parents to assist them in planning for their children's special needs.

10. Coordinates the process and procedures for referral, placement, review, and transfer of special education students.

11. Verifies program needs and recommends modification and/or program development.

12. Chairs District level committees and meetings as needed.

13. Ensures that an appropriate Individualized Education Program is developed within required timelines.

14. Arranges for placement and transportation of special education pupils; represents District in out-of-District placement.

15. Monitors progress of pupils in special education programs and recommends changes of methods or placements as required.

16. Coordinates and provides guidance in resolutions of issues between parents, teachers, administrators and other staff.

17. Monitors and evaluates program quality.

12. Assists in selection of special education staff; assists in orientation of new staff to the procedures and methods used within the District.

13. Monitors program enrollment and provides for data collection.

14. Supervises and evaluates assigned staff; provides input for school site special education staff upon request by the principal.

15. Keeps current on laws and regulations relating to special education and disseminates information to staff.

16. Assists in implementing procedural safeguards.

17. Assists in preparation and monitoring of the special education budget.

EDUCATION AND EXPERIENCE:

Master's degree in a related field; Preliminary or Clear California Administrative Services Credential required; Appropriate valid California clear teaching credential. At least five years of successful educational leadership experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field

RESPONSIBILITY:

Responsibilities include working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

KNOWLEDGE AND ABILITIES:

Knowledge of:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret technical information, read and follow instructions; write documents following prescribed formats; present information to others; analyze situations to define issues and draw conclusions; and understand complex multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

- business terminology;
- business telephone and email etiquette;
- community resources;
- concepts of grammar, spelling, and punctuation;
- interpersonal skills using tact, patience, and courtesy;
- job-related codes/laws/rules/regulations/policies;
- interviewing techniques and practices;
- keyboarding;
- data entry techniques;
- modern office practices and procedures;
- office equipment and technology;
- principles of accounting and bookkeeping;
- recordkeeping and record retention practices;
- safety practices and procedures;
- personnel administration practices in a school district environment;
- procedures, rules, and regulations regarding classified personnel and employment;
- recordkeeping and record retention practices;
- Montessori Method and Project Based Learning.

Ability to:

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate.

Specific ability based competencies required to satisfactorily perform the functions of the job include:

- accuracy and attention to detail;
- adapting to changing priorities;
- analyzing issues and determining an appropriate course of action;
- communicating with diverse groups and individuals;
- displaying tact and courtesy;
- establishing and maintaining effective working relationships with others;

- maintaining confidentiality;
- meeting deadlines and schedules;
- multitasking;
- planning and organizing work;
- preparing accurate records;
- reading, interpreting, explaining, and following laws, rules, regulations, policies, and procedures;
- understanding and following oral and written directions;
- working as part of a team;
- working with detailed information/data;
- working with frequent interruptions;
- working with a high volume of work in a fast-paced environment.

WORKING CONDITIONS:

Environment:

Must be able to work in a variety of indoor and outdoor settings. The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed in a generally clean and healthy environment. Incumbents may be required to work evening and weekend hours as assigned. Incumbents may be required to travel both inside and outside of school district boundaries to attend required meetings or events.

Physical Abilities:

Dexterity of hands and fingers to operate a computer keyboard and standard office equipment. Sitting for extended periods of time. Seeing to read a variety of materials. Hearing and speaking to exchange information in person or on the telephone.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. -For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

CUSTODIAN OF RECORD

The Superintendent serves as the Custodian of Records for the Charter School.

STUDENT HEALTH & WELLNESS

In order to provide safety for all students and staff, Bella Mente Montessori Academy shall implement full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. These policies and procedures are incorporated into the Charter School's Family Handbook and Employee Handbook and are reviewed on an ongoing basis by the Superintendent and the Board of Trustees. The Charter School ensures that staff is trained annually on the health and safety policies. A complete copy of such policies is available upon request at the Charter School's main office.

The following is a summary of the health and safety policies at Bella Mente Montessori Academy:

PROCEDURE FOR CAMPUS VISITORS

No outsider shall enter or remain on the Charter School's grounds during school hours without having registered with the front office through the Raptor system, except to proceed expeditiously to the office for the purpose of registering.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors (who have interaction with students) of Bella Mente Montessori Academy are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit to Livescan with the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The

Superintendent shall monitor compliance with this policy and report to the Charter School Board of Trustees on a regular basis. The Board Chairperson shall monitor background clearance of the Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall submit a Livescan and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. This will include any parent participating on an overnight trip with our students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees shall be mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

CPR TRAINING

All instructional and leadership staff are CPR and first-aid certified.

MEDICATION IN SCHOOL

Bella Mente Montessori Academy shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to

respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

VISION, HEARING & SCOLIOSIS

Students shall be screened for vision, hearing and scoliosis. Bella Mente Montessori Academy shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Vision and Hearing Screening

Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

The Charter School shall adopt a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

The Charter School shall offer at least one health education course to students in middle school and shall include in such course instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and

resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291 and 47605.
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

BLOOD BORNE PATHOGENS

Bella Mente Montessori Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Within BMMA's Comprehensive Safety Plan is a written infectious control plan designed to protect employees and students from possible infection due to contact with blood viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG-FREE, ALCOHOL-FREE, SMOKE-FREE ENVIRONMENT

Bella Mente Montessori Academy shall maintain a drug-, alcohol-, and smoke-free environment.

FACILITY SAFETY

Bella Mente Montessori Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Bella Mente Montessori Academy shall test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Bella Mente Montessori Academy shall conduct fire drills as required under Education Code Section 32001.

Bella Mente Montessori Academy shall comply with all local safety ordinances as it relates to the integrity of the school structure. Periodic inspections will be undertaken, as necessary; to ensure such safety standards are met.

COMPREHENSIVE DISCRIMINATION & HARASSMENT POLICIES & PROCEDURES

Bella Mente Montessori Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or

perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Bella Mente Montessori Academy has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Bella Mente Montessori Academy discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to [Section 47641](#), the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act ([Public Law 101-476](#)), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

BMMA anticipates that it will attract many students from all sectors of the community that reflect the diversity of the general population residing within the geographic boundaries of the District. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

RECRUITMENT METHODS

Bella Mente Montessori Academy strives to achieve a racial and ethnic, special education, and English Learner student balance amongst its population that is reflective of the general population residing within the territorial jurisdiction of VUSD. BMMA's outreach plan includes community engagement through fundraising events at local businesses, onsite presentations, school tours, flyer distribution, social media, and information on the Charter School's website. In addition, BMMA partners with external organizations that specialize in connecting families with school options to further support equitable access and outreach. .

The following are the means by which Bella Mente Montessori Academy will accomplish this goal:

- Bella Mente Montessori Academy will host Information Nights onsite during the school year.
- Bella Mente Montessori Academy will present at local community-based organizations and/or have booths at local events, including but not limited to:
 - o Boys and Girls Club Vista
 - o TrueCare
 - o Vista Community Clinic
 - o Vistas Patrias
 - o Strawberry Festival
 - o Vista Christmas Parade

- o Oceanside Fourth of July Parade
 - o Outreach and fundraising nights with local businesses (e.g., restaurants and family-centered venues)
- Bella Mente Montessori Academy will develop promotional and informational material that appeals to the various racial and ethnic, special education, and English Learner groups represented in the district, such as Spanish.
- Bella Mente Montessori Academy will provide translated informative materials in languages other than English to reach limited English proficient populations.
- Bella Mente Montessori Academy will promote its programs through social media, its website, and community engagement activities, and may also utilize regional media outlets as appropriate.

TARGETED OUTREACH

Based on the neighborhood demographics of Vista Unified School District and Bella Mente Montessori Academy outreach efforts are conducted in both English and Spanish.

Partnership with Schola

BMMA's student outreach is supported by a partnership with Schola, a comprehensive enrollment and marketing platform. Schola's services include bilingual outreach calls, targeted digital campaigns, and enhanced visibility through its ScholaMatch™ system — all designed to attract families who align with BMMA's mission and support demographic alignment with Vista Unified School District.

Current outreach strategies include:

- Targeted digital marketing across Vista and neighboring communities
- Bilingual outreach calls to prospective families and retention calls to current families
- A lead management dashboard to streamline and organize recruitment efforts
- Responsive, dynamic email and SMS communication tailored to each family's stage in the process — all branded specifically for BMMA
- Real-time insights into lead engagement and enrollment trends

Current Student Residence

- Vista: 50%
- Oceanside: 37%
- Carlsbad: 6%
- San Marcos: 5%
- Other: 2%

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e) Education Code Section 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey

4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records²

PUBLIC RANDOM DRAWING

Bella Mente Montessori Academy is fully committed to serving all students who wish to attend. If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by single random public drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In accordance with applicable law, the following groups of students are given preference in the lottery:

1. Dependent children of founding board members, or administrators or teachers employed at the Charter School (not to exceed 10% of student population)
2. Siblings of students admitted to or attending the Charter School
3. Dependent children of active-duty military personnel
4. Students residing within the attendance area of Grapevine Elementary School
5. Students residing within the attendance area of Vista Unified School District

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed and compliant with applicable law.

Open Enrollment & Applications: Open enrollment runs annually from **January 1 through February 15**. Applications are submitted online and verified for eligibility (including California residency, age requirements, and documentation for preference categories). Applications received after the deadline are not included in the lottery.

Lottery Procedures: Following the open enrollment period, available seats are determined based on re-enrollment responses from current families. If applications exceed available seats at any grade level, a public random drawing will be held around **March 1**. The lottery is conducted in ascending grade order, beginning with the lowest grade with available seats. Separate lotteries are held for each grade with more applicants than spaces.

Preferences: In accordance with law and the Charter’s admissions policy, preference categories are applied only after verification of required documents. Within each grade level, students in

² In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

the first preference category are drawn randomly until all seats for that preference group are filled. If seats remain, students from the next preference category are drawn, and the process continues until all spaces are filled.

Transparency: During the public lottery, applicant lists are displayed with unique alias numbers to ensure fairness and confidentiality. The process is announced and visible to families, who are informed of their acceptance and provided with a 10-day acceptance grace period.

Results & Waitlist: After the drawing, results are emailed to all applicants. Students not admitted due to capacity are placed on a waitlist in the order of their draw. The waitlist is valid only for the current school year and does not carry over. If a family declines a seat, the next student on the waitlist will be offered admission.

Notice & Communication: Rules, deadlines, and dates for the public random drawing are published on the school's website, in application materials, and in mailed or emailed notices sent at least two weeks prior to the lottery date.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. The waitlist for the current school year remains active until the admission period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. In no circumstance will a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of

the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I)

An annual independent financial audit of the books and records of Bella Mente Montessori Academy will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of Bella Mente Montessori Academy will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted auditing procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Bella Mente Montessori Academy will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent and Principal will review any audit exceptions or deficiencies and report to the Bella Mente Montessori Academy Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of Bella Mente Montessori Academy is a public record to be provided to the public upon request.

ELEMENT 10: PUPIL SUSPENSION & EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(J).

SUSPENSION & EXPULSION RATES

The following chart provides the suspension and expulsion rates for the past 5 years.

SUSPENSION & EXPULSION RATES		
	SUSP %	EXP %
2013-14	0.0%	0%
2014-15	0.0%	0%
2015-16	0.1%	0%
2016-17	0.6%	0%
2017-18	0.4%	0%
2018-19	2.2%	0%
2019-20	2.1%	0%
2020-21	0.0%	0%
2021-22	1.1%	0%
2022-23	0.5%	0%
2023-24	1.6%	0%
2024-25	0%	0%

This Pupil Suspension and Expulsion Procedure is intended to promote learning and protect the safety and well-being of all students at the Charter School.

When school discipline policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. These procedures for student suspension and expulsion may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed to parent(s)/guardian(s)³

³ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or

as part of the Family Handbook and will clearly describe discipline expectations.

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

In-school suspension will be held under the supervision of administrative staff including, but not limited to the Principal or Superintendent. Students will complete work assigned by their classroom teacher.

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

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall

youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not

the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the

purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable

person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to

have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Superintendent or designee with the student and the student's parent/guardian and, whenever practicable, the teacher, supervisor or Charter School employee who referred the student to the Superintendent.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists, or if the student or the student's parent waives their right to a conference.. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days or as soon thereafter as is practicable, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an

expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after an attempt is made to hold a conference with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Students recommended for expulsion are entitled to a hearing before a neutral officer appointed by the Superintendent to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student and the student's parent(s) or guardian shall be provided a timely written notice of the charges against the student and an explanation of the student's basic rights, including the right to a hearing before the Hearing Officer to determine whether the student should be expelled (the "Written Notice"). The parent(s) or guardian shall have ten (10) calendar days from issuance of the Written Notice to file a written request for a hearing to be presided over by the Hearing Officer. If no hearing is timely requested, the expulsion becomes final as of the 11th calendar day following the Written Notice.

If a hearing is timely requested, the Hearing Officer shall hold a confidential hearing within fifteen (15) calendar days of receipt of the request for a hearing. During the hearing, the student shall have the right to be represented by legal counsel or an advocate, the right to present evidence, testimony, and witnesses, the right to cross-examine adverse witnesses, and the right to question BMA representatives.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness

at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer presiding over the hearing shall permit the witness to stay unless

it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. An alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the

hearing may subject them to an unreasonable risk of physical or psychological harm.

I. Expulsion Decision

The decision of the Hearing Officer shall be in the form of written findings of fact and constitutes a final determination regarding the expulsion. The Hearing Officer shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Hearing Officer is final.

If the Hearing Officer decides not to recommend expulsion the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Superintendent or designee, following a final decision of the Hearing Officer to expel, shall send written notice of the decision to expel, including any adopted findings of fact made by the Hearing Officer if a hearing was requested and held, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Hearing Officer's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special

Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and

determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — Education Code Section 47605(c)(5)(K)

CERTIFICATED EMPLOYEES

Certificated employees will participate in the Charter School's 403(b) plan and the Charter School will make the appropriate employer contributions.

NON-CERTIFICATED EMPLOYEES

Non-certificated employees will participate in the Charter School's 403(b) plan and the Charter School will make the appropriate employer contributions.

All employees at BMMA shall participate in the federal Social Security system.

Eligibility of new employees in a particular retirement program will be determined by the Human Resources Department as part of the new hire process. The Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. A complete list of the positions covered under each system resides in the Bella Mente Montessori Academy Human Resources Department and are available for inspection by the District.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter schools. – Education Code Section 47605(c)(5)(L)

No student may be required to attend Bella Mente Montessori Academy. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

ELEMENT 13: POST-EMPLOYMENT RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at Bella Mente Montessori Academy. Employees of the District who choose to leave the employment of the District to work at Bella Mente Montessori Academy will have no automatic rights of return to the District after employment by Bella Mente Montessori Academy unless specifically granted by the District through a leave of absence or other agreement. Bella Mente Montessori Academy employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Bella Mente Montessori Academy. Employment by Bella Mente Montessori Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between BMMA and VUSD regarding the terms of this charter or any other issue regarding the Charter School and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s).

VUSD reserves the right to take any action it deems appropriate and the Charter School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a "severe and imminent threat to the health and safety of the school's pupil."

The staff and governing board members of BMMA and the District agree to attempt to resolve all disputes regarding this charter or the operations of BMMA pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between VUSD and BMMA, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth above and below.

In all cases where VUSD determines the immediate violation constitutes a severe breach to the approved charter petition, or imminent threat to the health and safety of the charter school staff or students, VUSD reserves the right to take any and all actions deemed necessary, including and up to the revocation of the charter petition.

RESOLUTION PROCESS

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by email, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by email, upon delivery; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

A written response ("Written Response") shall be tendered to the other party within five (5) business days from the date of receipt of the Written Notification. If resolution is not achieved through written communication, VUSD or BMMA may request a conference to discuss the claim or controversy. The BMMA Superintendent, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute within 10 business days, or longer if mutually agreed upon.

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the initial meeting, then within 15 business days, the BMMA designee and VUSD designee shall meet to identify a neutral, third-party mediator to assist in dispute resolution. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 30 business days from the date of the second meeting, unless additional time is requested by VUSD in writing. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by binding arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(c)(5)(O).

The following procedures shall apply in the event Bella Mente Montessori Academy closes. The following procedures apply regardless of the reason for closure.

Closure of Bella Mente Montessori Academy will be documented by official action of the Bella Mente Charter School Board of Trustees. The action will identify the reason for closure. The Bella Mente Charter School Board will be the entity to conduct closure related activities associated with the Charter School. These activities will be consistent with the normally accepted practice.

The Charter School will promptly notify parents and students of the Charter School, the District, the County, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, Bella Mente Montessori Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. Bella Mente Montessori Academy will ask the District to store original records of Bella Mente Montessori Academy students. All student records of Bella Mente Montessori Academy shall be transferred to the District upon Bella Mente Montessori Academy's closure. If the District will not or cannot store the records, Bella Mente Montessori Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, Bella Mente Montessori Academy will prepare final financial records. Bella Mente Montessori Academy will also have an independent audit completed within six months after closure. Bella Mente Montessori Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Charter School's Governing Board's Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. BUDGETS AND FINANCIAL STATEMENT

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached as Appendix P is Bella Mente Montessori Academy's budget, cash flow and financial projections for the next five years of operation.

B. FINANCIAL REPORTING

Bella Mente Montessori Academy shall maintain an accounting system using the Standardized Account Code Structure ("SACS") to complete all transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements and transfers, which shall be entered into the accounting system using SACS numbers to organize reporting.

The Charter School shall adhere to the District's reporting requirements:

- BMMA will provide the following reports as required by law:
 - California Basic Educational Data System ("CBEDS") through CALPADS.
 - Average Daily Attendance ("ADA"), which includes the 20-day Certification (Actual Attendance Report); and the Annual Principal Apportionment (P1, P2, and Fiscal Year Annual Report).
 - SARC
 - LCAP
- BMMA will provide the following data and reports as required by the District:
 - Test results for all state mandated assessments, which are:
 - CAASPP
 - ELPAC
 - CAST
 - Physical Fitness Test

The Superintendent of Bella Mente Montessori Academy is responsible for collecting, reviewing and selecting all vendors. The Superintendent oversees and evaluates all contracted vendors (CSMC, etc.) to ensure all decisions and programs received are in accordance with the Charter School's mission and applicable provisions of the Education Code. In addition, all contracts equal to or exceeding \$5,000 shall require approval by the Bella Mente Charter School Board of Trustees.

Bella Mente Montessori Academy will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, and/or from the Superintendent of Public Instruction pursuant to Education Code Section 47604.3

Bella Mente Montessori Academy will provide the District with present and future line item budgets for the Charter School as required by the District and will meet all other financial reporting requirements as outlined in Education Code Section 47604.33 including the following financial reporting requirements:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report. This report shall reflect changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
- The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

C. INSURANCE

No coverage shall be provided to Bella Mente Montessori Academy by the District under any of the District's self-insured programs or commercial insurance policies. Bella Mente Montessori Academy secures and maintains, as a minimum, insurance as set forth below with insurance companies acceptable to the District in order to protect Bella Mente Montessori Academy from claims, which may arise from its operations. Bella Mente Montessori Academy shall meet the following insurance requirements.

It shall be Bella Mente Montessori Academy responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Workers' Compensation Acts, which may arise from its operations, including Employers Liability Limits of \$5,000,000.
2. Commercial General Liability. Bella Mente Montessori Academy shall maintain throughout the term of this charter, at its own expense, general liability insurance with limits of liability of \$5,000,000 per occurrence for bodily injury, personal injury and

property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District its officers, officials, employees, agents, and volunteers as additional insured's; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

3. Commercial Automobile Liability. Bella Mente Montessori Academy shall maintain throughout the term of this charter at its own expense automobile liability insurance with limits of liability of \$5,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured's; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.
4. Fidelity Bond (Employee Dishonesty) Coverage shall be maintained by Bella Mente Montessori Academy to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$5,000,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$5,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the District as an additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance is primary despite any conflicting provisions in the Charter School's policy.

Should Bella Mente Montessori Academy deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Bella Mente Montessori Academy.

Charter School administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type

and size, to protect both itself and the District.

D. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

Bella Mente Montessori Academy contracts with CSMC, for the provision of fiscal services, budget, accounting, and back office support. With the management of CSMC, Bella Mente Montessori Academy elects to receive funding directly from the State of California through the County Treasurer in accordance with applicable law. Bella Mente Montessori Academy acts as its own fiscal agent. While Bella Mente Montessori Academy does not expect the District to advance to Bella Mente Montessori Academy future revenues, nothing in this charter shall prevent the District from electing to do so at Bella Mente Montessori Academy's request. Bella Mente Montessori Academy is responsible for recovering from the state all eligible mandated costs applicable to Bella Mente Montessori Academy.

Bella Mente Montessori Academy implements fiscal and personnel management policies, procedures and record keeping practices. Bella Mente Montessori Academy's Superintendent and Principal are responsible for working with CSMC to prepare an annual budget for Bella Mente Montessori Academy's Board to consider and approve.

Bella Mente Montessori Academy's Administration is responsible for establishing policies and procedures for coordinating Charter School and Board authority and communication. Bella Mente Montessori Academy operations include regular meetings between the Superintendent, Principal, and CSMC in order to routinely complete a variance analysis of the budget.

Board-adopted procedures specify that deviations/variances from the proposed budget are reviewed with CSMC in order to make necessary adjustments and, as necessary, report changes and/or recommendations to the Board. The Superintendent works closely with the Board Chair to address any issues or recommendations that require Board notification or action. In addition, the Superintendent maintains monthly cash flow spreadsheets with actual expenditures, encumbrances and variances. That report is presented at each Board meeting.

E. FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Bella Mente Montessori Academy is located at 155 N. Emerald Dr Vista, CA and 1737 W. Vista Way Vista, CA 92083 (corner property).

F. TRANSPORTATION

Transportation will not be provided by Bella Mente Montessori Academy except as required by law for students with disabilities in accordance with a student's IEP. Students beyond walking distance will be encouraged to use public transportation. Free public transportation in San Diego County is available to anyone age 18 and under with a Youth PRONTO app account or Youth PRONTO card.

G. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code 47605(h).

Bella Mente Montessori Academy is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701.

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Bella Mente Montessori Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Bella Mente Montessori Academy.

The corporate bylaws (Appendix C) of Bella Mente Montessori Academy provides for indemnification of its Board of Trustees, officers, agents, and employees, and Bella Mente Montessori Academy maintains general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks (Appendix H). As stated above, insurance amounts are determined by recommendation of the District and Bella Mente Montessori Academy's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Bella Mente Montessori Academy.

The Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

In addition, Bella Mente Montessori Academy has negligible financial impact and contributes positively to the Vista Unified School District because:

- Bella Mente Montessori Academy works with the charter community's recommended professionals to advise Bella Mente Montessori Academy on the best business practices for charter schools, including the CCSA) and its recommended consultants.
- Bella Mente Montessori Academy has hired CSMC for fiscal accountability and reporting.
- Bella Mente Montessori Academy has a well qualified Superintendent and Director of Compliance and Academic Accountability
- Bella Mente Montessori Academy is operated by the Bella Mente Montessori Academy Board of Trustees, a non-profit public benefit corporation.
- Bella Mente Montessori Academy carries appropriate insurance, including liability, errors and omissions insurance.
- Bella Mente Montessori Academy recognizes the need for annual school visits from the District and the development of a cooperative relationship
- Bella Mente Montessori Academy pays for any services not required from the District to provide, per a separate MOU.
- Bella Mente Montessori Academy provides choice for students and facilities within the Vista Unified School District.

TERM OF THE CHARTER

The term of this charter renewal shall be for a five-year period beginning July 1, 2026 and ending on June 30, 2031.

APPENDIX

APPENDIX A: CAASPP REPORTS
APPENDIX B: ARTICLES OF INCORPORATION
APPENDIX C: GOVERNANCE BYLAWS
APPENDIX D: BOARD ROSTERS
APPENDIX E: BOARD RESUMES
APPENDIX F: CONFLICT OF INTEREST CODE/POLICY
APPENDIX G: EMPLOYEE HANDBOOK
APPENDIX H: CERTIFICATE OF LIABILITY INSURANCE
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APPENDIX Q: JUNE 30, 2024 AUDIT REPORT
APPENDIX R: FIRST AND SECOND INTERIMS AND UNAUDITED ACTUALS

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**APPENDIX A:
CAASPP REPORTS**

As indicated in the following charts and described below, with the 2015, 2016 and 2017 CAASPP comparison data, Bella Mente Montessori Academy meets the criteria of Education Code Section 47607(b)(4). (See Appendix A: CAASPP Reports)

Bella Mente Montessori Academy provides the following explanation and data to demonstrate how it meets the minimum requirements for renewal.

In January 2017, the State Board of Education (“SBE”) adopted the implementation of the use of CAASPP Scale Scores in the Accountability System, specifically for the Academic Indicator. CAASPP scale scores provide a more precise method of determining students’ performance and an instrument to measure progress longitudinally of the computer adaptive assessment rather than relying on achievement levels (i.e. percentage of students who met/exceeded standards) to measure school progress. Scale scores provide a growth model of measuring school progress by grade level cohort, including numerically significant subgroups. The calculation for the Academic Indicator uses all available scale scores to provide a more precise measure of LEAs and schools’ status and progress.

Additionally, the Academic Indicator used on the California Dashboard takes into account scale score ranges for the CAASPP, which vary from grade level to grade level, and have a range from 2114 to 2795 for English Language Arts, and a range from 2189 to 2862 in mathematics as is seen in the chart below.

Bella Mente Academies' CAASPP performance data outlined in the charts below paints an encouraging picture of growth, resilience, and commitment to academic excellence. The data reflects not only academic improvements across key grade levels and subjects but also a school culture that nurtures success despite evolving student needs.

Across multiple grade levels, ELA scores show a steady upward trend, especially notable in the elementary grades. For example:

- **Grade 3 and Grade 4** students demonstrated significant increases in the percentage of students meeting or exceeding standards over recent years.
- This upward trend in ELA is particularly commendable given the increase in English Language Learners, signaling the effectiveness of literacy and language development interventions.

The consistency of performance growth from early to upper elementary grades indicates the presence of strong foundational instruction in reading, comprehension, and writing skills. Mathematics achievement—traditionally more challenging—also reflects meaningful gains, especially in grades 3 through 5:

- **Grade 5 students** showed steady improvement in math scores, suggesting long-term retention and deeper understanding of core mathematical concepts.

- The fact that improvements occur even as the student demographic shifts toward higher numbers of students with disabilities and economically disadvantaged backgrounds underscores the Charter School's effective differentiation and support practices.

What makes these academic gains even more notable is that they occur alongside a significant increase in:

- **English Learners (from 3.7% in 2013–14 to 19.1% in 2024–25)**
- **Students with Disabilities (from 10.0% in 2013-14 to 17.7% in 2024-25)**
- **Socioeconomically Disadvantaged Students (from 24.9% in 2013-14 to 64.2% in 2024-25)**

Rather than being overwhelmed by these shifts, Bella Mente has embraced the challenge—tailoring instruction, investing in intervention programs, and maintaining high expectations for all students. The performance data suggests that the Charter School is actively working to close achievement gaps. Reclassification rates of ELL students and increased percentages of students meeting standards point toward successful language acquisition and content mastery. Students from disadvantaged backgrounds are clearly benefiting from equitable access to academic support services and quality instruction.

The stability and, in many cases, growth in CAASPP scores across both ELA and Math—despite a more complex and diverse student body—signal that Bella Mente Academies is not only maintaining academic standards but raising them. This kind of progress reflects a deeply embedded culture of high expectations, professional dedication, and student-centered learning.

COUNTY, DISTRICT, & LEA - COMPARISON OF CAASPP SCALE SCORES

The following charts provide a comparison of the 2021-24 CAASPP Scale Scores by grade level between BMMA, VUSD, and the County of San Diego.

County, District & BMMA: Comparison Mean Scale Score						
ELA CAASPP RESULTS 2023-24						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Bella Mente Montessori Academy	2401	2440	2502	2504	2522	2533
State of California	2409.9	2452	2490.7	2515.3	2536.2	2548.7
Vista USD	2404.9	2441.9	2489.6	2499.8	2503.7	2526.4
San Diego County	2425	2467.6	2506.7	2527.7	2548.6	2557.3

County, District & BMMA: Comparison Mean Scale Score						
ELA CAASPP RESULTS 2022-23						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Bella Mente Montessori Academy	2397	2452	2469	2532	2542	2529
State of California	2409.8	2452.3	2490.5	2511.9	2537.3	2548.8
Vista USD	2408.2	2446.8	2486.3	2486.5	2510.3	2523.4
San Diego County	2426.3	2467.9	2506.1	2525.7	2550.8	2561
County, District & BMMA: Comparison Mean Scale Score						
ELA CAASPP RESULTS 2021-22						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Bella Mente Montessori Academy	2387	2427	2498	2479	2512	2527
State of California	2408.6	2454	2491.4	2514.6	2542.4	2552.5
Vista USD	2405.8	2449.8	2478.2	2501.3	2520	2532.3
San Diego County	2425	2467.6	2506.7	2527.7	2548.6	2557.3

County, District & BMMA: Comparison Mean Scale Score						
MATH CAASPP RESULTS 2023-24						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Bella Mente Montessori Academy	2419	2435	2463	2467	2476	2473
State of California	2422.9	2461.5	2483.3	2499.8	2513	2524.3
Vista USD	2419.9	2446.9	2477.8	2481.4	2492.6	2507.4
San Diego County	2434.3	2474.6	2497.9	2512.2	2529.3	2537.6
County, District & BMMA: Comparison Mean Scale Score						
MATH CAASPP RESULTS 2022-23						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Bella Mente Montessori Academy	2379	2448	2447	2515	2496	2468

State of California	2421.4	2460.5	2480.3	2497.7	2511.8	2518.1
Vista USD	2418.1	2451.1	2473.7	2475.9	2497.2	2498.6
San Diego County	2434.5	2474.8	2495.8	2513.7	2528.2	2535.2
County, District & BMMA: Comparison Mean Scale Score						
MATH CAASPP RESULTS 2021-22						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Bella Mente Montessori Academy	2401	2413	2482	2465	2474	2501
State of California	2417.6	2454.5	2476.2	2497.6	2509.2	2517.8
Vista USD	2414.3	2443.8	2463.7	2487.3	2491	2498.5
San Diego County	2431.7	2470.4	2495.2	2512	2525.4	2534.1

CAASPP SCALE SCORE ACHIEVEMENT LEVELS 2023-24: LEA								
Grade	Standard Not Met (Level 1)		Standard Nearly Met (Level 2)		Standard Met (Level 3)		Standard Exceeded (Level 4)	
	Bella Mente Montessori Academy	Vista Unified	Bella Mente Montessori Academy	Vista Unified	Bella Mente Montessori Academy	Vista Unified	Bella Mente Montessori Academy	Vista Unified
3	41.03 %	34.28 %	20.51 %	25.94 %	23.08 %	20.29 %	15.38 %	19.49 %
4	33.33 %	39.64 %	28.57 %	21.02 %	21.43 %	20.15 %	16.67 %	19.20 %
5	30.95 %	30.93 %	16.67 %	24.26 %	23.81 %	25.96 %	28.57 %	18.84 %
6	31.25 %	35.34 %	35.42 %	24.46 %	25.00 %	27.02 %	8.33 %	13.18 %
7	34.29 %	40.31 %	25.71 %	25.58 %	25.71 %	26.32 %	14.29 %	7.78 %
8	32.14 %	35.47 %	39.29 %	26.28 %	14.29 %	28.73 %	14.29 %	9.52 %

CAASPP SCALE SCORE ACHIEVEMENT LEVELS 2023-24: MATH								
Grade	Standard Not Met (Level 1)		Standard Nearly Met (Level 2)		Standard Met (Level 3)		Standard Exceeded (Level 4)	
	Bella Mente Montessori Academy	Vista Unified	Bella Mente Montessori Academy	Vista Unified	Bella Mente Montessori Academy	Vista Unified	Bella Mente Montessori Academy	Vista Unified

3	20.51 %	32.12 %	30.77 %	22.98 %	33.33 %	26.27 %	15.38 %	18.63 %
4	31.71 %	35.08 %	39.02 %	29.63 %	24.39 %	21.59 %	4.88 %	13.70 %
5	52.50 %	41.56 %	27.50 %	25.40 %	5.00 %	16.45 %	15.00 %	16.59 %
6	50.00 %	45.84 %	33.33 %	25.97 %	16.67 %	15.42 %	0.00 %	12.78 %
7	48.57 %	46.42 %	34.29 %	25.21 %	5.71 %	16.39 %	11.43 %	11.98 %
8	60.71 %	50.25 %	17.86 %	23.06 %	14.29 %	12.54 %	7.14 %	14.14 %

Note: Level 1: “Not Met,” Level 2 “Nearly Met,” Level 3 “Met,” and Level 4 “Exceeded.” Scale scores for the online summative assessments, in particular, were built on a common vertical scale for each content area, which allows meaningful comparisons between individual students and group comparisons between schools and local educational agencies (LEA) across grades within the same content area. Student achievement levels are assigned based on scale scores for all tests.

CAASPP SCALE SCORE: GRADE LEVEL & SUBGROUP PERFORMANCE

The California Dashboard approved by the State Board of Education, focuses on academic and local indicators in measuring a school’s progress. For K-8 schools, the Academic Indicator focuses on the scale scores in ELA and Mathematics for grades 3-8, and the distance from level 3 otherwise known as “standard met.” The following charts provide a comparison of our school’s CAASPP scale scores by grade level cohort and numerically significant subgroups between 2021 and 2024.

- The “Δ” denotes the “change” from one year to the next. Therefore, in the following chart the “Δ21-22 to 23-24” column denotes the difference in scale score performance from spring 2022 to spring 2023 for grade 3 schoolwide and its numerically significant subgroups, identified as socio-economically disadvantaged, English Language Learners, Hispanic, White, and Students with Disabilities. However, an “*” denotes that there were fewer than 11 valid test scores for that subgroup, for which the CDE does not release an internet report.
- The next column “DFL3” represents the ‘distance from level 3’ as measured in the California dashboard school reports, equity reports 5x5 grid; and the Charter School’s LCAP annual measurable outcomes.
- The last column, labeled “DFL3” represents the ‘distance from level 3’ as measured using the grade level scale score for “standard met” (see Distance from Level 3 chart).
- A decline in grade level and subgroup performance is denoted in red font, while growth can be seen in green font.

Bella Mente Montessori Academy vs. State Student Group Academic Performance							
Indicator	Year	Student Group	BMMA	State	BMMA Performance Compared with State	Vista Unified	Grapevine Elementary
ELA	2024	Overall	-21.6	-13.2	8.4 points below state	-22.6	-41.3
		Hispanic	-35	-39.3	4.3 points above state	-45.7	-45.9
		EL	-67.6	-57.1	10.5 points above state	-86.8	-70.4
		SWD	-70.9	-95.6	24.7 points above state	-97.6	-118.8
		SED	-40.9	-38.4	2.5 points above state	-45.9	-51.9
		White	6.9	19.2	12.3 points below state	24.4	-8

Bella Mente Montessori Academy vs. State Student Group Academic Performance							
Indicator	Year	Student Group	BMA	State	BMA Performance Compared with State	Vista Unified	Grapevine Elementary
Math	2024	Overall	-66.1	-47.6	18.5 points below state	-53.7	-57.6
		Hispanic	-76.2	-79.2	3.0 points above state	-79.5	-62
		EL	-97.6	-93.4	4.2 points below state	-113.4	-79.1
		SWD	-119	-124.3	5.3 points above state	-125.6	-130.2
		SED	-83.9	-78.2	5.7 points below state	-78.1	-66.2
		White	43.2	10.3	32.9 points below state	1.4	-25.9

**Percentage of students at Each Performance level by Economic Status - BMMA & VUSD
Comparison 2023-24**

Percentage of Not Socioeconomically Disadvantaged Students at Each Performance Level - 2023-24 BMMA vs. VUSD				
Reporting Categories	ELA		MATH	
	BMMA	Vista Unified	BMMA	Vista Unified
Standard Exceeded (Level 4) Percentage of students by grade for level	31.67%	27.89%	20.00%	25.57%
Standard Met (Level 3) Percentage of students by grade for level	26.67%	32.44%	21.67%	25.06%

Standard Nearly Met (Level 2)				
Percentage of students by grade for level	20.00%	21.05%	36.67%	24.13%
Standard Not Met (Level 1)				
Percentage of students by grade for level	21.67%	18.62%	21.67%	25.25%
Percentage of Socioeconomically Disadvantaged Students at Each Performance Level - 2023-24 BMMA vs. VUSD				
Reporting Categories	ELA		MATH	
	BMMA	Vista Unified	BMMA	Vista Unified
Mean Scale Score	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)				
Percentage of students by grade for level	10.92%	11.59%	4.68%	8.99%
Standard Met (Level 3)				
Percentage of students by grade for level	21.26%	22.02%	15.20%	14.84%
Standard Nearly Met (Level 2)				
Percentage of students by grade for level	29.89%	25.01%	29.24%	25.18%
Standard Not Met (Level 1)				
Percentage of students by grade for level	37.93%	41.39%	50.88%	50.98%

Overall Achievement - All Grades Results by Race and Ethnicity - 2023-2024 BMMA & VUSD Comparison

Overall Achievement - All Grades Results by Race and Ethnicity - 2023-2024 BMMA & VUSD Comparison					
		ELA		MATH	
	Reporting Categories	BMMA	Vista Unified	BMMA	Vista Unified
Black or African American	Standard Exceeded (Level 4)				
	Percentage of students by grade for level	9.09 %	17.52 %	9.09 %	7.91 %
	Standard Met (Level 3)				
	Percentage of students by grade for level	27.27 %	21.17 %	9.09 %	17.99 %
	Standard Nearly Met (Level 2)				
	Percentage of students by grade for level	27.27 %	27.01 %	45.45 %	26.62 %

	Standard Not Met (Level 1) Percentage of students by grade for level	36.36 %	34.31 %	36.36 %	47.48 %
Hispanic	Standard Exceeded (Level 4) Percentage of students by grade for level	9.52 %	11.06 %	7.64 %	8.40 %
	Standard Met (Level 3) Percentage of students by grade for level	21.77 %	22.34 %	13.89 %	14.45 %
	Standard Nearly Met (Level 2) Percentage of students by grade for level	31.29 %	25.05 %	29.86 %	25.49 %
	Standard Not Met (Level 1) Percentage of students by grade for level	37.41 %	41.55 %	48.61 %	51.66 %
White	Standard Exceeded (Level 4) Percentage of students by grade for level	27.78 %	30.20 %	9.26 %	27.57 %
	Standard Met (Level 3) Percentage of students by grade for level	22.22 %	30.89 %	24.07 %	26.44 %
	Standard Nearly Met (Level 2) Percentage of students by grade for level	24.07 %	21.29 %	35.19 %	24.29 %
	Standard Not Met (Level 1) Percentage of students by grade for level	25.93 %	17.62 %	31.48 %	21.69 %

In order to protect student privacy, an asterisk () will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students.*

Overall Achievement - Mean Scale Scores Results by Race and Ethnicity - BMMA Progress 2021-24

GRADE 3 - ELA	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2374	2390	2387.1	16	-2.9
White	Data Not Available	2386.8	2426.8	*	40	*
SPED	Data Not Available	*	*	2355.1	*	*
Soc. Eco. Disadvantaged	Data Not Available	2384.6	2377.6	2394.2	-7	16.6
GRADE 4 - ELA	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2399.5	2424.2	2424.4	24.7	0.2

White	Data Not Available	2447.9	2490	*	42.1	*
SPED	Data Not Available	*	*	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2406.9	2440.3	2413.7	33.4	-26.6
GRADE 5 - ELA	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2474.4	2455.7	2485.7	-18.7	30
White	Data Not Available	*	2471.4	2527.5	*	56.1
SPED	Data Not Available	*	*	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2483.8	2456.5	2466.7	-27.3	10.2
GRADE 6 - ELA	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2461.9	2522.6	2491.5	60.7	-31.1
White	Data Not Available	*	2539.1	2515.5	*	-23.6
SPED	Data Not Available	*	2471.5	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2464	2515.9	2496.5	51.9	-19.4
GRADE 7 - ELA	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2499.2	2516.3	2509.7	17.1	-6.6
White	Data Not Available	*	*	*	*	*
SPED	Data Not Available	*	*	2471.7	*	*
Soc. Eco. Disadvantaged	Data Not Available	2511.5	2537.5	2517.9	26	-19.6
GRADE 8 - ELA	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2530.8	2520.9	2509.2	-9.9	-11.7
White	Data Not Available	*	*	*	*	*
SPED	Data Not Available	*	*	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2493.6	2507.6	2522.3	14	14.7

GRADE 3 - MATH	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2381.1	2368.1	2419.9	-13	51.8
White	Data Not Available	2421.6	2405.2	*		*
SPED	Data Not Available	*	*	2384.2	*	*
Soc. Eco. Disadvantaged	Data Not Available	2392.4	2355.6	2415.3	-36.8	59.7
GRADE 4 - MATH	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2399.2	2426.3	2422.9	27.1	-3.4
White	Data Not Available	2429.7	2483	*	*	*
SPED	Data Not Available	*	*	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2403.1	2435.4	2416.6	32.3	-18.8
GRADE 5 - MATH	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2460	2438.6	2453	14.4	14.4
White	Data Not Available	*	2464.3	2495.6	31.3	31.3
SPED	Data Not Available	*	*	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2461.9	2430.6	2430.1	-31.3	-0.5
GRADE 6 - MATH	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2437.1	2499	2465.2	61.9	-33.8
White	Data Not Available	*	2539.8	2480.5	*	-59.3
SPED	Data Not Available	*	2471.9	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2450.4	2490	2457.3	39.6	-32.7
GRADE 7 - MATH	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24

Hispanic or Latino	Data Not Available	2466	2464.5	2453.7	-1.5	-10.8
White	Data Not Available	*	*	*	*	*
SPED	Data Not Available	*	*	2407.9	*	*
Soc. Eco. Disadvantaged	Data Not Available	2470.4	2485	2468	14.6	-17
GRADE 8 - MATH	2020-21	2021-22	2022-23	2023-24	Δ 21-22 to 22-23	Δ 22-23 to 23-24
Hispanic or Latino	Data Not Available	2505.9	2460.9	2435.6	-45	-25.3
White	Data Not Available	*	*	*	*	*
SPED	Data Not Available	*	*	*	*	*
Soc. Eco. Disadvantaged	Data Not Available	2476.7	2438.5	2447.3	-38.2	8.8

CA DASHBOARD RESULTS

The following are the results for the Fall 2024 CA Dashboard for Bella Mente Montessori Academy.

ACADEMIC INDICATOR

The Academic Indicator (Priority 4) is based on the CAASPP ELA and mathematics results and applies to schools in grades 3-8 for Bella Mente Montessori Academy. Performance is calculated and reported separately for ELA and mathematics. At the January 2017 SBE meeting, the SBE approved the "Distance from Level 3 ("DFL3")" methodology which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the average distance for each LEA, school, or student group. Once all students' scores are compared to Level 3, the distance results are averaged to produce a school-level average scale score and an average scale score for each student group. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score exceeds Level 3. As stated earlier, using scale scores, rather than a percentage of students performing at or above Standard Met, provides a more precise measure on how far students are from Level 3 on the Smarter Balanced scale.

Academic Indicator **Status** Formula is calculated by the sum of All Students' Distance from Level 3 on the Smarter Balanced Summative Assessments **divided by** Total Number of Test Takers **minus** ELs Enrolled in a U.S. School for Less than One Year **minus** Students Not Continuously Enrolled. Academic Indicator **Change** Formula is the "status" (2024) minus prior year status (2023) for CAASPP results for grades 3-8 for Bella Mente Montessori Academy.

Bella Mente Montessori. Academy performed accordingly on the **Academic Indicators** as

reported on the CA Dashboard:

1. Suspension Rate: Yellow Performance Level Schoolwide
 - English Learners: Orange Performance Level
 - Socioeconomically Disadvantaged: Orange Performance Level
 - Students with Disabilities: Blue Performance Level
 - Hispanic: Yellow Performance Level
 - 2+ Races: Orange Performance Level
 - White: Blue Performance Level
2. English Learner Progress Indicator: N/A
3. English Language Arts: Green Performance Level Schoolwide
 - English Learners: Red Performance Level
 - Socioeconomically Disadvantaged: Orange Performance Level
 - Students with Disabilities: Yellow Performance Level
 - Hispanic: Orange Performance Level
 - White: Green Performance Level
4. Mathematics: Yellow Performance Level Schoolwide & all subgroups
 - English Learners: Red Performance Level
 - Socioeconomically Disadvantaged: Yellow Performance Level
 - Students with Disabilities: Orange Performance Level
 - Hispanic: Yellow Performance Level
 - White: Yellow Performance Level

CAASPP DATA

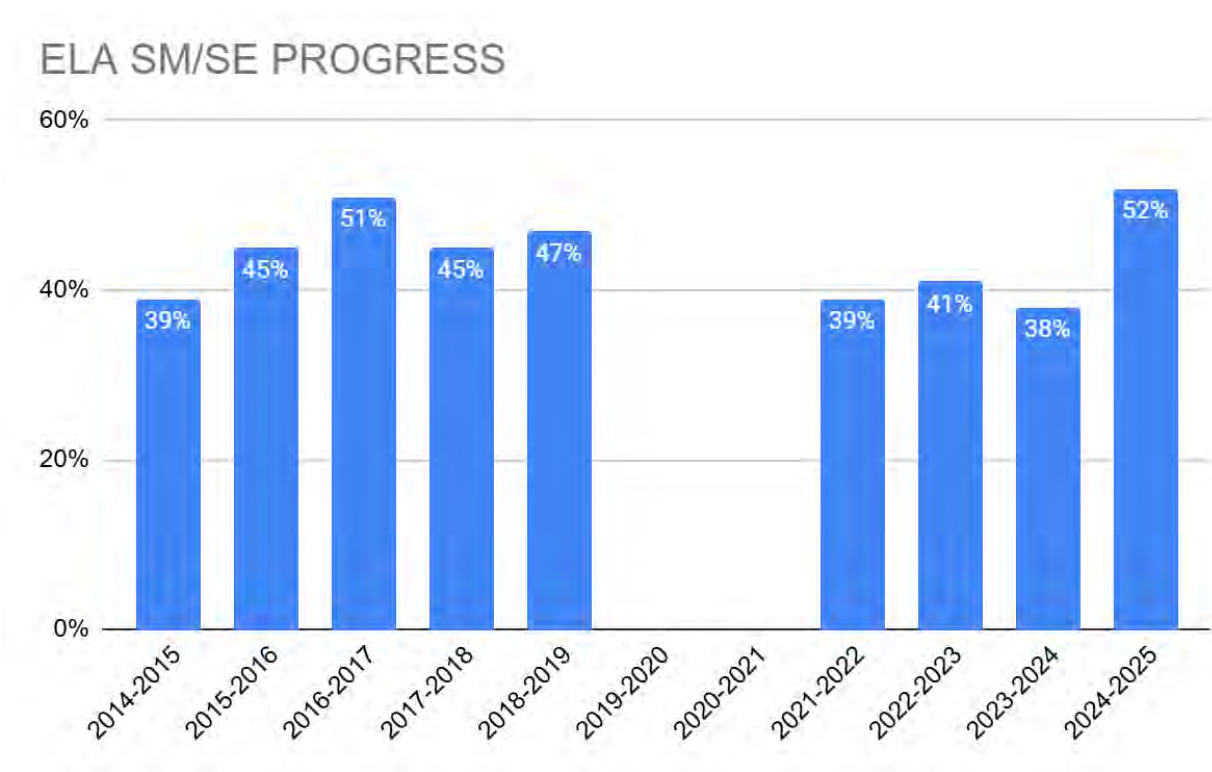
ELA

Gr.	1: Below 2024- 2025	1: Below 2023- 2024	2: Near 2024- 2025	2: Near 2023- 2024	3: Met 2024- 2025	3: Met 2023- 2024	4: Exceeded 2024- 2025	4: Exceeded 2023- 2024	# of Tests Scored: Outstanding	Total % 2024- 2025 SM, SE	Total % 2023- 2024 SM, SEI
3	8	41	31	20	13	23	46	15	45/45: 0	59	38
4	46	33	19	28	11	21	23	16	26/26: 0	34	37
5	34	30	14	16	29	23	21	28	41/41: 0	50	51
6	17	31	26	35	41	25	14	8	34/34: 0	55	33

7	7	34	30	25	45	25	17	14	40/40: 0	62	39
8	19	32	27	39	44	14	8	14	36/36: 0	52	28

SM/SE 2024-2025	SM/SE 2023-2024
52%*	38%

This is an increase of 14.2%: 52.2% is the highest percentage in the history of Bella Mente. See below:



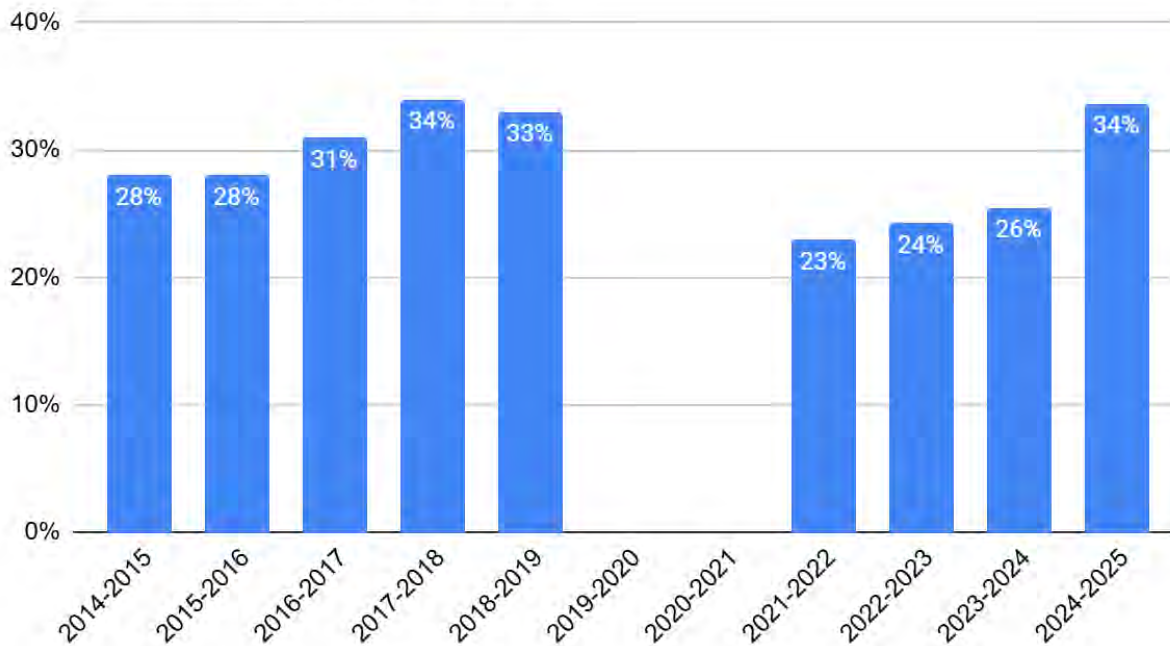
Math: To be determined. Not enough test results as of 6.01.25 recorded to determine progress

Gr.	1: Below 2024- 2025	1: Below 2023- 2024	2: Near 2024- 2025	2: Near 2023- 2024	3: Met 2024- 2025	3: Met 2023- 2024	4: Exceeded 2024- 2025	4: Exceeded 2023- 2024	# of Tests Scored: Outstanding	Total % 2024- 2025 SM, SE	Total % 2023- 2024 SM, SEI

3	20	20	20	30	24	33	33	15	45/45	57	48
4	26	31	42	39	15	24	15	4	26/26	30	28
5	46	52	20	27	20	5	15	15	41/41	33	20
6	29	50	41	33	14	16	14	0	34/34	28	16
7	46	48	23	34	28	5	2	11	39/39	30	16
8	47	60	27	17	8	14	16	7	36/36	24	21

SM/SE 2024-2025	SM/SE 2023-2024
33.66%	25.5%

MATH SM/SE PROGRESS



LOCAL INDICATOR

The standards for the local performance indicators are based on whether LEAs:

1. Measure their progress on the local performance indicator based on locally available information, and
2. Report the results to the LEA's local governing board at a regularly scheduled meeting of

the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs determine whether they have (*Met, Not Met, or Not Met for Two or More Years*) for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.

PERFORMANCE STANDARDS: The performance standards for the local performance indicators are:

1. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
 - *Standard:* LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.
2. Implementation of State Academic Standards (Priority 2)
 - *Standard:* LEA annually measures its progress implementing state academic standards.
3. Parent Engagement (Priority 3)
 - *Standard:* LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs.
4. School Climate (Priority 6)
 - *Standard:* LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12).

Bella Mente Montessori Academy performed accordingly on the **Local Indicators** as reported on the CA Dashboard:

- Basics Teachers, Instructional Materials, Facilities) – Priority 1: ‘Met’ rating
- Implementation of Academic Standards - Priority 2: ‘Met’ rating
- Parent Engagement – Priority 3: ‘Met’ rating
- School Climate – Priority 6: ‘Met’ rating

APPENDIX B: ARTICLES OF INCORPORATION

SEP 09 2011

ARTICLES OF INCORPORATION
OF
BELLA MENTE CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Bella Mente Charter School.

II.

The Corporation is a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Bella Mente Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Erin Feeley
1466 Autumn Woods Place
Escondido, CA
92029

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 9/6/11

E. Feeley
Incorporator, Erin Feeley

I hereby certify that the foregoing is a full, true and correct copy of the original version in the custody of the California Secretary of State's office.



SEP 08 2011

participate in or intervene in (including the solicitation or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Corporation Law of the State of California, and any limitations in the articles or bylaws relating in action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

The authorized members and qualifications of members of the corporation, if any, shall be as provided in the bylaws. The property, voting and other rights and privileges of members and their liability for debts and assessments and the method of collection thereof shall be as provided in the bylaws.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to a nonprofit trust, foundation or corporation which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located exclusively for such purposes as such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

[Signature]
Proprietor, this body



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 09 2011

Date: _____

[Signature]

DEBRA BOWEN, Secretary of State

APPENDIX C - GOVERNANCE BYLAWS

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

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

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

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

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

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

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

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

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

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

**ARTICLE V
DEDICATION OF ASSETS**

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

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

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

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

ARTICLE VII BOARD OF DIRECTORS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE VIII COMMITTEES

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

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

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

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

ARTICLE IX OFFICERS OF THE CORPORATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE X INDEMNIFICATION

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

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

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

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

ARTICLE XI INSURANCE

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

ARTICLE XII CORPORATE RECORDS AND REPORTS

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

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

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

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

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

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

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

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

ARTICLE XIII FISCAL YEAR

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

ARTICLE XIV BYLAW AMENDMENTS

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

#

CERTIFICATE OF SECRETARY

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

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

A handwritten signature in cursive script, appearing to read "Caulder", written over a horizontal line.

Secretary, Bella Mente Charter School

APPENDIX D: BOARD ROSTER

Bella Mente Academies - Board Roster 2025-2026

Name	Position	Term Exp.	Phone	Email
Scott Moote	President	6/30/2028	760-621-8931	smoote@bellamentecharter.org
Greg McGuire	Secretary	6/30/2028	760-621-8931	gmcguire@bellamentecharter.org
James Smith	Treasurer	6/30/2027	760-621-8931	jsmith@bellamentecharter.org

APPENDIX E: BOARD RESUMES

Scott Moote
President

Mr. Moote is the proud parent of three Bella Mente children. His oldest son graduated our program and is currently a sophomore at San Marcos High School. His other two sons are currently in our Adolescent program. He and his wife, Laurie, are avid supporters of everything we do here at Bella Mente and work to ensure a great future for our school. Mr Moote's experience ranges from IT consulting for Fortune 500 companies such as IBM and HP, and acting as an IT management consultant for a medical device company, serving on their board of directors.

Mr. Moote has extensive experience in management and IT operations and is a graduate of our own VUSD Rancho Buena Vista HS. He holds a Bachelor's and Master's Degree in Information Systems, as well as a PMP certification from PMI.org.

Greg McGuire
Secretary

Greg McGuire is a nonprofit leadership professional specializing in youth services, environmental stewardship, and community engagement. Since 2021, he has served as **Director of Strategic Partnerships** at *Equation Collaborative*, managing relationships for its +BOX nutrition program and fostering collaborations that expand access to healthy food.

Greg's service extends to multiple leadership roles, including **Board Member** on the County of San Diego's Health & Human Services Community Action Board, **Co-Chair** of the North County Food Policy Council, and **Board Member** at Bella Mente Montessori Academy. He brings over eight years of direct client service experience, recognized for building strong connections with students, families, and community stakeholders.

Holding a Master's in Nonprofit Leadership and Management from the University of San Diego and a B.S. in Geospatial Information Science from UT Dallas, Greg combines data-driven insight with collaborative leadership to advance equity and community well-being.

James Smith
Treasurer

James comes from a unique family, raised by his grandparents in Northern Louisiana. His mother settled in Southern Arkansas raising his two younger siblings while working various community-based jobs. His father was established in Central Tennessee doing equestrian work and commercial building inspections throughout the county. James grew up participating in scouts, playing the violin, and traveling the country with his grandparents. He established

residency in East Texas as a young adult, working in the motorcycle industry for several years managing a service department and managing rental property before joining the Marine Corps in 2006.

James has served in the Marine Corps for over 18 years, with a cumulative 12 years of experience living in Southern California during his career. He is a father of four children (including one who currently attends Bella Mente) and has actively volunteered with humanitarian and children's outreach programs across the globe from 2008 to present day. He continues to pursue higher educational goals while striving to advocate and promote the welfare of future generations. James has a passion for serving and being a father. He thoroughly enjoys playing music, being outdoors, all things motorcycles, health and human performance.

APPENDIX F - CONFLICT OF INTEREST CODE POLICY

**CONFLICT OF INTEREST POLICY
OF
BELLA MENTE CHARTER SCHOOL**

**Article I
Purpose**

The purpose of this Conflict of Interest Policy (this "Policy") is to protect the interests of Belle Mente Charter School, a California nonprofit public benefit corporation, and the charter school it operates (collectively, the "Corporation"), when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or any other person in a position of authority within the Corporation or might result in a possible excess benefit transaction as defined by Internal Revenue Code Section 4958. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit organizations and charter schools. In the event of any inconsistency with California law, California law shall prevail. To the extent the Corporation is subject to more stringent law than what is required by this Policy, the more stringent requirement shall govern.

**Article II
Definitions**

1. Interested Person

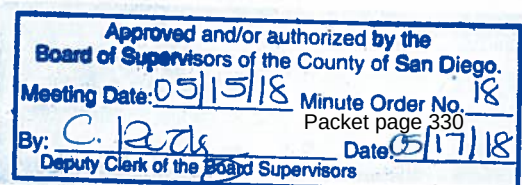
Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has entered into or proposes to enter into any transaction or arrangement;
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has entered into or proposes to enter into any transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation entered into or proposes to enter into any transaction or arrangement.

However, notwithstanding the above and consistent with California Corporations Code Section 5233 regarding self-dealing transactions, a financial interest shall not include: (1) the compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation; (2) a transaction which is part of a public or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or



more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program; or (3) a transaction, of which the interested director or directors have no actual knowledge, and which does not exceed the lesser of 1 percent (1%) of the gross receipts of the Corporation for the preceding fiscal year or one hundred thousand dollars (\$100,000).

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any transaction or arrangement to which the Corporation is a party where there is an actual or possible conflict of interest, the interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the potentially interested person, a determination must be made about whether an actual conflict of interest exists. The disinterested board or committee members shall determine on a case by case basis whether the disclosed interest constitutes an actual conflict of interest.

3. Procedures for Addressing the Conflict of Interest

a. If it is determined that there is a conflict of interest, the interested person may make a presentation at the board or committee meeting and may answer questions regarding factual information related to the transaction or arrangement. The interest person shall abstain from otherwise participating in any discussions and votes concerning the transaction or arrangement.

b. The chairperson of the board or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would give rise to a conflict of interest, the board or committee shall

determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for the Corporation's own benefit, and whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above determination, the board or committee shall make its decision as to whether to enter into the transaction or arrangement.

e. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in California Corporations Code Section 5233 regarding self-dealing transactions shall constitute compliance with this Policy.

4. Violations of the Conflict of Interest Policy

a. If the board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of meetings of the board and all committees with board-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any proposed alternatives, and a record of any votes taken in connection with the transaction or arrangement.

Article V Compensation

a. A voting member of the board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for

compensation (typically director and officer stipends, per meeting fees and reimbursement of expenses) of a director or officer of the Corporation.

c. No voting member of the board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of the Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy; and
- d. Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

APPROVED AND ADOPTED by the Board of Directors of Bella Mente Charter School.

COUNTY OF SAN DIEGO

2018 MAR -1 AM 11:59

RESOLUTION NO. 2017-11-28-B

**RESOLUTION OF THE BOARD OF DIRECTORS OF
BELLA MENTE CHARTER SCHOOL AUTHORIZING
THE ADOPTION OF A CONFLICT OF INTEREST CODE
AND CERTAIN OTHER ACTIONS RELATED THERETO**

CLERK OF THE BOARD
OF SUPERVISORS

WHEREAS, Bella Mente Charter School ("Corporation"), as a California nonprofit public benefit corporation that operates a public charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300;

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700s, Statement of Economic Interests; and

WHEREAS, the Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference.

NOW, THEREFORE, this Board of Directors of Bella Mente Charter School hereby finds, resolves and orders as follows:

Section 1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.

Section 2. The President or Chief Executive Officer is hereby directed to open a 45-day public comment period to begin on November 29, 2017, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, on the Corporation's website, and concurrently mailing notice to the Clerk of the Board of Supervisors of the County of San Diego.

Section 3. The Conflict of Interest Code shall become effective immediately upon:

a. Its final approval by this Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on March 13, 2018; and

b. Its approval by the Board of Supervisors of the County of San Diego as the code reviewing body.

Section 4. Upon its final approval by the Board of Directors of the Corporation, the President/ Chief Executive Officer is hereby directed and authorized to submit a certified copy thereof to the Board of Supervisors of the County of San Diego for approval.

Section 5. This resolution shall take effect immediately upon its adoption.

EXHIBIT A
[BELLA MENTE CHARTER SCHOOL
CONFLICT OF INTEREST CODE AND APPENDIX]

**BELLA MENTE CHARTER SCHOOL
CONFLICT OF INTEREST CODE**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Bella Mente Charter School, a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) that contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. §18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation ("Code"). This Code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. Section 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

**APPENDIX TO
BELLA MENTE CHARTER SCHOOL
CONFLICT OF INTEREST CODE OF**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Bella Mente Charter School, a California nonprofit public benefit corporation ("Corporation"). (Gov. Code § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

**I.
Designated Employees**

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Members of the Board of Directors	1, 2
Executive Director	1, 2
Principal	1, 2
Consultants/ New Positions	*

* Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitation:

The Executive Director or designee may determine in writing that a particular consultant/new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's/ new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this code. (Gov. Code § 81008.)

II.
Disclosure Categories

Category 1

Designated positions assigned to this category must report:

Interests in real property which are located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or income (including gifts, loans, and travel payments) from any source of the type that provides services, supplies, products, materials or equipment that the Corporation utilizes or currently plans to utilize, including school supplies, books, and furnishing.

**Descriptions of Positions and Offices with Explanation of Reasons for
Employees and Consultants as "Designated Employees"**

Members of the Board of Directors

The members of the Board of Directors ("Board") of Bella Mente Charter School ("Corporation") formulate general policy and programs of Corporation and hire the Executive Director. The Board is responsible for assuring that all aspects of the financial and programmatic accountability systems are consistent with the school's charter. The Board has responsibility to ensure that Corporation's staff fulfills Corporation's obligations to its charter authorizer and the California Department of Education.

The Corporation does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, members of the Board are not "other officials who manage public investments" within the meaning of Government Code Section 87200, as defined in California Code of Regulations, Title 2, Section 18700.3, and each member is instead designated under Corporation's Conflict of Interest Code and required to disclose reportable interests in real property located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, as well as investments and business positions in business entities or income from any source of the type that provides services, supplies, products, materials, or equipment that the Corporation utilizes or currently plans to utilize, including school supplies, books, and furnishings.

Executive Director

As an employee of Corporation, the Executive Director ("ED") serves as the corporate chief executive officer ("CEO") generally participates in the formulation of Corporation's general policy and programs, and implements policy on behalf of the Board. The ED hires employees and contractors, including those providing management, curriculum, technology, and instructional services. The ED has general supervision, direction, and control of the business and affairs of Corporation.

The Corporation does not have any surplus or special reserve funds to invest, and the ED does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations, or approve investment transactions. Consequently, the ED is not an official who manages public investments within the meaning of Government Code Section 87200, as defined in California Code of Regulations, Title 2, Section 18700.3, and the ED is instead designated under Corporation's Conflict of Interest Code.

Principal

The Principal may make limited purchasing decisions related to his/her school that may be approved without significant amendment or modification by the ED. The Principal is therefore designated under Corporation's Conflict of Interest Code and required to disclose

reportable investments and business positions in business entities or income from any source of the type that provides services, supplies, products, materials, or equipment that the designated position's school utilizes or currently plans to utilize.

**DECLARATION OF PRESIDENT/ CHIEF EXECUTIVE OFFICER OF
BELLA MENTE CHARTER SCHOOL
ADOPTION OF CONFLICT OF INTEREST CODE**

I, Erin Feeley, hereby declare:

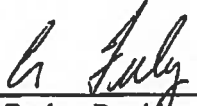
I am the President/ Chief Executive Officer of Bella Mente Charter School, a California nonprofit public benefit corporation ("Corporation").

On November 28, 2017, the Board of Directors of Corporation considered the proposed Conflict of Interest Code ("Code"). The proposed Code designates the officers, employees, and consultants who make governmental decisions.

The Board of Directors set April 10, 2018, for a public hearing, if requested, and for final adoption of the Code. Thereafter, notice of intent to adopt the Code was (i) mailed on November 29, 2017 to the Board of Supervisors of the County of San Diego and (ii) posted on November 29, 2017, on all Corporation employee bulletin boards or newsletters and on the Corporation's website.

On April 10, 2018 at the time and place set forth in the notice, *[a public hearing was held on the proposed Code. No person appeared at the public hearing, and no written comments were received. Accordingly, the hearing was thereupon closed and]* the Board of Directors adopted the Code and directed that it be submitted to the Board of Supervisors of the County of San Diego as the code-reviewing body.

Dated: April 10, 2018



Erin Feeley, President/ Chief Executive Officer

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE
FOR BELLA MENTE CHARTER SCHOOL**

NOTICE IS HEREBY GIVEN that Bella Mente Charter School ("Corporation"), a California nonprofit public benefit corporation, tentatively approved a Conflict of Interest Code ("Code") pursuant to Government Code Section 87300 at its meeting on November 28, 2017, and intends to finally adopt the Code. Pursuant to Government Code Sections 87200 and 87302, the Code will designate public officials, employees, and consultants of Corporation who make governmental decisions, manage Corporation's investments, and who, therefore, must disclose certain investments, interests in real property, sources of income, and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests.

A public comment period has been established commencing on November 29, 2017, and terminating on January 13, 2018 (a 45-day period). Any interested person may present written comments concerning the proposed Code no later than January 13, 2018, to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation's representative at the address listed below, and are also available at the office of the Clerk of the San Diego County Board of Supervisors. The Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation's representative listed below.

Erin Feeley
Executive Director
Bella Mente Charter School
1737 W. Vista Way
Vista, CA 92083
Phone: (760) 621-8948
Fax: (760) 639-0611

SECRETARY'S CERTIFICATE

I, CAROLINE VEALE, Secretary of the Board of Directors of Bella Mente Charter School, a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a regular meeting of the Board of Directors of Bella Mente Charter School, which was duly and regularly held on the 28th day of November, 2017, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES: UNANIMOUS

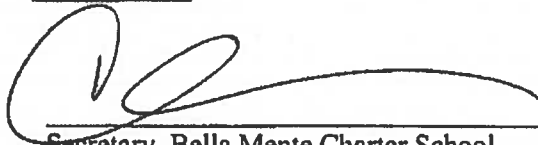
NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 28 day of November, 2017.



Secretary, Bella Mente Charter School

RESOLUTION NO. 2017-11-28-A

**RESOLUTION OF THE BOARD OF DIRECTORS OF
BELLA MENTE CHARTER SCHOOL ADOPTING A
CONFLICT OF INTEREST POLICY**

WHEREAS, the Board of Directors ("Board") of Bella Mente Charter School ("Corporation"), a nonprofit public benefit corporation, has determined that it is in the best interests of the Corporation that a conflict of interest policy be adopted in order to protect the interests of the Corporation, and the charter school it operates, when it contemplates entering into a transaction that has the potential to benefit the private interest of any officer, director or employee of the Corporation or any private party; and

WHEREAS, the Board has reviewed and considered the Conflict of Interest Policy attached hereto as Exhibit A.

NOW, THEREFORE, this Board of Directors of Bella Mente Charter School hereby finds, resolves and orders as follows:

Section 1. The Conflict of Interest Policy attached hereto as Exhibit A is hereby approved and adopted as the Conflict of Interest Policy of the Corporation.

Section 2. The Secretary of the Corporation is hereby directed to file this resolution with the minutes of the proceedings of the Board of Directors.

Section 3. This resolution shall take effect immediately upon its adoption.

EXHIBIT A
[CONFLICT OF INTEREST POLICY
OF
BELLA MENTE CHARTER SCHOOL]

APPENDIX G - EMPLOYEE HANDBOOK



**Bella Mente
Montessori
Academy**

2025-2026 Employee Handbook

Effective September 9, 2025

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1. INTRODUCTORY POLICIES

1.1 Introductory Statement

Welcome! As an employee of Bella Mente Montessori Academy Charter School (the “School”), we hope you will find your employment to be both rewarding and challenging.

Because the quality of our employees is the key to our success, we carefully select our new employees. In turn, we expect employees to contribute to the success of the School.

This Employee Handbook (“Handbook”) sets forth the terms and conditions of employment for all employees of the School. The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this Handbook, or the policies and procedures on which they may be based, at any time. However, no modification or change to this Handbook will modify the policy of at-will employment unless specifically set forth in a writing, signed by the Superintendent of the School and the affected employee, and approved by the Board of Directors. Some employees of the School may be covered by employment agreements. If terms contained in a specific employment agreement conflict with the policies and procedures contained in this Handbook, the employee shall adhere to his or her employment agreement.

This Handbook contains the policies in effect at the time of publication. All previously issued handbooks and any inconsistent policies or memoranda are superseded. With the exception of the statement of at-will status, nothing in this Handbook constitutes, nor should be construed as, an implied or express contract of employment.

It is important that all employees read, understand, and follow the provisions of the Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact the Superintendent of the School or Human Resources.

Again, welcome to the School.

1.2 Mission

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

- We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.
- At the end of the academic year, each Bella Mente Scholar will be at or above grade level.
- We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

- We prepare children to care for their bodies through healthy eating and living.
-

At Bella Mente, we feel the following are important for all of our students to embody:

- I am a Responsible Scholar because I take ownership and am accountable for my academic and social choices
- I am a Respectful Scholar because I speak and act with care and treat all people and things with kindness.
- I am a Safe Scholar because I am considerate and I value myself, my school, and others.
- I am a Productive Scholar because I am prepared, organized, and focused on reaching my goals.
- As a Scholar my education is important to me and I strive to achieve my full potential.

1.3 Statement of At-Will Employment Status

Except if stated expressly otherwise by employment contract, employment at the School is at-will. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or the School. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause and with or without notice at any time. Nothing in this Handbook or in any document or statement shall limit the right to terminate your employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of your employment at its sole discretion. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No manager, supervisor, or employee of the School has authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment other than at-will. Any agreement that alters the "at-will" nature of employment must be set forth in writing signed by the Superintendent and affected employee and approved by the Board of Directors.

1.4 Open Door Policy

At some time or another, you may have a suggestion, complaint, or question about the School, your job, your working conditions, or the treatment you are receiving. We welcome your concerns, suggestions, complaints and questions, and encourage you to bring them to our attention. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will address the matter and provide a solution or explanation. If the problem is still not resolved, you may present it to Human Resources or the Superintendent of the School, preferably in writing, who will address your concerns.

1.5 Internal Complaint Review Policy

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

1.6 Hiring Requirements

1.6.1 Certification

The School's teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment in accordance with applicable law. The School's teachers must obtain a Certificate of Clearance satisfying the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341. In addition to a valid California Commission on Teacher Credentialing certificate, the School may require all teachers to obtain a Montessori Early Childhood Education Credential.

1.6.2 Tuberculosis Testing

No person shall be employed by the School unless he or she provides proof of having submitted to a tuberculosis (TB) risk assessment from a health care provider within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined he or she is free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intradermal tuberculin test or any other test

for infectious TB that is recommended by the federal Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration. If the test is positive, it shall be followed by an X-ray of the lungs. Each employee shall cause to be on file with the School a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of infectious TB (as applicable).

A person who transfers employment from another public school can meet these requirements by providing a certificate from a qualified professional that shows the person was found to be free of infectious TB within 60 days of initial hire..

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four years or more often if directed by the School's Board upon recommendation by the local health officer.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The risk assessment, and examination if necessary, is a condition of initial employment, and the expense incident thereto shall be borne by the applicant. The School shall reimburse current employees for the cost, if any, of the tuberculosis risk assessment and the examination.

1.6.3 Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Superintendent. Human Resources and/or the Superintendent shall, on a case-by-case basis determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

1.6.4 Immigration Compliance

The School will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. Accordingly, all new hires must go through this procedure. The School will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

1.7 Workplace Anti-Violence Policy

The School is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, the School has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on School-related business, or while operating any vehicle or equipment owned or leased by the School.

Acts or threats of physical violence, including, but not limited to, intimidation, harassment, and/or coercion, that involve or affect the School, occur on School property, or occur in the conduct of School business off property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in School operations, including, but not limited to, School students, parents, employees, independent contractors, limited employees, vendors and anyone else on School property or conducting School business off property. Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination and/or legal action as appropriate.

1.7.1 Workplace Violence Defined

Workplace violence includes, but is not limited to, threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill

fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of School property; defacing School property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on School premises or while conducting School business on or off School property.

1.7.2 Enforcement/Complaint Procedure

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify his or her supervisor, Human Resources, or the Superintendent. If these individuals are not available, report the incident to any other supervisor and report the incident to the Superintendent as soon as he or she is available.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Superintendent.

Employees should immediately inform their supervisor or Superintendent about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

Furthermore, employees should notify Human Resources or the Superintendent if any restraining order involving the employee is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Any person who violates this policy on School property may be removed from the premises as quickly and safely as possible, at the School's discretion, and may be required to remain off School premises pending the outcome of an investigation of the incident.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, the School will inform the reporting individual of the results of the investigation. To the extent feasible, the School will maintain the confidentiality of the reporting employee. However, the School may need to disclose information in appropriate circumstances (for example, in order to protect individual safety).

If the School determines that workplace violence has occurred, the School will take appropriate corrective action and may impose disciplinary action, up to and including termination. In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence. Furthermore, employees should notify Human Resources or the Superintendent if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

2. REASONABLE ACCOMMODATIONS, DISCRIMINATION, UNLAWFUL HARASSMENT, RETALIATION, AND COMPLAINT PROCEDURES

The School is committed to providing a professional work environment free from discrimination, unlawful harassment, and retaliation. Accordingly, the School has adopted the following policies pursuant to the California Fair Employment and Housing Act, which are designed to prevent unlawful conduct in the workplace, encourage professional and respectful behavior in the workplace, promote the reporting of potential violations, and foster taking corrective action where appropriate.

All employees are expected to assume responsibility for maintaining a professional work environment in accordance with the following policies. As such, all employees who experience potential violations of the following policies are strongly encouraged to promptly report so that the School may have an opportunity to address and resolve any concerns. All other employees (particularly supervisors) are required to immediately report any potential violations of the following policies. The School is committed to responding to alleged violations of this policy in a timely and fair manner and to taking appropriate action aimed at ending the prohibited conduct.

2.1 Equal Employment Opportunity

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);

- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. The School will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. The School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

2.2 Policy Against Unlawful Harassment, Discrimination, and Retaliation

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. The School's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity,

whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

The School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Superintendent or designee.

When the School receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Superintendent) or the Superintendent or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. The School is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;

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- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee. It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate the School policy.

How to Report Complaint to Government Agencies:

Employees who believe that they have experienced unlawful conduct under these policies may also file a complaint with the local office of the California Civil Rights Department (“CRD”) or the U.S. Equal Employment Opportunity Commission (“EEOC”). The CRD and the California Civil Rights Council (“CRC”) as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, unlawful harassment, and/or retaliation or make other changes in the School’s policies. The address and phone number of the local CRD and EEOC offices can be found online or dialing 800-FREE-411.

2.3 Title IX Notice of Nondiscrimination

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by the School including, but not limited its employment policies and practices. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In accordance with Title IX and its implementing regulations, the School does not discriminate on the basis of sex in its educational programs and activities, including employment. Individuals who have questions about Title IX and its application to the School’s program and activities may contact the U.S. Department of Education’s Office for Civil Rights (“OCR”) Assistant Secretary at OCR@ed.gov or (800) 421-3481 or the School’s Title IX Coordinator.

Susan Croniser
Title IX Coordinator
155 Emerald Dr
Vista, CA 92083
760-621-8948 x303
Scroniser@bellamentecharter.org

Additional information about the School’s Title IX policies and procedures, including its complaint procedures, can be found on the School’s website at <https://www.bellamentecharter.org/title-ix-and-complaint-forms>.

2.4 Whistleblower Protection

In accordance with applicable law, the School prohibits retaliation against any employee because of the employee’s refusal to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation, or for disclosing information to a government or law enforcement agency, where the employee has reasonable cause to believe that the information discloses a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation. The School also prohibits any retaliation against an applicant or employee, and does not discriminate

against any applicant or employee, based on that applicant or employee's "whistleblowing" activity against a former employer.

Employees with concerns about practices that are believed to be illegal or violate the School's policies are encouraged to report them to their supervisor or Human Resources. Employees who come forward with credible information on practices believed to be illegal or violations of School policy will be protected from retaliation.

Any employee who reasonably believes that he or she is a victim of retaliation may also call a State of California "whistle-blower hotline" to report the retaliation: (800) 952-5665.

3. EMPLOYMENT POLICIES AND PRACTICES

3.1 Employee Classifications

Upon hiring, all employees are classified as exempt or nonexempt, full-time or part-time, and regular or limited. All employees are either exempt or nonexempt according to provisions of applicable wage and hour laws. An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. Because all employees are hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

3.2 Exempt Employees

Pursuant to applicable law, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay. Exempt employees are expected to report for work and perform their jobs in a regular and timely manner.

3.3 Nonexempt Employees

Pursuant to applicable law, nonexempt employees are entitled to overtime pay in accordance with applicable law. Nonexempt employees may have to work hours beyond their normal schedules as work demands require. Nonexempt employees are required to take meal and rest periods in the manner described in this Handbook.

3.4 Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

3.5 Regular Full-Time Employees

An employee who is regularly scheduled to work and regularly works at least 30 hours per week is considered a regular full-time employee. Generally, full-time employees may be eligible for School benefits, such as health care plans, vacation, holidays, and sick leave. Eligibility and/or entitlements to certain benefits may vary depending on the number of hours the full-time employee is regularly scheduled to work (i.e., hours regularly scheduled each week between 30 and 40 hours). However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may be an instance in which a full-time employee is eligible for some but not all of these benefits.

3.6 Regular Part-Time Employees

An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee. Regular part-time employees are eligible for paid sick leave as provided in this Handbook, but are generally not eligible for other School benefits, except as otherwise required by law. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may be an instance in which a regular part-time employee is eligible for one or more of these benefits.

3.7 Temporary Employees

An employee who is hired for a particular project or job of temporary or definite duration is considered a limited employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

A temporary employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by Human Resources.

3.8 Job Duties

Your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the School. Your cooperation and assistance in performing such additional work is expected.

The School reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

3.9 Payment of Wages

Employees are paid semi-monthly (twice a month) on the 10th and 25th of each month. If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to Human Resources. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday. The School reserves the right to change its payroll schedule at any time as it deems necessary.

Teachers working a full school year may elect a Summer Hold Back (salary deferral) during orientation. Summer Hold Back will “hold back” salary for the employee so that the employee will receive equal payments over 12 months instead of 10 months.

3.10 Overtime

All nonexempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime.

3.11 Work at Home (Nonexempt Employees)

Nonexempt employees may not take work home or perform off-the-clock work after regular working hours. All work must be performed at approved School work sites and during regularly scheduled hours unless otherwise directed by an employee’s supervisor. Any exceptions require advanced written approval from Human Resources. The School expects that all nonexempt employees will accurately record all of the time that they work, regardless of where they perform the work. Working remotely without advanced written approval may result in disciplinary action, up to and including termination.

3.11.1 Accessing the School’s Information Systems Remotely

In general, nonexempt employees should not access the School’s information systems remotely. If a nonexempt employee is specifically authorized by his/her Supervisor to remotely access the School’s information systems for any reason, all time that the employee spends performing School-related work must be recorded by the employee as time worked on his/her time card. Nonexempt employees are prohibited from working remotely or accessing the School’s information systems remotely without the actual knowledge and written approval of their direct Supervisor and Human Resources.

Additionally, any employee who is given remote access to the School’s information systems must abide by the School’s policies and procedures as they relate to information security. If there is any breach of the School’s information systems, the employee must immediately report the suspected breach to the employee’s supervisor and/or Human Resources.

3.12 Workday and Workweek

For purposes of calculating overtime, the School's standard workweek begins on Sunday at 12:00 a.m. and ends on Saturday at 11:59 p.m. The School's standard workday is 12:00 a.m. to 11:59 p.m. each day.

3.13 Meal and Rest Periods

The School prioritizes compliance with California's meal and rest period laws. All nonexempt employees are required to abide by these requirements.

3.13.1 Meal Periods

All nonexempt employees must take an uninterrupted unpaid meal period of at least 30 minutes for each work period in excess of 5 hours in accordance with this policy. Further, all nonexempt employees must take a second uninterrupted unpaid meal period of at least 30 minutes for each work period in excess of 10 hours in accordance with this policy.

Employees must begin their first unpaid meal period within five hours of starting work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period before 12:00 p.m. (noon) (i.e., by 11:59 a.m.). Further, employees must begin their second unpaid meal period (if applicable) within ten hours of starting work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her second meal period before 5:00 p.m. (i.e., by 4:59 p.m.).

An employee whose work period is 5 to 6 hours may waive, in writing, his or her right to a first meal period. The School offers written Meal Period Waiver Agreements that govern an employee's entire employment, which are voluntary and may be revoked at any time, to document the employee's waiver of first or second meal periods.

Employees are eligible for the following number of meal periods:

Length of Work Period in Hours	# of Meal Periods	Explanation
0 to ≤ 5	0	An employee whose work period is 5 hours or less is not entitled to a meal period.
> 5 to ≤ 10	1	An employee whose work period is more than 5 hours up to and including 10 hours is eligible to take a 30-minute uninterrupted unpaid meal period, unless the employee's

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Length of Work Period in Hours	# of Meal Periods	Explanation
		work period is 6 or fewer hours and voluntarily waives his or her first meal period.
> 10	2	An employee whose work period is more than 10 hours is eligible to take a second uninterrupted unpaid 30-minute meal period, unless the employee's work period is 12 or fewer hours, did not waive his or her first meal period, and voluntarily waives his or her second meal period.

Employees must take their meal periods according to the following schedule:

Which Meal Period	When
First Meal Period	An employee's first unpaid meal period must begin within 5 hours of starting work for that work period (in other words, by the end of the fifth hour of work or 4 hours and 59 minutes on the clock). By way of example, if an employee clocks in at 8:00 a.m., then the employee must clock out and start his or her meal period no later than 12:59 p.m.
Second Meal Period	An employee's second unpaid meal period must begin within 10 hours of starting work for that work period (in other words, by the end of the tenth hour of work or 9 hours and 59 minutes on the clock). By way of example, if an employee clocks in at 8:00 a.m., then the employee must clock out and start his or her second meal period no later than 5:59 p.m.

During meal periods, employees are absolutely prohibited from performing work of any kind or any amount. Employees are excused from all duties and are free to leave the premises. Employees must record the exact start and stop times of each meal period through the School's timekeeping system so that the School may monitor time records for compliance. Employees may not join together required meal periods to take a longer break.

3.13.2 Rest Periods

All nonexempt employees are authorized, permitted, and strongly encouraged to take a 10-minute paid rest period for every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour work period.

Employees are eligible for the following number of rest periods:

Length of Work Period in Hours	# of Rest Periods	Explanation
0 to < 3.5	0	An employee whose work period is less than 3.5 hours is not entitled to a rest period.
≥ 3.5 to ≤ 6	1	An employee whose work period is 3.5 hours up to and including 6 hours is eligible to take one paid rest period.
> 6 to ≤ 10	2	A nonexempt employee whose work period is more than 6 hours up to and including 10 hours is eligible to take two paid rest periods.
> 10 to ≤ 14	3	A nonexempt employee whose work period is more than 10 hours up to and including 14 hours is eligible to take three paid rest periods.

Employees whose work period is more than 14 hours may be eligible for additional rest periods. Please contact Human Resources for more information.

Whenever practicable, nonexempt employees should take their rest periods near the middle of each 4-hour work period. Nonexempt employees may not accumulate rest periods or use rest periods as a basis for starting work late, leaving work early, or extending a meal period. Because rest periods are paid, nonexempt employees should not clock out for them.

3.13.3 Daily Meal Period and Rest Period Reporting Form

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and complete a Daily Meal Period and Rest Period Reporting Form. Employees may obtain the Daily Meal Period and Rest Period Reporting Forms from Human Resources. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to his or her supervisor on the same workday that he or she experienced the non-compliant meal or rest period. The employee's supervisor is required to review and approve the form and submit the completed form to Human Resources by the end of the following business day.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by the School), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked

me to attend a meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period on the Daily Meal Period and Rest Period Form.

3.13.4 Responsibilities

Nonexempt employees are required to take their meal and rest periods in accordance with this policy. If you encounter any challenges with taking meal or rest periods in accordance with this policy, please immediately contact your supervisor or Human Resources.

Supervisors may not pressure or coerce employees to take late, short, or interrupted meal and rest periods or to skip their meal and rest periods. If you feel pressured or coerced, report it to Human Resources.

3.13.5 Discipline

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

3.14 Timekeeping

To ensure compliance with all applicable laws, nonexempt employees must accurately record all hours worked using the School's timekeeping system. This means they must clock in and out using the electronic time clock whenever they begin, cease, or resume working during the course of a workday. While employees need not clock out and in during rest periods, **all nonexempt employees must clock out and in during their meal periods**. Under no circumstances may one employee clock in or out for another employee. Exempt employees may also be expected to clock in and out or record their total time worked and report absences from work due to personal needs or illness.

Employees are prohibited from doing the following:

- Recording inaccurate time on your electronic or paper timesheet
- Recording time on another employee's electronic or paper time-sheet
- Working "off the clock"
- Failing to record all time worked
- Falsification of any timesheet
- Failing to record meal periods and document rest periods

Violation of this policy may result in disciplinary action, up to and including termination.

3.15 Personnel Records

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep Human Resources advised of changes that should be reflected in their personnel file. Such changes include but are not limited to: your name (whether by marriage or otherwise), change in address, telephone number, marital status, number of dependents, person(s) to notify in case of emergency, tax withholding information, completion of education, and change of beneficiary on group life insurance. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. The School will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to Human Resources. Only Human Resources or a designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited.

However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

3.16 Employee References

All requests for references must be directed to Human Resources. No other manager, supervisor, or employee is authorized to release references for current or former employees. The School's policy as to references for employees who have left the School is to disclose only the dates of employment and the title of the last position held. If you authorize disclosure in writing, the School will also provide a prospective employer with the information on the amount of salary or wage you last earned.

3.17 Performance Evaluations

Employees will receive periodic performance evaluations. The Superintendent or your immediate supervisor will conduct the evaluation and discuss it with you. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations should help you become aware of your progress, areas for improvement, and objectives or goals for future work performance.

Positive performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you and discussed with you by your supervisor and that you are aware of its contents.

The School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate your employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of your employment at its sole discretion. Failure by the School to evaluate the employee will not prevent the School from transferring, demoting, disciplining, or terminating an employee. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

3.18 Conflicts of Interest

While employed by the School, employees owe a duty of loyalty to the School and are required to avoid any situation that presents an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's business dealings. For purposes of this policy, "relatives" are defined to include spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Instances where an actual or potential conflict of interest may arise include, but are not limited to, the acceptance of gifts, engaging in outside activities, and personal and familial relationships.

Notwithstanding this policy, if an employee is a "designated employee" under the Board's Conflicts of Interest Code (adopted pursuant to the Political Reform Act), then the employee must comply with those provisions in addition to this policy.

3.18.1 Gifts

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a company with which the School does business but also when an employee or relative of the employee receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School. The receipt of occasional flowers, candy or gifts worth less than \$50.00 in connection with school business falls outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from Human Resources before accepting any item worth in excess of \$50.00 from students or parents. Teaching staff and other staff members are not permitted to give gifts of significant value to students or parents.

3.18.2 Outside Activities

The School recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to the School's business. However, employees may not engage in any outside activity, including outside employment, which presents an actual or potential conflict of interest. Such outside activities must not affect the employee's work hours, interfere or conflict with the employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that may impact the employee's job performance. Each employee must disclose to the Superintendent any outside activities he or she believes presents an actual or potential conflict interest so that the School may assess and prevent potential or actual conflicts of interest from arising. The employee is required to obtain written approval that such outside activities does not create an actual or potential conflict of interest from Human Resources before engaging in such outside activities.

Employees also may not use the School's name, logo, supplies, equipment, or other property in connection with any outside activities. If you have any questions regarding the potential impact of any outside activities, including outside employment, please contact Human Resources prior to engaging in such activity.

3.18.3 Personal and Familial Relationships

Employees have an obligation to place the School's interests before their own and to exercise good judgment on behalf of the School. Personal involvement with a parent, vendor, supplier, or subordinate employee of the School, which impairs an employee's ability to exercise good judgment on behalf of the School, creates an actual or potential conflict of interest. An employee involved in any such relationship must immediately and fully disclose the circumstances to Human Resources for a determination as to whether a conflict exists. If an actual or potential conflict of interest exists, the School will take appropriate corrective action according to the circumstances, up to and including termination.

Relatives of employees may be eligible for employment with the School only if the individuals involved do not work in a direct supervisory relationship or in job positions in which an actual or potential conflict of interest could arise. Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the School will take appropriate action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign.

Failure to comply with the Conflicts of Interest Policy may result in disciplinary action, up to and including termination.

3.19 Discipline

Inappropriate conduct, such as violation of School policies and rules and/or poor performance, may warrant disciplinary action. Under appropriate circumstances, the School may

subject an employee to a range of disciplinary action that includes, but is not limited to, verbal warnings, written warnings, suspension, or termination. The system is not formal, and the School may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to and including immediate termination of employment. The School's use of varying forms of discipline does not alter the at-will employment relationship in any way. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

3.20 Voluntary Termination

Although employment with the School is at-will, the School requests that an employee who intends to voluntarily leave his or her employment with the School provide appropriate written notice to their supervisor or Human Resources. This advance notice will provide your supervisor adequate time to complete the termination process and ensure a smooth transition for your departure from the School. All School-owned property (laptops, cell phones, student files, student grades and work product, lesson plans, keys, files, identification badges, credit cards, etc.) must be returned immediately upon termination of employment.

Except as otherwise provided by law, an employee who fails to report to work for three or more consecutively scheduled workdays without notice to, or approval by his or her supervisor, will, in most cases, be deemed to have voluntarily terminated his or her employment with the School.

4. STANDARDS OF CONDUCT

4.1 Prohibited Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct injurious to security, personal safety, employee welfare, and the School's operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination:

- Falsification of employment records, employment information, or other School records. This includes making false statements or omitting material information in the application procedure for employment.
- Falsifying any time record.
- Theft, damage, or destruction of any School property or the property of any employee, student or parent.
- Removing or borrowing School property without prior authorization.
- Unauthorized use of School equipment, time, materials, or facilities.

- Provoking a fight or fighting during working hours or on School property or during a School-related activity.
- Participating in horseplay on School time or on School premises.
- Carrying real or replica firearms or any other dangerous weapons on School premises at any time or during a School-related activity.
- Causing, creating, or participating in a disruption of any kind during working hours on School property or during a School-related activity.
- Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders or instructions of a supervisor or administrator, or the use of abusive or threatening language toward a supervisor or administrator.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students, parents, or other employees at any time on School premises or during a School-related activity.
- Unreported and/or unexcused absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime (nonexempt employees only).
- Working “off the clock” or failing to record or report all hours worked (nonexempt employees only).
- Failing to keep confidential information pertaining to parents, students, employees, or vendors.
- Violation of any safety, health, security, or other School policies, rules, or procedures.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee, parent or student, or about the School.
- Poor personal hygiene and grooming habits unless otherwise protected by law.

- Gambling of any type on School premises or during a School-related activity.
- Violation of the Drug and Alcohol Abuse Policy, including, but not limited to, refusing to submit to a drug/alcohol test mandated by the School to the extent permitted by law.
- Unauthorized use of cameras or other recording devices on School premises or during a School-related activity.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from the School.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Unfit for service, including the inability to appropriately instruct or associate with students.
- Performing unauthorized work on School time.
- Failure to observe designated areas limiting smoking, eating, drinking, or other activities.
- Smoking or using tobacco products on School property.
- Unprofessional conduct.
- Failure to possess or maintain the credential/certificate required of the position.
- Allowing a visitor onto campus without prior authorization and without the appropriate clearances.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
- Failure to adequately supervise students.
- Refusal to speak to supervisors or other employees.
- Dishonesty.

- Any other conduct detrimental to other employees or the School's interests or its efficient operations.

This statement of prohibited conduct does not alter the School's policy of at-will employment. The School and you retain the right to terminate the employment relationship at any time, with or without reason or advance notice.

4.2 Employee-Student Relations Policy

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate boundaries. If a student specifically requests that he or she not be touched, then that request should be honored to the extent possible.

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on the School's website at [. <https://www.bellamentecharter.org/important-documents>

4.2.1 Boundaries Defined

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

4.2.2 Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee's perspective, but may be perceived as an inappropriate interaction from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as inappropriate or sexual misconduct or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Employees must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that he or she not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

(a) Unacceptable Behavior

This list (and any subsequent lists) is not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy:

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or Superintendent. It is recommended that any such gifts be approved by Human Resources along with the rationale therefor;
- Kissing of any kind;
- Massage (Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan);
- Full frontal or rear hugs and lengthy embraces;
- Sitting students on one's lap (grades 3 and above);
- Touching buttocks, thighs, chest or genital area;
- Wrestling with students or other staff member except in the context of a formal wrestling program;
- Tickling or piggyback rides;
- Any form of sexual contact;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from School;
- Furnishing alcohol, tobacco products, or drugs to a student or failing to report knowledge of such conduct;
- "Dating" or "going out with" a student;
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online;
- Leaving campus alone with a student for lunch;

- Undressing in front of a student;
- Making, or participating in, sexually inappropriate comments;
- Sexual jokes or jokes/comments with sexual overtones or double entendres;
- Sharing a bed, mat, or sleeping bag with a student;
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of a school employee;
- Listening to or telling stories that are sexually oriented;
- Discussing your personal troubles or intimate issues with a student;
- Becoming involved with a student such that a reasonable person may suspect inappropriate behavior;
- Giving students a ride to/from School or School activities without the express, advance written permission of the Superintendent and the student's parent or legal guardian;
- Being alone in a room with a student at the School with the door closed and/or windows blocked from view;
- Allowing students at your home and/or in rooms or areas within your home without signed parental permission for a preplanned and pre-communicated educational activity which must include the presence of another educator, parent, or designated School volunteer;
- Excessive attention toward a particular student;
- Mirroring the immature behavior of minors;
- Sending e-mails, text messages, instant messages, social media messages, or letters to students or making phone calls or sending notes if the content is not about School activities. Communication via personal accounts such as social media is prohibited;
- Being "friends" with a student on any personal or non-School social media website;
- Communicating with students or parents/guardians in violation of the School's Social Media Policy;
- Engaging in inappropriate and/or unprofessional communications with students on School social media;

- Using profanity with or to a student;
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues; and
- Inflicting, or causing to inflict, corporal punishment upon a student. "Corporal punishment" means willful infliction of, or willfully causing the infliction of, physical pain on a pupil.

(b) Acceptable Behavior

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Pats on the shoulder or back;
- Side hugs;
- Handshakes;
- "High-fives" and hand slapping;
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact;
- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials);
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only;
- Holding hands while walking with small children or children with significant disabilities;
- Assisting with toileting of small or disabled children in view of another staff member;
- Touch required under an IEP or 504 Plan;
- Reasonable restraint of a violent person to protect self, others, or property;
- Obtaining formal written pre-approval from Principal to take students off School property for activities such as field trips or competitions, including parental written permission and waiver form for any sponsored after-school activity whether on or off campus;

- E-mails, text messages, phone conversations, and other communications, if permitted, to and with students must be professional and pertain to School activities or classes (communication should be initiated via transparent, non-private School-based technology and equipment);
- Keeping the door wide open when alone with a student;
- Keeping reasonable and appropriate space between you and the student;
- Stopping and correcting students if they cross your own personal boundaries (including touching your legs, or buttocks, frontal hugs, kissing or caressing);
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior;
- Keeping after-class discussions with a student professional and brief;
- Immediately asking for advice from senior staff or administrators (such as the Principal) if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with a student;
- Involving the Principal in discussions about situations related to boundaries that have the potential to become more severe (including, but not limited to, grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult);
- Making detailed notes about an incident that, in your best judgment, could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers;
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges;
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular School hours;
- Prioritizing professional behavior during all moments of student contact;
- Asking yourself if any of your actions which are contrary to these provisions are worth sacrificing your job and career.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the

application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

4.2.3 Reporting Violations

When any employee becomes aware of another employee (or volunteer, guest or vendor) having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must promptly report the suspicion to the Principal or Human Resources. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse. All reports will be kept as confidential to the extent possible.

4.2.4 Investigating

The Superintendent will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Superintendent shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report within thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Superintendent or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

4.2.5 Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

4.3 Child Physical/Sexual Abuse and Neglect Reporting

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. It does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Superintendent occurs after the phone-in report.

4.4 Solicitations, Distributions, and Access

In order to maintain and promote efficient operations, discipline, and security, the School maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and rest break periods.

2. No employee shall distribute or circulate any written or printed material, other than those approved by management for School purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in this section, working areas excludes designated meal and break rooms.

3. No employee shall enter or remain in School work areas for any purpose except to report for, be present during, and conclude a work period. Nonexempt employees must not begin work and clock in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for the day is completed. Work area does not include School parking lots, gates, or other similar outside areas unless an employee is assigned to work in such areas.

4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on School property.

5. Non-employees must sign in at the front office before entering School property.

Violations of this policy may result in disciplinary action, up to and including termination.

4.5 Bulletin Boards

The School uses bulletin boards to communicate important business information such as safety rules, statutory and legal notices, School policies, and management memos. Each employee has the responsibility to read the information that is posted on bulletin boards. Employees may not post material on bulletin boards without the approval of Human Resources.

4.6 Drug and Alcohol Abuse Policy

It is the intent of the School to promote a safe, healthy and productive work environment for all employees. We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, “illegal drugs” includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). “Marijuana” means and includes medicinal marijuana, marijuana vaping or other recreational marijuana use. “Drug paraphernalia” means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. “Under the influence” means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, marijuana and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, marijuana, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, marijuana, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, marijuana, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, marijuana, or drug paraphernalia in a locker, desk, automobile, or other repository on the School’s premises;
- Refusing to submit to an inspection or testing when requested by the School;

- Being under the influence of illegal drugs, marijuana, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event;
- Conviction under any criminal drug statute for a violation occurring in the workplace; or
- Failure to keep all prescribed medicine in its original container.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect the safety of you, other employees and students.

This policy will not be construed to prohibit the use of alcohol at social or School-related functions sponsored by the School where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, marijuana, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. The School's property includes, but is not limited to, desks, cabinets, lockers, any furniture, storage space or room, and rooms normally used to store employees' personal property. The School reserves the right to search and inspect the School's property for business-related purposes and/or to ensure compliance with School policies. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Abuse Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

To the extent permitted by law, the School may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more employees observe an employee acting in such a manner to raise suspicion that the employee is under the influence of an illegal drug, marijuana or alcohol or is acting in such a manner that they may harm themselves, another employee or students. Any refusal to submit to such testing will be considered a positive screen unless prohibited by law. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal unless prohibited by law. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may also be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation. In addition, employees have an obligation to notify the School of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after the conviction. Failure to do so may result in discipline, up to and including termination.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

4.7 Schedule and Working Hours

The School's administration office hours are 8:00 a.m. to 4:00 p.m., Monday through Friday, however some departments may vary. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Superintendent or your supervisor will assign your individual work schedule. In order to accommodate the needs of our school, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Superintendent.

4.7.1 Teachers

The work schedule for teachers shall include onsite hours. A normal workday for teachers begins at least one hour before scheduled class start time and continues until at least one hour after class end time. It is expected that teachers will attend professional development days, night performances, parent meetings in the evening, orientation, and other school events that may occur on the weekend. Teachers shall be present at additional times as may be reasonably necessary.

4.7.2 All Other Employees

Normal operating hours at the School are 8:00 a.m. to 4:00 p.m. Monday through Friday. Your supervisor will assign your work schedule. Once assigned, this work schedule can be changed by your supervisor at any time for such reasons as to better serve the students, fluctuations in the School's calendar, or the reorganization of your responsibilities.

4.8 Punctuality and Attendance

Each of our employees plays an important role in getting the day's work done. Therefore, each employee is expected to be at his or her work station on time each day and to remain there throughout his or her scheduled hours. Tardiness, even for good reasons, is disruptive to our operations and interferes with our ability to satisfy our students' needs. Excessive tardiness can result in discipline, up to and including termination, to the extent allowed by applicable law.

If you are going to be late for work for any reason, you must personally notify your supervisor as far in advance as possible and in any case no less than one hour before your shift starts so that proper arrangements can be made to handle your work during your absence. Of course, some situations may arise in which prior notice cannot be given. In those circumstances, you must notify your supervisor as soon as possible. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your supervisor—you must personally contact your supervisor in a timely manner. If you are required to leave work early, you must also personally contact your supervisor and obtain his or her permission. If you are a teacher and will be late or absent for non-illness related reasons, you must follow all applicable substitute teacher policies and procedures. Teachers are required to keep an up-to-date substitute folder in their classroom with lesson plans and pertinent class and student information.

As an employee of the School, you are also expected to be regular in attendance. Any absence causes problems for those whom you serve and your fellow colleagues as well as your supervisor. When you are absent, others must perform your workload, just as you must assume the workload of others who are absent. Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal and rest periods when appropriate or when required to leave on authorized School business. Late arrival, early departure, or other absences from scheduled hours are disruptive and must be avoided. In all cases of absence, employees must provide their supervisor with an honest reason or explanation. Employees also must inform their supervisor of the expected duration of any absence. Absent extenuating circumstances, you must call in on any day you are scheduled to work and will not report to work. Excessive, unexcused absenteeism will not be tolerated and, to the extent allowed by applicable law, may result in disciplinary action, up to and including termination.

Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three consecutively

scheduled workdays, the School will, in most cases, consider that you have abandoned your employment and have voluntarily resigned.

4.9 Personal Standards

Employees are expected to maintain the highest standards of personal cleanliness and present a neat, clean, tasteful, and professional appearance at all times. Employees should wear clothing appropriate for the nature of our operations and the type of work performed. Supervisors may issue more specific guidelines.

Employees are expected to maintain a professional appearance and to wear clothing appropriate to their position and suitable to the work performed without compromising safety. Visible facial and body piercings, other than piercings of the ears, and/or shirts with pictures or words depicting violence, racial or gender discrimination, drugs/alcohol, or sex related items are not allowed. Visible tattoos are not permitted and must be covered at all times. The intent is to represent the School in the best possible light. Check with your supervisor if you have any questions regarding appropriate dress standards.

It is the intent of the School that all employees present themselves to our students, parents, and general public in a manner which enhances their professional position. It is also the intent of the School to ensure all employees model, for students, attire appropriate to success.

All employees are expected to dress in a professional manner. Clothing should be neat, clean, in good repair, and appropriate for on the job appearances at all times. Employees shall not wear on the outside of their clothing any jewelry or similar artifacts that are obscene, distracting, or may cause disruptions to the educational environment. Employees must adhere to the following guidelines:

- Clothing with short sleeves must cover all undergarments. Shorts are not considered appropriate attire (with the exception for the physical education instructor).
- “Casual Fridays” attire will be at the discretion of the Superintendent.
- Jeans in presentable condition may only be worn on Fridays. No jeans that are well-worn or contain holes, rips, or tears will be permitted. Skinny or tight fitting jeans or jeggings are not permitted.
- Leggings may be worn under other articles of clothing (such as a top) which covers to the mid-thigh or longer.
- Dresses and skirts which are no shorter than three inches above the knee. Dresses and skirts which are ankle length and tight enough to hinder walking are not acceptable attire. The slit of a dress or skirt must come no higher than three inches above the knee.

- Athletic shoes are not acceptable for nonphysical education teachers. However, special needs foot attire, to accommodate foot problems or appropriate activities may be addressed by the Principal. Athletic shoes are allowed on the playground and during other times (such as field trips and physical education) when regular dress shoes may be a hazard.
- Shoes and sandals without a back strap are not acceptable. Closed toe is preferred. Beach style flip flops are not acceptable attire.
- Hats are not to be worn inside.
- Jeans, tennis shoes, and shorts (no shorter than three inches above the knee) shall be allowed on field trips that involve outdoor activities and at appropriate after school events.
- Custodians and Maintenance Workers shall wear appropriate safe, casual clothing which is respectful of all staff and students.

By enacting this dress code policy, the School recognizes that there are occasions when individuals may need to wear specific clothing due to medical reasons or due to a sincerely held religious practice, belief, or observance. When such is the case, the employee should notify in writing his or her supervisor of the medical necessity or his or her sincerely held religious practice belief, or observance that gives rise to the need for deviation from this dress code policy.

All attire must be in compliance with the School's dress code policy. Any attire deemed inappropriate by Human Resources is prohibited. The employee may be asked to return to work with the appropriate attire.

The Superintendent may, in his or her sole discretion, permit employees to deviate from the dress code policy when school is not in session and students are not present. Employees will be notified by the Superintendent when such a deviation is permitted, defining the parameters of the dress code policy based on seasonal weather conditions, special events, and the like.

4.10 Confidential Information

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential, if learned as a part of the employee's job performance. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

The School prohibits audio and/or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to developing and acquiring its trade secrets and confidential information. As an employee of the School, you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization from the Superintendent. Any and all school property, trade secrets or confidential information shall be returned to the School upon request, during extended leaves of absence or upon termination of employment.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Employees must refer any person seeking School records or information to Human Resources for handling.

Confidential Mail: Mail and other forms of correspondence that have been labeled “Confidential” are not to be opened by anyone other than the addressee or an individual designated by the addressee, unless otherwise directed by School management.

Disposal of Confidential Materials: All confidential/proprietary paper must be shredded in a timely manner and consistent with applicable retention policies, if any. The School provides shredders in the administration office for this purpose. Under no circumstances are any confidential materials to be placed in normal trash containers.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

4.11 Legal Claims or Proceedings

Any employee of the School who receives notice of any possible legal claim against the School, including threatened or actual litigation, investigation or inspection (“legal proceeding”), must immediately notify the Superintendent.

4.12 Data Security and Privacy Policy

The School maintains confidential student information in both written and electronic form. The School is committed to safeguarding the School's confidential corporate and student information and has implemented certain technical and organizational measures to

protect such information against accidental, unauthorized or unlawful loss, alteration, access or disclosure.

Many employees have been granted access to such information as may be necessary to perform their job duties. It is a violation of the School's policy to take any measures to disable or circumvent any of the access controls designed to protect the School's confidential information, or to use another employee's password to gain access to such information, or to otherwise attempt to or gain access to any information to which the employee has not been granted access. It is also a violation of the School's policy to disseminate any of the School's confidential corporate, student, or other information to an unauthorized person or entity, or to any unauthorized e-mail accounts outside of the School's network.

4.13 Computer Usage and Privacy

Every employee who is provided access to the School's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

4.13.1 Definitions

The School's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, chromebooks, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks and/or servers.

4.13.2 Ownership and Conditions of Use

The Communications Systems is the property of the School. It has been provided by the School for the sole purpose of conducting School-related business as well as other business that is approved by the Superintendent of the School. All communications and information transmitted by, received from, or stored in these systems are School records and the property of the School. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Electronic communications are a means of business communication. The School requires all employees to conduct themselves in a professional manner. Employees should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on School letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of the School's Communications Systems and the users thereof against unauthorized or improper use of these systems, the School reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the Superintendent

or his or her delegatee. The School also reserves the right periodically to monitor the use of its Communications Systems and to access employees' voice mail, Internet access, and e-mail for that purpose or any other business-related purpose upon authorization of the Superintendent or his or her delegatee.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Employees are required to comply with the School's Computer Usage and Privacy Policy and agree to be bound by this policy by using the School's Communications Systems.

4.13.3 Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within the School. The School has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside the School, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All employees must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

4.13.4 Prohibited Use

Employees are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

- Employees are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of any protected category as defined in the School's Discrimination, Unlawful Harassment, Retaliation and Complaint Reporting Procedures Policy herein or any other consideration made unlawful by federal, state, or local laws, ordinances or regulations. The School's policies against discrimination, harassment, and retaliation apply to the use of the Communications Systems.
- Employees are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.
- Employees are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.

- Employees are prohibited from using the Communications Systems for visiting, or transmitting or receiving data to or from, social networking websites, including, but not limited to, Facebook, X, Pinterest, LinkedIn, SnapChat, Instagram, YouTube, TikTok, and instant messaging, games, and music download programs.
- Employees must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the Superintendent of the School.
- Employees may not waste computer resources, including, but not limited to, unfairly monopolizing resources to the exclusion of others (including sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, engaging in online chat groups, instant messaging, printing unauthorized multiple copies of documents, or otherwise creating unnecessary network traffic).
- Employees must not alter, copy, transmit, or remove School information, proprietary software, or other files without proper authorization from the School.
- Employees are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail and voice mail mailboxes without proper authorization, based on legitimate business reasons, from the Superintendent or his or her delegatee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

4.13.5 Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting School business. Incidental and occasional personal use of the Communications Systems is prohibited and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

The School, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of, or prior notice to, any employee.

Although the School entrusts employees with the use of voice mail, e-mail, computer files, software, or similar School property, employees should keep in mind that these items have been installed and maintained at great expense to the School and are only intended for business purposes. At all times, they remain School property. Likewise, all records, files, software, and electronic communications contained in these systems also are School property. Employees are advised that electronic files, records, and communications on School computer systems, electronic communication systems, or through the use of School telecommunications

equipment are not private. Although they are a confidential part of School property, employees should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Passwords do not imply privacy. Additionally, these systems are subject to inspection, search, and/or monitoring by School personnel for any number of reasons. As a result, employees do not have an expectation of privacy in this regard. The School is not responsible for costs incurred when employees use School telephones or e-mail systems for personal matters.

Employees should be advised to use voice mail and e-mail as cautiously as they would use any more permanent communication medium such as a memorandum or letter. Employees should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after “deletion.”
- May be accessed by authorized service personnel.
- May be examined by management without notice.

There will be times when the School, in order to conduct business, will utilize its ability to access an employee’s e-mail, voice mail, computer files, software, or other School property. The School also may inspect the contents of an employee’s voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when the School suspects that School property is being used in an unauthorized manner.

The School reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any employee, including disclosure to law enforcement officials.

4.13.6 Personal Devices

Employees of School who are provided with a School-owned device are not permitted to use a personal device to complete job duties. No School employee may save School related files on personal devices. All documents used to complete work functions may only be accessed or saved on the School provided Google Drive or other authorized Communication Systems. Exceptions to this policy may only be granted by the Superintendent and must be in writing.

4.13.7 Discipline for Violations of Policy

Any person who discovers misuse of the Internet access or any of the School’s Communications Systems should immediately contact Human Resources or the Superintendent

of the School. Any employee who violates any part of this policy will be subject to discipline, up to and including immediate termination.

4.13.8 Policy May Be Amended at Any Time

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. The School reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

4.14 Social Media

4.14.1 Scope

In light of the explosive growth and popularity of social media technology in today's society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the School; (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites or (7) create or use a School-affiliated social media account.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, X, SnapChat, Instagram, Pinterest, LinkedIn, TikTok, and YouTube, as well as related web-based media, such as Reddit, blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

Employees are required to comply with *all* School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

4.14.2 Standards of Conduct

Employees are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal School-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consent from the students' parents/guardians is obtained.
- You may not engage in social media activities during working hours. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Administration.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Administration.
- We encourage employees to be fair and courteous to fellow employees, students, parents, vendors, suppliers, or other people who work on behalf of the School. We also encourage employees to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, suppliers, or other people or organizations who work on behalf of the School, or that might constitute harassment or bullying.

- Employees must make sure to always be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, suppliers, people or organizations who work on behalf of the School, or competitors.
- Never represent yourself as a spokesperson for the School unless authorized by the Superintendent to do so. If you publish social media content that may be related to your work or subjects associated with the School, you must make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, suppliers, or other people or organizations who work on behalf of the School. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the School.”
- Never be false or misleading with respect to your professional credentials.

4.14.3 Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media platforms that are owned and operated by the School, including Google Classroom platform. Employees are only permitted to communicate and connect with students’ parents or guardians regarding School-related matters on social media platforms that are owned and operated by the School, including the School’s Google Classroom platform. Classroom social media pages, including, but not limited to, Classroom Facebook pages are not considered School operated and may not be created or managed by a School employee, unless otherwise approved by the Superintendent and provided the employee follows this policy. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media accounts may result in disciplinary action, up to and including termination.

The IT Department, in addition to Administration, are responsible for approving requests for School social media accounts, monitoring School social media accounts for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The School owns, operates, and controls all School-affiliated social media accounts. The School has final approval over all content and reserves the right to close the social media account at any time, with or without notice. Any unlawful, inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media account that is owned and operated by the School in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create a School social media account from the School.

- Contact the IT Department to set up the social media account. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media account created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

4.14.4 Access

Employees are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are School property.

As a result, the School may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

4.14.5 Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

4.14.6 Retaliation Is Prohibited

The School prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

4.14.7 Questions

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Administration.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School

employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

5. OPERATIONAL CONSIDERATIONS

5.1 Employer Property

Desks, files, copiers, lockers, and supplies, both office and household, are School property and must be maintained according to School rules and regulations. They must be kept clean and are to be used only for work-related purposes. Employees do not have any expectation of personal privacy in any School property. The School reserves the right to inspect all School property to ensure compliance with its rules and regulations, without notice to the employee and/or in the employee's absence.

Prior authorization must be obtained before any School property may be removed from the premises. All School property must be immediately returned upon request, an extended leave of absence, and/or termination of the employment relationship.

5.2 Employee Property

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. The School is not responsible for any lost or stolen personal items at work. Terminated employees must remove any personal items at the time they leave the School. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination, unless the parties have arranged otherwise.

5.3 Security

The security of the premises, as well as the welfare of employees and students, requires that you be constantly aware of potential security risks. Therefore, please comply with the following security procedures to ensure a secure workplace. Be aware of persons loitering for no apparent reason (e.g., in parking areas, walkways, entrances/exits, and classrooms). If you notice such a person, report it to Human Resources, the Superintendent of the School, or your supervisor. Secure your work area when called away from it for any length of time, and do not leave valuable and/or personal articles in or around your work area. You should immediately notify the Principal, Human Resources or the Superintendent when any person(s) are acting in a suspicious manner in or around the facilities or when keys, security passes, or identification badges are missing.

Always ensure that all visitors have signed in at the front office through the Raptor System and are wearing appropriate visitor tags/badges. Suspicious persons or activities should be reported to the Principal, Human Resources or the Superintendent. Secure your desk or office and lock your classroom at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The Faculty Lounge has been established as a place where

employees can go to relax, eat, or meet in a relaxed atmosphere. Access to this area should be restricted to employees only so that security concerns can be minimized. The security of facilities and the welfare of our students and employees depend on the alertness and sensitivity of every individual to potential security risks.

5.4 Health and Safety

Every employee is responsible for the safety of himself or herself as well as others in the workplace. To achieve our goal of maintaining a safe workplace, everyone must be safety conscious at all times. In compliance with California law and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program (“IIPP”). The IIPP is available for review by employees and/or employee representatives. Contact Human Resources if you wish to review the IIPP or if you have any additional questions concerning this policy.

Employees shall not be prohibited from accessing their mobile device or other communication device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to confirm their safety during an emergency condition. An emergency condition means: (i) conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or (ii) an order to evacuate a workplace, a worksite, a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

5.5 Smoking Policies

All School buildings and facilities are non-smoking facilities. Smoking is prohibited on the School’s premises or within 20 feet of a School building and within 25 feet of a school playground, whichever is farther. This includes, but is not limited to, nicotine and non-nicotine cigarettes including herbal cigarettes, marijuana, cigars, pipes as well as e-cigarettes and vaping. Employees who wish to smoke must limit their smoking to tobacco products during meal and rest periods off premises. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

5.6 Housekeeping

All employees are expected to keep their work areas clean and organized. Common areas such as lunchrooms and restrooms should be kept clean by those using them. Please clean up after meals. Dispose of trash properly.

5.7 Lactation Accommodation

The School supports breastfeeding mothers by accommodating any employee who wishes to express breast milk during her workday when separated from her newborn child.

Employees have the right to reasonable time and access to a private area during the workday to express milk, as set forth below. Employees may use their meal and/or rest

periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

To request the above, please contact Human Resources. The School will respond accordingly, generally within two business days.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on their website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

5.8 Parking

Employees may use parking facilities as directed by their supervisors. The School is not responsible for any loss or damage to employee vehicles or contents while parked on School property.

5.9 Conducting Personal Business

Employees are to conduct only School business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours. Any employee who violates this policy will be subject to appropriate disciplinary action, up to and including termination.

5.10 Media Contacts

Members of the media may contact the School to inquire about our school. In all cases, inquiries by the media are to be referred to the Superintendent. No employee may discuss, confirm or deny any general or specific matters with the media without prior authorization from the Superintendent.

5.11 Advertising

The School's trademarks and logos may not be used in any way without prior written approval from the Superintendent. This includes usage in newspaper advertisements, audio or videotaped announcements or ads, posters, fliers, or any other print medium used for promotion.

Promotional items may only be purchased and disbursed with prior written approval.

5.12 Employees Who Are Required to Drive

Employees who are required to drive their own vehicle on approved School business will be required to show proof of a current, valid California driver's license and proof of current, effective auto insurance coverage. If at any time an employee's driver's license or auto insurance is terminated, revoked, cancelled or suspended, s/he must notify his/her supervisor immediately and refrain from driving a School vehicle until his/her license and/or insurance is reinstated. To the extent permitted by law, the School retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked or who fails to maintain personal automobile insurance coverage.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving must refrain from using their cell phone while driving unless they are using a hands-free device. Safety must come before all other concerns. Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages or emails while driving is also prohibited.

Drivers are expected to follow state laws while driving vehicles, including obeying speed limits and observing rules of the road. Moving violations, parking tickets, and accidents are an employee's responsibility and the School will not reimburse for fines, tickets, or traffic school that are imposed as consequences of driving behaviors. Specific citations, restrictions, suspensions and revocations of driving privileges, may result in loss of School driving privileges and discipline up to and including termination.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by the School or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves, students, or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

Violations of this policy will be subject to disciplinary action, up to and including termination.

5.13 Expense Reimbursements

The School's policy is to reimburse its employees for all necessary expenditures incurred in direct consequence of the discharge of their duties. The School requests that employees submit their reimbursements within 30 days of incurring the cost.

5.13.1 Cell Phones

Some employees may be eligible to participate in the School cell phone plan, rather than receive reimbursement for a personal cell phone plan. Employees who receive a School cell phone must not use a personal phone to conduct School-related business. Employees who are not provided with a School-issued cell phone are discouraged from conducting School-related business on their personal cell phones. If an employee is required, out of necessity, to use the employee's personal cell phone, the employee may be eligible to receive reimbursement for the charges for such business-related usage. To receive reimbursement, the employee must provide the School with a copy of his or her cell phone bill, indicating which charges are business-related. The employee will either receive reimbursement for those charges or, if the usage is included in the employee's cell phone plan, the employee will receive reimbursement for the phone plan in proportion to his or her business use. For instance, if an employee pays \$100 per month for a cell phone plan and 10% of his or her use is business-related, the employee will receive a reimbursement of \$10.

6. EMPLOYEE BENEFITS/LEAVES

6.1 Holidays

Regular full-time nonexempt employees are eligible for holiday pay. All other employees, i.e., part-time employees, limited employees, exempt employees, and teachers are not eligible for holiday pay. Exempt employees will receive their regularly scheduled pay during School-recognized holidays. To be eligible for holiday pay, an employee must be working must work both the business day before and after the holiday unless absent due to use of paid sick leave:

New Year's Day
Martin Luther King, Jr. Day
President's Day
Memorial Day
June 19
Independence Day
Labor Day
Veterans Day
Thanksgiving Day
Christmas Day

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may elect to close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

If a holiday falls during vacation, the observed holiday will be paid as a "holiday" rather than a vacation day. Employees on unpaid leaves of absence do not earn holiday pay.

6.2 Vacations

All regular full-time employees begin to earn and accrue vacation starting on the first day of employment as a regular full-time employee. Employees in any other classification (e.g., part-time, temporary, etc.) and hourly employees who work 10 months out of the year are ineligible for vacation benefits. Vacation accrues on an as-worked basis. Therefore, employees who only work 10 months will only accrue during those 10 months. Vacation will not accrue during any unpaid leave of absence, inactive time, unpaid time, or non-working time.

All regular full-time employees will accrue vacation as follows:

Classification	Vacation Accrual Rate	Vacation Accrual Cap
12-Month Employees	Up to 10 days (80 hours) per year	120 hours
Superintendent	Up to seven days (56 hours) per year	84 hours
Assistant Superintendent/ Directors (215 day employees)	Up to five days (40 hours) per year	60 hours
Director of Special Education/ School Principal/Assistant Principal (210 day employees)	Up to three days (24 hours) per year	36 hours
10 -Month Employees (including teachers and support providers)	Up to three days (24 hours) per year	36 hours

Although regular full-time employees begin accruing vacation the first day of employment in full-time status, they will be ineligible to take time off and receive vacation benefits until they complete at least six months of service. Employees must receive approval from their supervisor before they may take time off for vacation.

Accrued unused vacation may be carried over from one year to the next. However, as noted in the charts above, there is a cap on vacation accrual. Although employees are encouraged to use all earned vacation time each year, employees may accrue up to their maximum accrual as set forth above. Once the employee's vacation time reaches the maximum accrual cap, further accrual of vacation time is suspended until the employee has reduced the vacation time balance below the accrual cap. If the employee later uses enough vacation time to fall below the maximum accrual cap, the employee will resume earning paid vacation time from that date forward. In such a case, no vacation time will be earned for the period in which the employee's vacation time was at the maximum.

For both exempt and nonexempt employees, vacation time is suggested to be taken in minimum increments of four hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she may be required to use accrued vacation to make up for the absence.

All employees must have supervisory approval before taking vacation, which must be requested at least 10 business days in advance of the beginning of the anticipated vacation period. Employees must submit a Time Off Request online for approval to their supervisors and then to Human Resources. Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements.

Although the School will attempt to accommodate vacation request to the greatest extent possible, there is no guarantee that any given vacation request will be granted, and the School reserves the right to deny a vacation request based on operational needs of the School. At the start of the school year, employees are expected to submit vacation requests. Approval of vacation requests is subject to the School's discretion and will be based on operational needs and seniority. Thereafter and throughout the year, vacation requests will be granted on a first-come, first serve basis.

It is preferable for employees at site-dependent programs to take vacations when students are not in school such as winter break, spring break, and for applicable employees, during the summer. For applicable employees, vacations for the summer may not begin until the program has officially closed out the year with central administration. Also, employees need to prepare to participate in numerous trainings during the month of August. Vacation time taken in August must be scheduled around training dates.

The School reserves the right to schedule vacation time for employees or to compensate employees for accrued, unused vacation time at any time in its sole discretion. For those employees that are eligible for holiday pay, if a holiday occurs during your vacation period, you will receive holiday compensation for that day.

Employees who terminate their employment for any reason will be paid for any accrued but unused vacation time in accordance with this policy. Vacation time is paid at the employee's final rate of pay at the time of the employee's separation.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law. Please consult Human Resources with questions regarding this policy.

6.3 Sick Leave

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

6.3.1 Eligible Employees

All employees (including part-time and temporary) who work for the School more than 30 days within a year in California are eligible to receive PSL as set forth in this policy.

6.3.2 Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member.

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee, or a designated person. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law. "Designated person" means a person identified by the employee at the time the employee requests paid sick days. Only one individual may be a "designated person" per 12-month period.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

6.3.3 Allotment Amount and Carryover

Eligible employees will be allotted PSL days as follows:

- **Certificated (Teachers) Employees:** Teachers that work a full academic school year shall be allotted eight PSL days (or 64 hours) each school year (First day of school year-June 30) on August 16.

- Administration Exempt Employees Working the Entire School Year (12 month employees): On July 1, all eligible employees will be allotted six PSL days (or 48 hours) per school year (July 1-June 30).
- All Other Employees: On July 1, all eligible employees will be allotted five PSL days (or 40 hours) per school year (July 1-June 30).

PSL days for all employees are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work for the school year as noted above. If an employee is hired after the start of the school year (i.e., July 1 or August 16 for teachers), the employee shall receive a prorated amount of PSL based on the employee's first day of work, but in no event shall be less than five (5) days or 40 hours, whichever is greater. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

6.3.4 Limits on Use

Exempt eligible employees may use PSL beginning on the first day of employment.

Nonexempt eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of one hour. If an exempt or nonexempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

6.3.5 Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. Upon return from an unexpected sick leave absence, employees must complete an Absentee Report.

If you expect to be absent from work for more than five days or if you have an expectation of periodic absences due to a specific medical condition, please contact Human Resources.

6.3.6 Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

6.3.7 No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

6.4 Bereavement Leave

All employees who have worked with the School for at least 30 days prior to the commencement of the leave may be eligible for up to five days of leave upon the death of a family member. Regular full-time employees will receive pay for up to three days during the leave of absence. All other employees will receive time off without pay. Eligible employees may use any accrued leave, such as paid time off, vacation, or sick leave during the unpaid leave of absence.

The School may request documentation to certify the need for such leave. Upon request, employees must provide documentation of the death of the family member within 30 days of the first day of the leave. “Documentation” may include, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

For the purposes of this policy, “family members” include: a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law. “Child” means a biological, adopted, or foster child, a stepchild, a legal ward, a child of a domestic partner, or a person to whom the employee stands in loco parentis. “Parent” means a biological, foster, or adoptive parent, a parent-in-law, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. “Sibling” means a person related to another person by blood, adoption, or affinity through a common legal or biological parent. “Grandchild” means a child of the employee's child. “Grandparent” means a parent of the employee's parent.

Bereavement leave as stated above must be approved by the Superintendent in advance and must be completed within three months of the date of the death of the family member, but need not be consecutive. Under extenuating circumstances, employees who are not eligible for paid bereavement leave or eligible employees who wish to extend their bereavement leave beyond five days may request to do so in advance from their supervisors. In the event that the School approves such an advance request at its discretion, the absence or extended absence will be charged to the employee's vacation. If the employee does not accrue vacation or has used all his or her accrued vacation, the absence or extended absence will be without pay.

6.5 Reproductive Loss Leave

All employees who have worked with the School for at least 30 days prior to the commencement of the leave may be eligible for up to five days of unpaid leave following a reproductive loss event. For the purposes of this policy, “reproductive loss event” means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction, as these terms are defined by law.

The leave must be taken within three months of the reproductive loss event, but need not be consecutive. However, if an employee is on, or chooses to take, leave pursuant to the California Family Rights Act, the Pregnancy Disability Leave law, or any other leave

entitlement provided under state or federal law, the employee must complete their reproductive leave loss within three months of the end date of the other leave. If an employee experiences more than one reproductive loss event within a 12-month period, the School may deny unpaid time off requested under this policy in excess of 20 days within a 12-month period.

Reproductive loss leave is unpaid. However, eligible employees may use any accrued leave, such as paid time off, vacation, or sick leave during the unpaid leave of absence.

The School shall maintain the confidentiality of any employee requesting leave under this policy. Any information provided to the School pursuant to this policy shall be maintained as confidential and shall not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

The School prohibits retaliation against any individual who exercises their right to reproductive loss leave or who gives information or testimony as to their own reproductive loss leave, or another person's reproductive loss leave, in an inquiry or proceeding related to rights guaranteed under applicable law.

6.6 Family and Medical Leave Act (FMLA) / California Family Rights Act (CFRA)

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by

the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
 4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
 - Pay during FMLA/CFRA Leave
 4. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time,

supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not extend the length of the FMLA/CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

The School may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen [15] days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
 2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

6.7 Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 ¹/₃ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave
 1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
 2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
 3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.
- Health Benefits

the School shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. the School can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee’s failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.

- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.
- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.
 - Medical Certifications
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
 - Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
 2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with the School policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee

must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

6.8 Unpaid Leave of Absence (Medical)

In an effort to comply with its duty to accommodate employees with qualifying disabilities, the School may provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to the School. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay.

Employees will be required to use any accrued vacation and PSL during any unpaid portion of this leave. Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

6.9 Discretionary Unpaid Leave of Absence (Non-Medical)

The School may grant a discretionary unpaid leave of absence to employees in certain unusual circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor and Human Resources during your leave, and to give prompt notice if there is any change in your return date.

The School has complete discretion to deny a personal leave of absence in any circumstance. All requests for personal leave will be evaluated on an individual basis by management and Human Resources. In evaluating a request for unpaid leave, the School will consider various factors, including but not limited to the following:

- School/department needs and the impact on the organization

- Reason for requesting the leave
- Length of service
- Work performance record
- Attendance record

During a personal leave, you will earn no compensation. However, you must use accrued vacation time.

Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay for premiums under the provisions of COBRA. Thus, during the period of your unpaid personal leave, you remain responsible for the payment of the entire amount of your health benefit premiums.

If your leave expires and you have not contacted your supervisor or the School, the School will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Employees taking a personal leave of absence are not guaranteed reinstatement. The School will have complete discretion to fill their position. Only the Superintendent has authority to commit the School to any arrangement contrary to this and will do so only in writing.

Additional types of leave may also be available pursuant to applicable federal, state or local laws. Please contact Human Resources for more information.

6.10 Military Leave

The School shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services or the Federal Emergency Management Agency (“FEMA”) reserves who deploy to major disaster sites in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

The School will reinstate employees returning from military leave to their same position or one of comparable seniority, status, and pay as required by law.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

The School shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

6.11 Jury Duty/Witness Duty

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties. Recognizing that schools are seasonal, the courts allow postponement of service to a date chosen by the employee during non school hours.

Nonexempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

6.12 Time Off for Voting

The School encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then the School will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballot from work.

6.13 Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

6.14 School Appearance and Activities Leave

As required by law, the School will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of the School, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a

required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

6.15 Leave for Crime Victims and Their Family Members

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

6.16 Rights for Victims of Crime or Abuse

The School provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide the School with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide the School one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.

3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, the School will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal.

6.17 Adult Literacy Leave

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

6.18 Alcohol and Drug Rehabilitation Leave

Pursuant to California law, the School will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

This policy in no way restricts the School's right to discipline an employee, up to and including termination of employment, for violation of the School's Drug and Alcohol Abuse Policy.

6.19 Civil Air Patrol Leave

Pursuant to California law, the School will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

6.20 Leave for Bone Marrow and Organ Donors

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

7. INSURANCE BENEFITS

7.1 Medical Insurance

Eligible employees may participate in the School’s medical insurance plan, subject to plan and eligibility requirements. Subject to applicable law, there is no guarantee that the School will continue to maintain a medical insurance plan or that the terms and conditions of any such plan will not be changed at any time. Further, in order to continue participation in any such plan, employees may be required to pay a part of the premium. Eligible dependents and spouses of the employee may be eligible to enroll in the medical insurance plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee’s eligibility for and participation in the plan.

7.2 Disability Insurance (Wage Supplement)

The School contributes to the State of California to provide you with State Disability Insurance (“SDI”) pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. SDI provides partial wage replacement benefits which may be payable when you cannot work because of illness or injury not caused by employment with the School or when you are entitled to temporary workers’ compensation at a rate less than the daily disability benefit amount.

SDI is a partial wage supplement provided concurrently while an employee takes an eligible leave of absence under School policy and applicable law. SDI is administered consistent with California law. For more information regarding this program, you may contact the EDD directly. The EDD is solely responsible for eligibility determinations related to SDI benefits.

7.3 Paid Family Leave Insurance Benefits (Wage Supplement)

Under California law, eligible employees may participate in the Paid Family Leave (“PFL”) insurance program, which is part of the state’s unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, or adoption), or to participate in a qualifying event because of a family member’s (i.e. a spouse, registered domestic partner, parent or child) military deployment to a foreign country. The PFL program does not provide job protection or reinstatement rights. It is a partial wage supplement administered by the EDD which is provided concurrently while an employee takes an eligible leave of absence under School policy and applicable law.

PFL is administered by the EDD consistent with California law. For more information regarding this program, you may contact the EDD directly. The EDD is solely responsible for eligibility determinations related to PFL benefits.

7.4 Unemployment Compensation

The School contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

7.5 Social Security

Social Security is an important part of every employee’s retirement benefit. The School pays a matching contribution to each employee’s Social Security taxes.

7.6 Workers' Compensation Insurance

At no cost to you, you are protected by the School's workers' compensation insurance policy while employed by the School. This policy covers you in case of occupational injury or illness.

**EMPLOYEE HANDBOOK ACKNOWLEDGMENT
AND AT-WILL AGREEMENT**

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I have received a copy of Bella Mente Montessori Academy's Employee Handbook. I understand that it is my responsibility to carefully read and understand its contents and I agree to follow the policies stated therein. Unless specified otherwise in an agreement between me and the School, I understand that I am an at-will employee and that the School and I both have the right to terminate my employment at any time, with or without notice, and with or without cause. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the School. I understand that these conditions of my employment may not be modified orally and may only be modified in a writing signed by the Superintendent of the School and me and approved by the School's Governing Board.

I understand that nothing in the Handbook is intended, nor should be construed, as a limitation of my right and the School's right to terminate the employment relationship at any time, with or without notice, and with or without cause, or the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that nothing in the Handbook is intended, nor should be construed, to create an implied or express contract of employment contrary to this express at-will agreement or to the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that the School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my at-will status and the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. The foregoing constitutes the entire terms of the agreement between me and the School regarding the duration and at-will nature of my employment and the School's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion.

Date: _____

Signed: _____

Employee

Employee Printed Name: _____

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Superintendent or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Employee Handbook

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

APPENDIX H: CERTIFICATE OF LIABILITY INSURANCE



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/29/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS **WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 2050 Main Street Suite 1250 Irvine CA 92614	CONTACT NAME: Arthur J. Gallagher & Co. PHONE (A/C, No, Ext): 949-349-9800 FAX (A/C, No): 949-349-9900 E-MAIL ADDRESS:
INSURED California Charter Schools Joint Powers Authority Bella Mente Charter School 1737 W. Vista Way Vista CA 92083	INSURER(S) AFFORDING COVERAGE INSURER A: Safety National Casualty Corporation INSURER B: Scottsdale Insurance Company INSURER C: California Charter Schools JPA INSURER D: INSURER E: INSURER F:

License#: 0D69293
CALICHA-03**COVERAGES****CERTIFICATE NUMBER:** 778300799**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
C	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR ☒ Sexual Abuse* ☒ Educators E&O GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC ☐ OTHER:	Y	Y	CCSJPA MOC 2025-26	7/1/2025	7/1/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ Included GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Crime \$ 1,000,000
C	☐ AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☒ SCHEDULED AUTOS ☒ HIRED AUTOS ONLY ☒ NON-OWNED AUTOS ONLY ☒ Comp/Coll			CCSJPA MOC 2025-26	7/1/2025	7/1/2026	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	☐ UMBRELLA LIAB ☐ OCCUR ☐ EXCESS LIAB ☐ CLAIMS-MADE ☐ DED ☐ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
C A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N ☐	N / A	CCSJPA MOC 2025-26 SP 4066643	7/1/2025 7/1/2025	7/1/2026 7/1/2026	☒ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B B C	Employment Practices (Claims-Made) Directors & Officers (Claims-Made) Fiduciary (Claims-Made)			EKS3577874 EKS3577861 CCSJPA MOC 2025-26	7/1/2025 7/1/2025 7/1/2025	7/1/2026 7/1/2026 7/1/2026	Each Wrongful Act/Agg \$ 1,000,000 Each Wrongful Act/Agg \$ 1,000,000 Each Wrongful Act/Agg \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

*Sexual Abuse Coverage is on Claims Made basis.

The district its officers, officials, employees, agents, and volunteers are included as additional insured with respects to General Liability per the attached endorsement in accordance with the terms, conditions, and exclusions of the policy, as respects: Outside Services | Authorizing School District. Waiver of Subrogation is included. This insurance is primary, and all other insurance is non-contributory.

CERTIFICATE HOLDER**CANCELLATION**Vista Unified School District
1234 Arcadia Ave
Vista, CA 92084

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY

ENDORSEMENT: attaching to and forming part of Memorandum of Coverage #CCSJPA-MOC-2025-26

GENERAL LIABILITY

BLANKET ADDITIONAL COVERED PARTY ENDORSEMENT

It is hereby understood and agreed that where the **NAMED MEMBER** is required by a written contract or agreement to include a person or organization as an **ADDITIONAL COVERED PARTY** prior to an **OCCURRENCE**, such person or organization is hereby included as an **ADDITIONAL COVERED PARTY** under **SECTION I GENERAL LIABILITY** pursuant to the terms set forth therein.

Where Certificates of Coverage are requested for **ADDITIONAL COVERED PARTIES** who do not fall within the Memorandum of Coverage's GENERAL DEFINITION below, prior agreement of underwriters and subsequent endorsement of this Memorandum of Coverage are required.

GENERAL DEFINITIONS

ADDITIONAL COVERED PARTY means any person, organization, trustee, or estate to whom, or to which the **NAMED MEMBER** is obligated by virtue of a written contract or agreement which is executed prior to an **OCCURRENCE** to provide coverage as is afforded by this MOC, but only with respect to operations or services performed by, or on behalf of, the **NAMED MEMBER**. The coverage afforded to such **ADDITIONAL COVERED PARTY** shall be no broader than the coverage and limits afforded by this MOC or required by written contract or agreement, whichever is less, and is subject to all the terms, conditions and exclusions of this MOC. **ADDITIONAL COVERED PARTY** does not include a sponsoring district of a **NAMED MEMBER** unless obligated by virtue of a **NAMED MEMBER CONTRACT** or written contract or agreement to provide insurance or coverage such as is offered by this MOC, and subject to the limitations on coverage provided in such written contract or written agreement.

This endorsement is part of Memorandum of Coverage number CCSJPA MOC 2025-26

Effective Date: July 1, 2025

Except as amended in this Endorsement, this coverage is subject to all coverage terms, clauses, conditions, and exclusions in the Coverage Document to which this Endorsement is attached.

APPENDIX I: FAMILY HANDBOOK 2025-26



Bella Mente Academies

Family Handbook 2025-2026

(760) 621-8948

1737 W. Vista Way Vista, CA 92083

www.bellamentecharter.org e-mail:

info@bellamentecharter.org

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Mission and Values

The mission of Bella Mente Academies is to provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori. We promote an educational atmosphere that encourages socioeconomic diversity. 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.

Bella Mente Academies (“BMA”) provides a Montessori curriculum, integrated with the common core standards, for students ranging from transitional kindergarten through eighth grade. ***Bella Mente is committed to serving the best interest of the student.*** Parental participation is strongly encouraged and highly valued in terms of the contribution it makes to the child's education and the school community. However, parental involvement is not a requirement for acceptance to, or continued enrollment at BMA.

High academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Creative, passionate, progressive teachers who are committed to the Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and service

Core Beliefs

Dr. Montessori’s fundamental goal was to prepare the child for the “real world” and recognized that each student is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual students may be unique in nature. In response to this, BMA has chosen to adopt a “principles-based” approach to professional conduct and school-wide behavior management. Under such an approach, BMA staff members have met and agreed upon a common set of principles, which shall serve as the basis for all interactions and decisions that may arise within the school community.

Empirical research has shown us that people learn in two ways: Through experience and by modeling. Recognizing that each person comes to our community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. As we strive to acknowledge the unique nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus, staff members are encouraged to approach situations and decisions with the understanding that the coaching, counseling, and/or

consequences implemented shall be consistent with the set of values and principles agreed upon by the staff.

The following list of core beliefs outlines the professional attitudes and actions of all staff members of this school:

1. Our professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.
2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in any way that does not create a problem for others.
3. Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.
4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including misbehavior, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledge that misbehaviors are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.
6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with which they were involved.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be found here: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-modek12.pdf>.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Erin Feeley, Executive Director
Bella Mente Academies
1737 W. Vista Way
Vista, CA
760-621-8931
efeeley@bellamentecharter.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Academic Program and Overview

Who was Maria Montessori?

Maria Montessori was a doctor, research scientist, and educator from the late 1800s – early 1900s who made observations about how children learn. The Montessori Philosophy of Education is based on Dr. Maria Montessori's observation that children have a natural desire to learn and that stages of development exist for which there should be corresponding educational environments and trained adults who prepare these environments. Children can learn independently in a prepared environment with teachers who guide and serve as the links between the student and the environment. By providing freedom of choice, this enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively. They learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. At BMA students are challenged to create, explore and imagine.

Montessori Education provides children with a lifetime gift – the opportunity to fully develop their innate intellectual, physical, social and emotional potential. BMA encourages parents to be an integral part of their child's education by learning about the Montessori philosophy, observing in the classrooms, and volunteering for events in the school. Volunteering in the classroom is not allowed to ensure a prepared and distraction free environment.

Montessori: "A Cosmic Approach to Education"

The Montessori philosophy was originally developed in the early 1900s by Dr. Maria Montessori to enhance a child's opportunities for learning, relevant to the student's relationship to the world around him/her. Over the years, the philosophy has evolved to challenge the whole child's personality and intellect in a variety of multicultural settings. Her teaching system is based on a strong integration of adult to child observation and practical hands-on activities. From her observations, she designed functional learning environments created to support and enhance a child's innate desire to learn about the world around him/her. Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a two to three-year age span within the classroom; enabling students to work and learn at their own pace, as well as in group settings. The integration of varied age spans allows older students to gain confidence by working and role modeling materials with

younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other. This combination of order and freedom is facilitated by what is called "*the prepared environment*".

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials she/he needs in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. This, in turn, decreases the need for direction from the teacher. As a result, children develop internal rather than external referencing. The teacher is also better able to observe the total classroom environment. Within Bella Mente, each classroom follows Montessori's concepts and is carefully designed to provide for the developmental needs of its students.

The areas of the classroom consist of materials to support learning in the core subjects of language arts (reading and writing), mathematics, and geometry while also providing concentrations in the areas of history, geography, and natural sciences (biology: botany, zoology; astronomy, etc.). Cultural subjects such as art, music, second languages and physical education are interwoven. Each class contains materials that teach specific concepts for the particular age range. The materials are designed in a logical sequence of skill acquisition and concept building while reinforcing the development of abstract thinking. In this way, the students observe and experience a movement toward self-set goals. The learning materials initially isolate knowledge to one concept at a time in a concrete manipulative style. Eventually, the child progresses toward an abstract, more divergent level of evaluation.

The Montessori teacher acts as a facilitator of information and is always responsible for what is called "making the match". Through observation and standardized assessments, the teacher assesses the needs and level of each student to guide him/her towards a path to meet his/her individual interests, maturity levels, capabilities and educational needs. As a result of these assessments, teachers can make adjustments in individual learning plans, both academically and behaviorally. The student who is in a period of self-directed activity can be given much freedom regarding choice. All students can work at their own speed and must demonstrate mastery of material before moving on.

BMA offers these prepared classrooms in a variety of age/grade combinations. In the early grades, students receive the foundation of the Montessori curriculum by learning and practicing the cornerstone concepts of:

- Care of Self
- Care of Environment
- Control of Movement, and *very importantly*,
- Grace and Courtesy

The elementary or cosmic approach to learning introduces educational opportunities in a new and exciting light. It is designed to begin with the aspects of impressions. For the first six years of life (first plane of development), the child has absorbed the world around him/her: visually, auditorily, and tactually. Mastery of concrete experiences has taken place. Moving into the second plane of

development, we can now begin an adventure of building abstractly on these early concrete experiences.

The following information is an overview of BMA's philosophy for elementary (second plane of development) and middle school (third plane of development) Montessori programs. For this experience to be a successful adventure, it calls for a fully participating and committed team. We look forward to working with your child(ren) and your family and we welcome you as a member of this team dedicated to providing the most optimum learning environment for your child(ren).

Planes of Development

Developmental levels consist of distinct planes with certain characteristics that should be considered in formulating a plan for the child's education. These varying characteristics may be considered from four distinct aspects:

Intellectual

Social

Emotional

Moral

Intellectual: Dr. Montessori identified two sensitive intellectual periods during the second and third planes: Imagination and the understanding of the abstract. Imagination is the great power of this age. This special mental ability enables us to imagine what exists or has existed but cannot be seen because of time or distance. Not only can imagination travel through infinite space but also through infinite time. So, the child aged 6 to 12, and then 12 to 16, uses a creative imagination based on reality in order to psychologically conquer the world.

At these ages, the student's need to assimilate concepts using the concrete Montessori materials is still prevalent, and many appropriate materials are provided. The elementary and middle schoolaged child develops the ability to move from the concrete into abstraction of a concept, based on this repeated opportunity for concrete experience.

Between the ages of 6 to 16 is the period of life during which the elements of all science should be given. This time frame could be called the "sensitive period of culture." In the early years of life, the child takes in her/his immediate environment. After the age of six, the child becomes involved in the greater community, growing into global awareness. In Montessori education the child is able to do this through "Cosmic Education."

The starting point of Cosmic Education is to introduce a vision of the world as a whole. To offer culture in terms of a cosmic vision means to show the intimate and interrelated relationship between things, living nature, and humankind. It also means the ability to understand the cosmic task of each element and of each force in the cosmos, including our human society and each of us as individual members of society.

Social: In the second and third planes, the group beyond the family, the peer group, now attracts the child. Children begin to form a society of their own peers and resist adult control as far as possible. The basic moral principle in operation during these periods requires a commitment from the individual: The commitment of the individual to the peer group.

Emotional: The child aged 6 to 16 is generally less accommodating to adults. Dr. Montessori explained this developmental change in terms of Nature's logic, whose aim is to arouse in the child not only a hunger for knowledge and understanding but also a claim to mental independence, a

desire to distinguish good and evil by one's own power, and to resist limitation by arbitrary authority.

Moral: During the second and third planes, a sensitive period of morality comes to the forefront. A concept of justice is born at this age, together with a growing understanding of the relationship between our acts and the needs of others. Children at these ages will react strongly against anything they regard as unjust or unfair.

According to Dr. Montessori, nature has equipped the children of this age (6-16) with the qualities of loyalty, generosity, a sense of responsibility, a strong sense of justice, admiration for what is outstanding and progressive, and a distaste for trivialities. The children of this age want to become self-sufficient, prove their new independence, and help their neighbor.

One of Montessori's basic principles is that the adult should understand the natural tendencies driving the child at each plane of development and cooperate with those tendencies rather than go against nature.

Basic Academic Areas of BMA's Montessori Educational Program

Montessori education offers a wide variety of academic study for all students, in a way that interrelates each subject to the others, which in turn supports the development of a better-rounded individual. One of the classic components of the Montessori approach is to provide uninterrupted units of work time for the students, to allow them ample opportunity to work through various academic tasks each day. At BMA, breaking the academic day into two distinct parts provides these units of work time: Core academics (Language Arts, Math, and Geometry) are most often presented in the morning, and cultural subjects, such as History, Geography, and Science are usually presented in the afternoon. Practical Life lessons are practiced daily (care of self, care of environment, control of movement, grace and courtesy), and subjects traditionally referred to as cultural in nature (fine art, performing art, second languages, etc.) are interwoven throughout the week.

Core Subjects

Reading and Language are essential for all areas of learning. Children learn phonetically through the use of tactile materials such as sandpaper letters, through auditory repetition and visual identification. Then they progress into reading and working independently through study cards (e.g. Albanesi) that give direction to their individualized program and to their research. Reading and language are integral parts of all cultural lessons.

Writing is used in almost every academic experience. Printing and cursive are developed in the early years, as the child is ready. Later, students develop formal writing and composition skills.

Basic Math facts (counting, addition and subtraction) are stressed as the prerequisite for accomplishing the more-advanced math that follows: fractions, long multiplication and division, powers of numbers, systems of numeration, squaring, and cubing.

Geometry is studied as it assists in the development of a creative capacity in the child. It is the foundation toward the construction of reality. This progression flows naturally from the 3-6 year old experience with sensorial materials.

Cultural Subjects

Subjects such as History, Geography, and Science are referred to as Cultural Lessons and are studied as interrelated aspects of the same world.

History begins with the concept of time and evolves each year through a study of the Fundamental Needs of Humans, the Timeline of Life, and Stages in the Progress of Civilization. Geography continues from the preschool period with completed work in maps. Successive work includes a study of landforms and their classified nomenclature in conjunction with the study of the earth as our home. Geology continues this study of the earth and its historical relationships.

Science encompasses units of study in areas such as Biology, Astronomy, and Chemistry in the later grades, and is presented in a way that allows the student to explore and observe the world around him/her. Biology is initially presented to younger students through dual studies divided between Botany and Zoology; beginning with Botanical and Zoological Classified Nomenclature. These units of study continue with experiments on vital functions of the plant kingdom and a comparative study of the vital functions of the different phyla and classes of the animal kingdom, progressing into a study of human functions and structure.

Research and Projects

Within the Montessori method, opportunities for study and projects on various levels of thinking are essential. Critical and creative-thinking skills are an integral link to the Montessori Cosmic philosophy and curriculum. Furthering a child's study and understanding of concepts is accomplished by applying their learning in research projects and presentations.

Homework Policy

Homework is not necessarily a traditional component of the Montessori philosophy but is crucial to the success of students at BMA. While students will not be given a burdensome amount of homework, teachers recognize the importance of their students completing follow-up activities in the home to supplement work completed in class. In addition, work which is not completed by the student during traditional in-class work periods will be sent home for the student to complete and return.

BMA teachers have developed their own homework practices that will be shared with parents/guardians during orientation at the beginning of each school year. When there is no assigned homework, we recommend that you encourage your child to read.

Character Education and Peace Education

Teaching Students to Become Contributing Members of Their Society

BMA recognizes that the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Montessori curriculum is developed to encourage and support students in the further development of the civic values and ethical behaviors that support them to become responsible and caring citizens, family members, and workers within society. Character education is interwoven throughout the educational program and fosters qualities such as: honesty, respect for self, others and property, morality (understanding what is right, legal and ethical), responsibility, human dignity, empathy, justice, civility, courage, and concern for the common

good. BMA encourages all students to participate in community service projects to learn the importance of giving back to their community.

BMA believes in the dignity of all and that everyone, including students, families and staff, should be treated with dignity and respect. There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome within our schools. Differences are celebrated! As a part of Cosmic Education (a study of each cosmic unit in relation to the whole), Maria Montessori was an advocate of Peace Education: the idea that the study and understanding of different cultures and societies would lead to acceptance and peace between nations. The breadth of the Montessori curriculum is designed to provide students with this exposure to a variety of cultures, societies, and beliefs, and to support students to be good citizens, as well as, progressive and compassionate thinkers and high-level communicators.

In accordance with this aim, BMA will not tolerate behavior by students, families, staff or visitors which is insulting, degrading or stereotyping of any disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55.

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
 - Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
 - Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker ●
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

The Montessori Classroom Environment

In Montessori education, the whole child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the body, mind, and spirit; the physical, mental, emotional, social, and academic needs of the child must constantly be taken into consideration. At BMA, this is our first priority. To be successful, staff AND parents need to be committed to the following precepts:

- BMA has chosen to implement the philosophy of Dr. Maria Montessori versus a traditional educational approach. Therefore, BMA classrooms and school environment will operate using the concepts and methodology of Montessori.
- BMA believes that children need proactive and positive affirmation regarding self- image and esteem.
- BMA provides guidance in the area of behavior and attitudes; and recognizes that each child has a unique personality, likes and dislikes, values, strengths and challenges. Uniqueness of the child will be honored while providing guidance.
- Each class establishes rules within the first week of the school year. It is the expectation that these rules are set with the understanding that everyone will respect and follow them. This

provides the child with the ability to reason and think for her/himself and to experience natural consequences for her/his choices.

- At BMA, children are encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.
- All levels and styles of learning are encouraged. BMA references both Gardner's Multiple Intelligence Theories and Bloom's Taxonomy of Cognitive Thought Process structures to enhance the critical thinking skills of all students.
- Placement, pretests and posttests are conducted in language arts and mathematics. Reading assessments will be conducted for reading readiness.
- At BMA, personal responsibility and accountability is taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- BMA will provide clear and timely communication to families in all areas of the educational program.

TK/Kindergarten Program: (culmination of ages 4 to 6 years)

TK/Kindergarten is the culmination of the early childhood program which addresses the needs of the child during the first plane of development. Within this class, students transition from parallel play to an attitude of cooperative play. During this stage of development, the child gravitates toward a desire to work along with her/his peers. The TK/Kindergarten classroom allows these concepts to develop naturally through the role modeling of the teachers as well as the integration of age levels and interests.

In the TK/Kindergarten environment, the students *explore Montessori materials*. In mathematics, the Golden Bead Material is used to introduce the decimal system and progresses into the four mathematical operations (addition, subtraction, multiplication and division) in a concrete fashion. The Sensorial area concentrates more on geometry that eventually ties in with concepts in math. Language and reading materials guide the child toward recognition of the alphabet both by letter name and phonetically. "Sight words," those words in the English language not phonetically pronounced, are introduced gradually.

Upon mastery of the above foundational tasks, pre-reading and reading skills are integrated with the use of small primer books designed to allow the child to read successfully at their own level. Writing extensions are now integrated to strengthen the interest in reading. D'Nealian style manuscript handwriting is incorporated in all areas of the classroom, both in pre-writing or tracing activities, along with actual experience stories. The students move through writing of lower case letters first, and follow with the upper case, capital letters.

The Practical Life area of the classroom enables the child to extend her/his concentration, coordination, and independence into a stronger sense of order for the future. In Kindergarten, the cultural lessons explore the areas of zoology, botany, geography, history, art and music. Within each area, specific units of study are presented. Physical Education is also explored within a group process, both indoors and out.

Lower Elementary Program: First through Third Grade Levels (ages 6 to 9)

BMA focuses on the aspects of the Cosmic Curriculum of Montessori philosophy. We work toward continuously increasing self-direction and independence of the junior child, age 6- 9 years. In

achieving these goals, the students gain strong self-concepts and effective roles of direction in self responsibility. Our staff believes that to provide an appropriate learning environment for the child, we must encourage opportunities for reflective thinking, problem solving, and critical evaluation. Our environment provides opportunities for creative expression and encourages divergent thinking skills. We can allow and encourage your child's personal rate of learning, and can vary our teaching strategies to accommodate the needs of each individual student.

The curriculum is specifically designed with the elementary child in mind. We integrate the structure of Dr. Montessori's methodology, by using the core subjects of Language Arts, Mathematics, and Geometry, within the Cultural Subjects (including but not limited to: History, Geography, Zoology, and Botany) as our foundation of knowledge. Chromebooks are used to familiarize students with the workings of technology, keyboarding skills, and simple research are available in each classroom. Physical Education is based on California standards and occurs within the school week.

BMA integrates the expectations of the common core standards for this age and developmental stage and has paid careful attention to aligning the Montessori curriculum with state standards across the board. If you would like to view the curriculum for a particular level, please feel free to ask the teacher.

Upper Elementary Program: Fourth through Sixth Grade Levels (ages 9 to 12)

The philosophy of Montessori education is to encourage the student to classify, analyze, and evaluate information based on the introduction of any given academic subject matter from an impressionistic viewpoint. The goal for the student is to take information and apply it to real life experiences. These experiences then create opportunities for critical thinking and logical analysis.

The upper elementary curriculum continues to be specifically designed with the elementary child in mind. Core subjects of Language Arts, Mathematics, and Geometry are integrated throughout the Cultural Subjects (including but not limited to: History, Geography, and Science) as they remain the base for further knowledge and deeper exploration. Computer technology and research skills are taught to enhance the students' academic experience and prepare them for future academic and professional applications. Physical Education is a regular component of the curriculum, as well.

The upper elementary expectations of the common core standards for this age and developmental group serve as a minimum standard, with the Montessori curriculum often surpassing these minimum standards and offering students personal challenges toward academic excellence.

"Normalization"

Dr. Montessori used the terms "normal" and "normalization" to describe a unique process she observed in child development. When children are allowed freedom in an environment suited to their needs, they blossom. After a period of intense concentration, working with materials that fully engage their interest, children appear to be refreshed and content. Through continued concentrated work at their own academic level, children grow in inner discipline and peace. This progression of self-development and harmony is what Dr. Montessori referred to as the "normalization process". Dr. Montessori cited "normalization" as "the single most important result of our work" ("The Absorbent Mind", by Dr. Maria Montessori, 1949).

At the beginning of each school year, you will hear teachers and other staff members refer to the period of normalization. This is a time when students are acclimating to their new environment, their new teachers, and their new classmates. This is also the time when students will be learning how to use the bulk of new classroom materials and working to establish expectations and order within their classroom peer group. Once students have had a chance to “normalize”, parents will begin to observe a very wonderful routine and structure to the daily and weekly classroom activity.

Materials in the Montessori Classroom

BMA has developed a process for carefully reviewing and selecting all of the instructional materials, textbooks, and library books used in our school. Our review process is very important to ensure that your children have the best possible instructional tools and to assure consistency throughout our program.

For the younger students in the Montessori classroom, learning materials are arranged invitingly on low, open shelves. The materials are beautiful and inviting, increasing the child’s interest in using them. During specified periods of uninterrupted work time, children may choose from all the lessons that have been demonstrated to them, particularly those that attract their interest, and work with them as long as they hold the child’s interest (independence and freedom of choice). When students have finished with each lesson (job), they return it to the shelf from which it came (care of environment and self-responsibility).

Each lesson in a Montessori classroom isolates one specific quality. In this way, the concept that the child is to discover is presented more clearly. Moreover, the materials are self-correcting. When a piece does not fit, or is left over, the child easily perceives the error, thus eliminating the need for adult correction. The child is able to solve problems independently; building self- confidence and analytical thinking skills, and earning the satisfaction that comes from accomplishment.

For the older students, instructional materials are appropriate to their level of learning and a higher level of independent work takes place. New concepts are introduced using the Montessori materials, and as understanding takes place, the students move to abstract work with the concept. Many of the same Montessori materials introduced in the lower grades are utilized once again in the upper elementary classroom, but are used for more complex curriculum.

Movies shown in class

Occasionally educational movies will be shown at school. These movies have been reviewed by staff and are shown specifically for their educational content in conjunction with the relative curriculum. “G” rated non-educational movies may be shown on occasion. Appropriate PG movies will require prior parental permission. No movies rated PG-13, R, X, or NC-17 by the motion picture industry are shown at any grade level.

Instructional Use of the Internet: School Use of Internet Services is a Privilege

BMA recognizes the necessity for students of today to be computer literate, and computers are provided in each classroom for student use. Before students may use the Internet at school, they must have parent/guardian permission on file and meet with their teachers to review school policies regarding Internet use, along with the consequences for not following these policies. Students wishing to use the Internet will sign an agreement to abide by these policies. The policy details

what is expected of anyone using the Internet, email services, designing a webpage, researching, or using education programs online. Content filters are installed by BMA to eliminate exposure to undesirable Internet sites.

School Use of Internet Guidelines include:

- Use of the Internet is a privilege.
- Those under 18 may not reveal their last names, addresses, or phone numbers.
- All content on school computers, servers, emails, and drives is subject to periodic review and that by using these resources, the user acknowledges that there is no guarantee of privacy.
- Messages related to or supporting illegal activities will be reported to authorities, and messages are subject to the same restrictions as any material prepared for distribution.
- Transmission or reception of copyrighted material; material protected by trade secret; product advertisement or political lobbying; material that is obscene, libelous, slanderous, gang-related, incites students and/or staff to create a clear and present danger by promoting unlawful acts on school grounds, violation of school regulations, or disrupts orderly operation of school are prohibited and will result in termination of the user's Internet privileges. Additionally, the user will be subject to all applicable consequences.
- Acts of vandalism, such as knowingly downloading or uploading computer viruses, will result in termination of the user's Internet privileges and will subject the user to all applicable consequences, including but not limited to financial restitution from the family to repair/replace damaged equipment and resources.

The Technology Use Agreement signed by students, parents, and teachers may be viewed on the BMA website and the end of this document.

Special Education and Students with Disabilities

BMA desires and is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the SELPA. California law requires public schools, including charter schools, to provide a free appropriate public education to all students, including those with exceptional needs. Although most students' needs are met through the traditional Montessori curriculum, occasionally supplemental services are needed. BMA may arrange for outside agencies or a neighboring school district to provide these services if they are not available at the BMA campus. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your

child may be eligible for special education services, please contact the Director of Special Education.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request from the Principal or Assistant Principal.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code (“WIC”).
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
- “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved

with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as “Foster and

Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Gladys Espino, Director of Support Services and Child Nutrition Services
1737 W. Vista Way
Vista, CA 92083
760-621-8948
gespino@bellamentecharter.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child’s status as a foster youth, currently migratory child or child of a military family, as follows:

For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's educational records and student information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable

information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the Front Office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Front Office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii))

Gladys Espino, Director of Support Services and Child Nutrition Services
1737 W. Vista Way
Vista, CA 92083
760-621-8948
gespino@bellamentecharter.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian ² in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the Front Office or can be found online at www.bellamentecharter.org.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Front Office.

The Faculty of Bella Mente Academies

The Montessori teacher observes and participates in all classroom activities. The goal of each staff member is to assure that each student's needs are being met from the perspectives of safety, physical and emotional well-being, and academic excellence.

The style of teaching in a Montessori "prepared environment" is quite different from that of the teacher in a traditional classroom, who imparts the same lesson to all the children at the same time.

² "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. Section 1903 of Title 25 of the United States Code

In a Montessori "prepared environment," the teacher's role is more of a guide or facilitator of the many different concurrent learning projects. To do this effectively requires special training to observe each child for signs of readiness, and to select the appropriate material to introduce at the appropriate time.

BMA is committed to the preservation and implementation of Montessori methodology, principles and curriculum within its educational program. All teachers shall hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, except that flexibility shall be given with regard to teachers of noncore, non-college preparatory courses who were employed at BMA in 2019/2020. One of the goals of Bella Mente Academies is for all teachers to have both their Montessori and California credentials. When a teacher has only one of these credentials, she/he will enroll in an approved program to obtain the other. In each Primary and Lower Elementary classroom, an instructional assistant will be available to assist the teacher. BMA instructional assistants have knowledge and/or background in early childhood education as well as previous successful experience working with children and have met the criteria set forth in the federal Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act ("ESSA"). These staff positions are supervised by the lead teacher.

BMA promotes and teaches the concepts and skills of positive discipline through verbal reasoning and conflict resolution. BMA believes that by role modeling these aspects of growth within a consistent program, students will develop a sense of responsibility and a desire to work and learn in a cooperative manner with others.

As a learning environment, BMA is committed to providing faculty with a highly professional environment within which they are safe to grow, to continue their own professional development, and to nurture their own personal love of learning. In keeping with this goal, BMA has designed a comprehensive teacher support program and regularly offers a variety of staff development opportunities throughout the school year.

As a Montessori teacher, preparation of self is equally important to preparation of the environment. All BMA teachers are provided with morning and afternoon preparation time to allow them an opportunity to feel well organized prior to greeting their first student of the day. Staff are encouraged to take a few minutes each morning for self-reflection to allow for proper mental preparation before class begins. Please be respectful of these preparation times by keeping interruptions before school to a minimum. Teachers are always willing to schedule in advance a convenient time to meet with parents/guardians and answer questions or address concerns. Parents/guardians are also encouraged to send in written notes or communicate through the classroom email to which the teacher should respond within one or two school days.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:

- a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information.

Montessori Assessments, Testing, Progress Reports and Report Cards

Assessment in the Montessori classroom is the hourly, daily, and weekly appraisal of student progress at BMA. Early in their educational career at BMA, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students also learn from their earliest years that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly, and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has an individualized “work plan” which is used to guide them through the lessons and academic work required for that week.

At any given time, a Montessori teacher knows precisely where a child is: academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, issues and concerns are quickly addressed as they emerge.

BMA teachers conduct assessments for placement in Math. Posttests are conducted to assess student mastery of concepts. Reading assessments are conducted for appropriate reading levels, and additional assessment tools are utilized to determine areas where a student may need reinforcement, as well as to demonstrate a student’s academic advancement in any subject area.

In such a highly structured program, parents/guardians are alerted quickly to any concerns throughout the year. Additionally, BMA provides formal documentation of the student’s progress two times each year: Progress reports are presented to the parents/guardians at Parent/Teacher Conferences twice each year (in the Fall and the Spring), and end-of-semester reports are sent home in January and June). BMA’s grade reports have been carefully designed to give parents/guardians and students a progressive account of the student’s academic mastery with the common core standards.

Mastery of concepts at a student’s ability level is balanced with information pertaining to the state grade level standards. A student’s goal is to attain proficiency/mastery in all subject areas, yet we recognize that some students may require more time to reach this goal. Effort put forth in their lessons at their ability level is also a necessary element in determining a child’s progress. Conversely, a student whose abilities are above grade level will be challenged academically, and the assessments will reflect that advanced work.

Through this multi-level approach, performance and progress, not grades, become the focus of assessment and the heart of any discussion about the child.

Annual State Testing

As a public school, BMA shall annually administer required state testing assessments (e.g., the California Assessment of Student Performance and Progress [“CAASPP”]) *for all students in grades 3 through 8*. Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

The process and results of such state measurements can be used as one of many indicators of an individual child’s progress from year to year. Seen in this light, state assessments can be useful - to help parents/guardians, teachers and the student develop individual academic work plans.

Each spring BMA participates in the state’s official assessment system, the California Assessment of Student Performance and Progress (CAASPP):

- Smarter Balanced English language arts/literacy and mathematics assessments (grades three through eight)
- California Alternate Assessment (CAA)
- California Science Test (CAST)
- CAA for Science
- English Language Proficiency Assessments of California (English Learners)

Testing materials are processed by state specified agencies and individual results are usually available in late summer/early fall. All assessment reports are sent to the school and will be loaded into our student management system, PowerSchool, for parent viewing.

School Records and Student Privacy

Your child’s school record is available for your access by making a request to the Front Office. You may request an amendment of your student’s education records if you believe that there is an inaccuracy. These records are confidential and unavailable to other outside unauthorized parties. For more information about student records, please see the section below regarding the Educational Records and Student Information within this Handbook.

Special Occasions and Events

Birthdays

Children love to share their birthdays. BMA prefers parents/guardians bring an item such as a book to donate to the classroom library to honor their child’s birthday instead of a snack. If a parent/guardian desires to bring a snack, it must follow BMA’s Student Food and Beverage Snack List. Please see the section in this Handbook for more information.

School Holidays and Vacation Periods

Please see the BMA school calendar for a schedule of days off and intersession services throughout the year. The calendar is located at www.bellamentecharter.org.

BMA Religious Holiday Policy

BMA recommends that teachers, school officials, parents/guardians, and students, approach this discussion as an opportunity to work cooperatively for the sake of good education rather than at cross-purposes.

BMA's religious holiday policy was developed based on the shared commitment of respect for individual religious beliefs expressed in the constitutional guarantee of religious liberty. This means that BMA neither promotes nor inhibits religious belief or non-belief. Because Montessori classrooms are rich in cultural lessons and materials, BMA takes into account the role of religion in history and cultures.

BMA is aware of the legal issues surrounding the guidelines about the teaching of religion in public schools. Within the current legal framework, BMA, the Board of Directors, administrators, teachers, parents/guardians, and students must make practical decisions regarding religious holidays. We have done this by showing sensitivity to the needs of every student and a willingness to steer a course between avoidance of all references to religion on one hand and the promotion of religion on the other.

The Supreme Court has ruled that public schools may not sponsor religious practices (*Engel v. Vitale* (1962) 370 U.S. 421; *Abington School District v. Schempp* (1963) 374 U.S. 203) but may teach about religion. While having avoided making a definitive ruling on religious holidays in public schools, the Supreme Court let stand a lower federal court decision starting that recognition of holidays may be constitutional if the purpose is to provide secular instruction about religious traditions rather than to promote the particular religion involved (*Florey v. Sioux Falls School District* (1980) 619 F.2d 1311 (8th Cir.)).

BMA policy allows for the study of religious holidays in our school as opportunities for teaching about religions of various cultures and societies. Such study is to serve the academic goals of educating students about history and cultures, as well as learning about the traditions of particular religions within a pluralistic society.

Teaching about religious holidays will be conducted when natural opportunities arise during the course of the year as students study different cultures and communities. Teachers are alerted to the distinction between teaching about religious holidays, which is permissible, and celebrating religious holidays, which is not. Recognition of and information about holidays may focus on how and when they are celebrated, their origins, histories and generally agreed-upon meanings. Our approach needs to be sensitive, neither promoting nor inhibiting religion. We desire to foster understanding and mutual respect for differences in belief and culture.

Teachers are to avoid asking students to explain their beliefs and customs. An offer to do so should be treated with courtesy and accepted or rejected depending upon educational relevancy. Teachers will not use the study of religious holidays as an opportunity to proselytize or to inject personal religious beliefs into class discussions.

Teachers may use religious symbols as examples of cultural and religious heritage. Religious symbols may be displayed only on a temporary basis as part of the academic program. Students may choose to create artwork with religious symbols, but teachers should not encourage or discourage such creations.

Sacred music may be sung or played as part of the academic study of music. School concerts that present a variety of selections may include religious music. Concerts should avoid programs dominated by religious music, especially when these coincide with a particular religious holiday. Seasonal activities such as parent/guardian holiday programs are to serve an educational purpose for all of the students. Children should not be made to feel excluded or identified with a religion not their own.

Holiday concerts in December may appropriately include music related to Christmas and Hanukkah, and religious music should not dominate. Dramatic productions should emphasize the cultural aspects of the holidays. Nativity pageants or plays portraying the Hanukkah miracle are not appropriate in the public-school setting.

Students may be excused from classroom discussions or activities related to particular holidays. BMA acknowledges that some holidays considered by many people to be secular (for example, Halloween and Valentine's Day) are viewed by others to have religious overtones. Excusal requests will be granted for holidays that are marked by classroom parties and similar non-academic activities.

Students may be allowed a reasonable number of excused absences, without penalties, to observe religious events within their traditions. Students may be asked to complete makeup assignments or examinations in conjunction with such absences, please see the Attendance Policy within this Handbook for more information.

Family/School Community Partnership. Parent Participation & Parent Education

BMA strives to partner with parents and guardians to best serve the needs of the children. This is accomplished through parent/guardian education and orientation, frequent and positive communication between staff and families, and regular /guardian involvement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the Front Office.

Parent/Guardian Education and Orientation

BMA provides a variety of parent/guardian education opportunities and events throughout the year. Within the first few weeks of school, an official orientation Sneak Peek and/or Back-to-School

Night will take place. This is a very important evening to provide parents/guardians with information about the curriculum, classroom schedule, field trips, and other pertinent policies.

On-going throughout the school year are volunteer orientation trainings, which focus on preparing parents/guardians for the volunteer opportunities available at the school. This is especially important for new families, but does vary in content each year to encourage all parents/guardians to attend.

Later in the year, teachers may schedule curriculum informational evenings. Information about these events will be provided in the campus calendars and weekly newsletters. At times, BMA will also arrange for educational professionals to provide workshops or presentations for families and teachers.

Parent/Guardian Participation is a BMA Priority

BMA recognizes that parents/guardians are the most important educators in their children's lives. Studies show that children whose parents/guardians are involved in their education perform better in school than children whose parents/guardians are not involved. This is why we encourage parents/guardians to be active with their children's school at all grade levels.

BMA also encourages parents/guardians to be active with their children's learning at home. *Read to them regularly. Ask them about their day and listen. Enjoy dinners as a family.* Parent/guardian involvement can easily be woven into even today's busy schedules. Parents and guardians are encouraged to schedule visits to their child(ren)'s school.

A variety of service opportunities exist and include: Chaperoning field trips and serving on campus committees to enhance the learning community. Volunteer activities can be done at the campus or at home. Parent/guardian education nights, fundraising, school events, and parent/guardian workdays provide enough additional opportunities to assure a comfortable level of participation. BMA is grateful for the contribution volunteers make on behalf of the school and in the lives of all of our students. We do not allow volunteers in the classroom in an effort to ensure a prepared and distraction-free environment.

It is our goal to work with each family to best meet the needs of the families and school.

Parents/Guardians can offer Special Units of Study: an Important Part of our Montessori Curriculum

If parents/guardians, relatives, or family friends have special talents or training, please let us know so that we may schedule some time for you to participate in the appropriate curriculum unit. Students often enjoy the opportunity to share their special adults with their classmates.

Student Safety: Livescan Fingerprinting and TB Tests

Student safety is a priority at BMA. In an effort to provide the highest level of safety for our students, all BMA staff, contractors and volunteers who interact with students are required to successfully complete an electronic fingerprinting process known as a "livescan" report through the Department of Justice. Volunteers who are in frequent or prolonged contact with students are required to undergo a tuberculosis risk assessment, and, if tuberculosis risk factors are identified, the person must be examined and found to be free of infectious tuberculosis. These two

requirements must be on file with the school office prior to commencing work/volunteering at any BMA campus. Visitors who wish to come on campus to observe a class, for example, are not obligated to fulfill these requirements, but must be under the direct supervision of a school employee at all times.

The livescan report by the Department of Justice (DOJ) looks for the same things all our employees are checked for – convictions for drug crimes, sexual crimes, violent felonies and DUI crimes. Livescan reports can be initiated at various LiveScan locations or directly at the Department of Justice and usually take three (3) to five (5) days or longer to generate a report to the school.

Because the Department of Justice has not yet developed a process for cross reporting, all parents/guardians must obtain a livescan clearance specifically for BMA regardless of whether the parent/guardians has previously received clearance through an employer or another organization.

Tuberculosis is an airborne disease, which means it can be passed from one person to another simply by sharing the same air. TB tests can be obtained through your private healthcare provider, healthcare clinic (i.e. Doctors on Duty), or through the county department of health. For those with a positive TB test, a chest x-ray is required prior to clearance.

A clear livescan report and TB test result must be on file with the school office PRIOR to the first time a parent/guardian volunteers in any role where he/she is in direct contact with students. This includes participation in school-sponsored field trips.

Working from home or serving on parent/guardian committees does not require these clearance checks.

Parent/Guardian Participation on Field Trips

Parent/guardian participation plays a key role in the success of field trips, and parents/guardians are asked to assist with chaperoning. All adults attending field trips must fulfill screenings to ensure the safety of the children. **Please note that any adult without these clearances may not attend the field trip, including other adult family members.** Adult chaperones must have on file in the campus office:

- Cleared livescan fingerprint report from the Department of Justice for Bella Mente Montessori Academy (to be completed only once)
- Cleared TB test result (required every four years) or the annual the TB Risk Assessment form completed by a healthcare provider.
- Attendance at an in-person training and completion of required training videos
- Volunteers assisting in an overnight field trip setting must have both DOJ and FBI fingerprint clearance through Livescan

Bella Mente Academies Welcomes Parents to Observe our Classrooms and Daily Activities

Any time you would like to observe the daily activity at our school, please feel free to schedule a time with your child's teacher. While it is standard procedure to advocate an "Open Door Policy," we also want to be sure to limit the amount of potential interruptions and distractions each day. Contacting your child's teacher to schedule an observation in advance will help alleviate

scheduling conflicts. The only exception is the first month of school: No observations will be permitted to allow for students to adjust to their new setting without interruption.

Parents/guardians are also reminded that an appointment for a classroom observation is just that: a time for you to observe your child's class and make any notes regarding questions that may arise. Observers should be courteous and quiet guests during the entire observation period. Observers must refrain from student interaction and must save discussions with the teacher until she/he is relieved of her/his student supervision duties. Additionally, parents should remain aware of the length of the observation period and keep it to a reasonable length of time, usually 20-25 minutes, or less. Parents/guardians should be aware they must make an appointment to observe in a classroom. Walk-ins are generally not permitted as they are a disruption to the students' working environment. While observing, parents/guardians must adhere to policies regarding student confidentiality. Parents/guardians shall not talk about any student to another student, parent/guardian or other third party. Breach of this policy is a breach of confidentiality and will jeopardize the parent/guardian's opportunities for further classroom observation or participation. Policies for observations have been developed to assure a positive experience for all parties. Upon check-in at the front office, observers will be provided with a set of rules to follow while in the classroom setting. Observers who choose to ignore these policies will be asked to end their observation immediately.

Visitors are required to provide a government issued ID at the Front Desk. This will allow each visitor to be vetted through the Department of Justice sexual offender database. Visitors on campus who have not been cleared previously as a volunteer must be escorted by a BMA staff member while in the school building. All visitors on campus shall be issued a visitor's pass to be worn in a visible location on the upper portion of the visitor's body to allow ready identification to staff that the visitor has been cleared to be on campus.

Child Custody

BMA follows child custody decisions made by the courts. In order to do this, the family must provide court stamped copies of all relative legal documents to the school. It is not BMA's responsibility to obtain these documents. School staff cannot modify or make exceptions to court orders. If a child custody arrangement has changed, a parent or guardian must provide copies of the applicable legal documents to the school, stamped by the court. If any dispute arises at school regarding visitation or child custody, BMA staff will call the local authorities to resolve the situation. BMA requests that separating and divorced parents place their child's wellbeing as their number one consideration. When divorce occurs, families are still co-parenting and the child(ren)'s welfare must come first. BMA wishes to support families as much as possible in achieving positive implementation of this goal. BMA will not provide letters of support or other documentation that is not already included within the student's cumulative file unless subpoenaed.

Tobacco Use and Vaping

BMA is a tobacco, e-cigarette, vape-free, and drug-free environment. Smoking/Vaping and use of any tobacco and other products are prohibited at all times on school campus and surrounding areas, including outdoor areas. Smoking of any substance/Vaping is also prohibited during school functions and field trips off site, regardless if smoking/vaping is permitted in that particular environment.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Parent Communications at BMA

Parent-Teacher Conferences

BMA identifies parents and teachers as two integral parts of the student's academic success team. As such, BMA encourages parents and teachers to stay in close communication regarding each student's progress toward subject mastery. In addition to informal discussions and communications throughout the year, BMA offers formal opportunities each school year for parents and teachers to meet individually to discuss the child's progress. These parent-teacher conference periods are scheduled at two specific intermittent periods: in the fall to provide an overview of the goals and objectives of the child's academic plan for the year, and toward the end of the school year to provide a final update on the child's progress toward subject mastery before moving on to the next level.

Weekly Newsletters and Updates

Each week, BMA will publish email newsletter updates to include information regarding special projects and events, holiday activities, field trips, fundraising, and various other informational items of interest to our BMA families. Campus newsletters are emailed. Look for these updates and read them to keep informed of important school information.

Team Newsletters and Updates

Each teaching team composes their own lessons and newsletter information. This information will be published at regular intervals and is another way for you to stay informed about your child's education. As you read through the information, please let your child's teacher know if there are any areas you are knowledgeable in and wish to share. We also encourage you to share this newsletter with your child.

Parents/Guardians are Vital to Every Child's Success: Developing a Plan of Support for Your Child

BMA recognizes that parents are vital to every child's academic success. The following points are offered to assist you in developing a plan of support for your child:

- Schedule an appointment to visit your child's school; you are a welcomed visitor!
- Make sure that your child gets enough sleep, eats a healthy breakfast every day, brings a healthy lunch if they are not participating in BMA's free breakfast and lunch program, and snacks for school, wears appropriate clothing for the weather, and arrives at school on time and ready to learn.
- Read to your child every day, or encourage your child to read independently.
- Insist that your child treat him/herself, other students, teachers and staff with respect and obey home and school rules.
- Call your child's teacher or the school office, write a note, or email the teacher at her/his email address when you have a question, a compliment, or a concern.
- Volunteer your time. Many volunteer tasks can be done at home.
- Attend parent-teacher conferences to discuss your child's progress and any challenges he/she may be encountering.
- Carefully review your child's report cards, school newsletters, and other information from school.
- Participate in school activities. Encourage your child to do the same. These activities and events have been planned to provide families with the opportunity to participate in the school community and enhance relationships between students, parents, and school staff.

School Evaluations

Each year BMA will conduct surveys of parents/guardians and staff regarding their perception of the school/teachers and program. We invite you to provide us with feedback to help us continually improve. The results of these surveys will be shared with the Executive Director, Principal, the BMA Governing Board, and staff, and will be used to effectively implement positive program change. Many of our best ideas have come from parents/guardians and staff!!

California Healthy Kids Survey

The Charter School may administer the California Healthy Kids Survey ("CHKS") to students at grades five, and seven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A nonminor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Guidelines for Arrivals & Departures

Due to traffic and facility configurations, BMA has a specific drop-off and pick-up procedure. This will be explained during parent orientation, Open House, and/or Back-to-School Night.

In general, parents/guardians should plan to drop off their children at the designated location, and provide a warm, affectionate goodbye. Extending the drop-off procedure on a regular basis can create separation problems and can take away the child's opportunity to establish healthy patterns of self-confidence and responsibility. As noted in the Academic Overview portion of this handbook, students are encouraged to develop self-reliance and positive esteem. These characteristics are best developed and practiced through effective care of self and care of the environment. Once students have worked through the initial "First Day of School" experience, students are very capable of getting themselves settled in and ready for the academic day without the help of mom or dad. ***Parents will not be allowed to walk students into class (even the first week).***

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

If you have a need to come on to the campus during the school day, please be sure to park in only the designated parent/guardian/guest parking areas. Parking for people with disabilities (and displaying a proper permit) is available near the school entrance.

As explained in the Academic Overview, students are provided with uninterrupted units of time to support their ability to concentrate on the lessons of the day.

Forgotten homework, lunches, etc., may be delivered to the school office.

For a detailed discussion regarding tardies and early pick-ups, please refer to the section on Attendance Policies. For purposes of this section, students arriving at school late or departing early must be cleared through the school office. When late to school, parents/guardians should plan to:

- Accompany their child(ren) into the school office

- Sign them in using the designated office log book
- Assist each child in obtaining a tardy slip from an office staff member
- To keep disruption to a minimum, you are not permitted to enter the classroom with your child as long as she/he has the tardy slip to give to the teacher.

If your child is frequently tardy to school, consequences may be given and a family meeting may be scheduled with the Principal to discuss a plan of action that will correct this problem.

Children arriving late are often self-conscious and feel uncomfortable entering the room. It also affects their ability to settle into the business of learning when they are in this emotional state. The class often takes care of a variety of business and/or begins quiet activities at this time. Students arriving late create an unwelcome disruption to the rest of the class. Please support your child to be on time. This is a life skill which will be of great benefit as the child gets older.

In the Montessori classroom, a great amount of learning happens at all times of the day, including the afternoon hours. Afternoon lessons are filled with all the cultural activities of history, science, art, etc., and incorporate practice of core academic subject material as well. BMA stresses the importance of the afternoon curriculum. Parents/guardians need to understand this importance and respect the need for the student to attend school for the entire day.

When an early pickup from school is necessary and unavoidable, parents/guardians should plan to:

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

Safety of our students is a priority at all times. During enrollment/registration, parents/guardians may provide names of any adults who will be able to pick up their student during school hours. Other arrangements may be agreed upon on a case by case basis.

If there is an occasion where someone other than the parent/guardian is picking up your child from school, please contact the office by telephone and with a written note or email.

Due to custodial agreements, and for every child's safety, it is vital that we have the appropriate, complete, and most up-to-date information regarding who is authorized to transport your child(ren).

Children attending before and after school programs are required to sign their student in and out with the designated program.

Separation: TK/ Kindergarten/First Grade Students and Parents

Sometimes it is difficult for both parent and young child to adjust during the first few days of school. If you anticipate tears or other expressions, we offer a few suggestions based on our experiences.

- ***Please bring your child by the campus for a visit prior to the first day of school.*** Providing a visual reference to the place where the child will be spending his/her day can sometimes make a world of difference!
- Make sure that your child knows when school is over and who is picking her/him up. This reinforces the abstract concept that you **WILL** be returning to pick him/her up at the end of the day.
- Express your own happiness about school. Give the child something to focus on during your absence (e.g. “I’m really looking forward to hearing the names of your new friends ... can you try to remember some of them for me?”)
- Encourage a hug and kiss, etc. and **promptly** leave. ***Try to avoid struggles by remaining with the student!*** The child will usually engage in an activity within five minutes of your departure.

You are invited to call us to assure yourself that she/he is doing all right.

School Hours and Extended Day Programs

BMA adheres to and usually exceeds the state’s required number of instructional minutes. The school day is between 8:15 and 3:10 for Lower Elementary, Upper Elementary, and Middle School Tuesday-Friday and 9:15-3:10 on Mondays. The school day for Transitional Kindergarten and Kindergarten students is 8:30-2:45 Tuesday-Friday and 9:30-2:45 on Mondays.

BMA offers a before and after school care program and enrichment program through the Boys Club Girls Club to provide care options for our BMA families. Informational fliers are available from the Front Office.

Calendar

BMA has a school calendar which adheres to the number of instructional days required by the state. School starts in August and ends in June, with fall, winter, and spring breaks. The school calendar is established and approved on an annual basis by the BMA Governing Board of Directors and is subject to change and is located at www.bellementecharter.org.

Montessori Attire / Dress Code

Montessori education is concerned with the inner development of the child’s mental, emotional, physical and spiritual being. As such, we seek to limit undue focus of attention on external appearances. After much discussion about the relative values of a dress code and individual freedom, BMA has adopted the following Dress Code. Please contact our front office for details.

Dress Code Policy

Tops

Expectations

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

Outdoor jackets must be **navy**. **No other colors allowed.**

Navy pull-over sweatshirt or navy zip-up jackets **with BMA** or **BMA** logo may be worn inside.

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

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

NOT Acceptable

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

Bottoms

Acceptable

- Khaki or navy skorts, shorts, jumpers, and pants.
- **Jeans may be worn ONLY on assigned School Spirit Days, and must accompany a shirt or outfit that fits the Spirit Day theme.**
- *Leggings worn under skorts or shorts must be plain white, khaki, navy, or black (no graphics or other designs).*

NOT Acceptable

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

Shoes

Expectations

- Shoes must have closed toes.
- Shoes should be chosen with discretion.

*Athletic shoes are **highly** recommended during PE days*

NOT Acceptable

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

Accessories & Grooming

Expectations

- Belts without offensive logos or design.
- Hats with the BMA provided logo may be worn outdoors. **BMA hats are the only hats allowed to be worn on campus.**
- Headgear worn for religious purposes is permitted indoors and outdoors at all times.

Please write student's name on inside tag

NOT Acceptable

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

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

Discipline and Behavioral Guidelines

The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong school community. Adults serve as models in the way they address the children. Lessons of “Grace and Courtesy” begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant, and related consequences, is utilized.

The BMA staff is trained in positive discipline. The classroom strategies include Peace Education, with an emphasis on personal peace and tolerance of others’ differences. Conflict resolution tools, such as the Peace Table, as well as Peer Mediation techniques and Restorative Justice assist the children in learning these important life skills.

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

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

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

Student Discipline Procedures

BMA staff will enforce disciplinary rules and procedures fairly and consistently. Discipline may include the counseling of students, conferencing with parents/guardians, detention during or after school hours, suspension, and expulsion.

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

Physical violence will result in an immediate office referral. Parents/guardians will be notified and informed of any school-based consequences and/or if referral has been made to law enforcement. Students disrupting their classroom may be temporarily removed to reset/to do work in another room or in the office. Generally, once a child has completed a designated amount of work, they are invited to return to their own classroom.

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

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

- For minor incidents and with younger students, staff will provide opportunities for re-direction and a chance to "try again."
- Repeated offenses may initiate a progressive system of Student Success Team (SST) meetings starting with a conference between the parents/guardians and teachers. At this meeting, an Action Plan is developed.
- Teachers, administrators, or designees may utilize discretion when determining the consequences. Consequences vary based on severity/circumstances of the violation.

Should the behavior(s) continue, a SST meeting may be scheduled with a campus administrator, the teacher(s), and the parents/guardians. Other school staff and family members may also be included if deemed appropriate. In the SST process, the team identifies concerns, works together on solutions, and creates an action plan. It is customary for follow-up meetings to take place to discuss progress or the need for additional interventions.

Serious incidents will lead to an immediate referral to a campus administrator. Parents/guardians will be notified by phone or in writing.

Serious infractions will result in one or more days of suspension from school if applicable (refer to the Suspension Policy at the end of this Handbook).

Corporal punishment will never be used as a disciplinary measure. Corporal punishment does not include the use of reasonable force to protect students, staff, or school property.

Parents/guardians will be notified in writing or by phone following any disciplinary action taken in response to a student's misconduct. A follow-up parent conference with the teacher or administrator may be required. Parents/guardians may also request a meeting to discuss the incident and disciplinary action.

BMA maintains a comprehensive suspension and expulsion policy in order to promote learning and protect the safety and wellbeing of all students. A student may be suspended or expelled for misconduct as specified below while on the school grounds, coming and going to school, or at a school-related activity. These policies are developed to conform to applicable state and federal law regarding students with exceptional needs. Please see the Suspension and Expulsion Policy and Procedures in this Handbook.

An administrator may suspend students who fail to comply with BMA discipline policies at any time in accordance with the Suspension and Expulsion Policy. Students who fail to comply with this policy or who present an immediate threat to the health and/or safety of others may be suspended pending a recommendation for expulsion to the BMA Governing Board by the Executive Director.

Prior to expulsion, students will be provided progressive discipline unless the student's conduct presents an immediate threat to the health or safety of others. BMA will notify the chartering authorizer of any expulsions and will include suspension and expulsion data in its annual performance report to the sponsoring school district.

Student Intervention/Action Plan

A student who, at the end of a grading period is performing below the minimum standard of grade level expectations academically or has not met the behavior or attendance expectations of Bella Mente may be placed on an Action Plan developed during the SST meeting process. A meeting may be held with the student, parent(s)/guardian(s), teacher and/or administration. During this meeting, a written plan of action will be determined to support the student engaging expectations and commitments from school, student, and parent.

A student who fails to implement or violates the agreed-upon action plan for behavior will receive a Notice of Non-Compliance. Continued non-compliance may result in a recommendation for involuntary removal in accordance with BMA's involuntary removal process. Students who fail to improve academically may be recommended for an assessment for special education or an alternative placement to ensure the student's academic and social emotional needs are met.

Student Intervention/Action Plan Policy

Student Non-Compliance and Involuntary Removal Procedures: Satisfactory attendance and behavior are required for continued enrollment in BMA. Behavioral expectations and policies are outlined in this handbook. Each student and parent/guardian is responsible to review and understand the information presented herein. Administration is available to provide additional clarification of the Handbook upon request.

Classroom policies are distributed by individual teachers to the student/parent/guardian at the beginning of each school year. Such policies align with the BMA charter, policies, and procedures outlined in this Handbook and the Bella Mente Board-adopted policies, procedures, and regulations.

Administration regularly monitors individual student attendance, behavior, and academic standing. **A student's failure to maintain compliance with academic and/or behavioral expectations may result in the implementation of the following intervention strategies:**

- Administrator, teacher, designee, and/or counselor meets with the student and creates an *Action Plan* (for Academics and Behavior) that documents concerns and indicates methods of resolution to address the student's needs. The *Action Plan* will be provided to the student, parent(s)/guardian(s), and teacher(s).
- Should those concerns outlined in the Action Plan (for Academics and Behavior) continue, and the student fails to follow through on expectations, a *First Letter of Non-compliance* is sent to the parent/guardian and an SST meeting is convened to discuss additional interventions and supports. For behavioral violations, consequences may also be imposed.
- If the non-compliant status continues or recurs, a *Second Letter of Non-Compliance* is sent to parent/guardian. For behavioral violations, consequences may be imposed and/or a parent conference may be held with administration. For students who continue to struggle in maintaining their academic standing, BMA will convene another SST meeting, an Individualized Education Program ("IEP"), or Section 504 Plan meeting, as applicable to determine what additional supports and/or services the student may need to be successful. The student is also placed on Probation.*

*A student who receives the *Second Letter of Non-Compliance* will be placed on Probation and may lose privileges of participating in co- and extracurricular activities including, but not limited to, athletics, school activities, field trips, dances, and other before, during, and after-school events. Students placed on Attendance, Behavior, or Academic Probation remain on Probation at the discretion of administration. Prior to excluding a student from a co-curricular activity, such as a school activity or a field trip, BMA will convene an SST, IEP, or Section 504 team meeting to discuss the student's exclusion and alternative, comparable educational activity if the student is excluded.

Students who violate the Suspension and Expulsion Policy may be subject to expulsion.

A decision to involuntarily remove or expel a student from BMA will result in a formal notification of the involuntary removal or expulsion. Additionally, the parent/guardian will be informed of California's compulsory attendance laws and rights of appeal (See "**Grounds for Suspension, Involuntary Dismissal, and Expulsion of Students**"). Should the Hearing Officer uphold BMA's recommendation for expulsion, the student will be referred back to the student's school district of residence and is subject to the policies of that district regarding student placement.

Weapons and Dangerous Substances:

Due to concerns for safety, weapons of any kind may not be brought to school; this includes the parking lots and surrounding areas of the school. We are required by law to take immediate and strong action should a child bring weapons to school. This consists of, but is not limited to, all knives, including pocket knives, daggers and martial art weapons, air guns, replica guns, ammunition, incendiary devices, and fireworks. Parents/guardians are asked to discuss this with their children in an age-appropriate manner to help them understand the seriousness of these items.

Parents/guardians are ultimately responsible for their child bringing such items to school and will be called immediately to pick up their child should he/she be discovered to have a dangerous object. School officials have the right to search student backpacks, lockers, or other containers if the possession of a weapon or dangerous substance is reasonably suspected. Please see the Campus Search and Seizure notice below.

Additionally, possession or use of alcohol, drugs, and tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and other paraphernalia related to tobacco and/or its use; possession or use of Electronic Nicotine Delivery Systems (ENDS), such as e-cigarettes, e-hookahs, vape, and other vapor-emitting devices will result in immediate suspension, and/or Expulsion and possible referral to law enforcement.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device*. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Sexual Harassment

The BMA Governing Board prohibits sexual harassment of or by any individual. Teachers should discuss the policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

The Board expects all individuals on campus or who are participating in a BMA educational activity to immediately report incidents of sexual harassment to the Title IX Coordinator or notify an adult staff member including, teacher, counselor, or an administrator who will report it to the Title IX Coordinator. Please see the complete policy Title IX Policy Prohibiting Discrimination on the Basis of Sex in this Handbook's Appendices and on the BMA website. No individual will suffer reprisals from reporting incidents of sexual harassment or making any complaint. If a student is found to have committed or attempted to commit sexual assault, they will be recommended for expulsion.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and transcripts will be released.

Threat of Harm

All threats will be taken seriously. Students are not to threaten, bait, harass, or intimidate other students. Subject to administrative discretion, in addition to parental/guardian notification, possible consequences that may be imposed for issuing a threat include suspension, noncompliance action, and/or expulsion. In such cases, notification to law enforcement agencies leading to discussion with the student committing the act and/or possible arrest and prosecution for disorderly conduct or criminal mischief may be made.

BMA is committed to providing a safe and orderly learning environment. In keeping with that commitment, the BMA Board adopted a policy to deal with threats in a serious manner. The types of behavior that will be considered threatening include:

- Stating that one has a weapon or bomb in his or her possession at school
- Stating that one plans to bring a weapon or bomb to school
- Stating that one plans to cause physical harm to a student or staff member
- Making a false statement that there is a bomb or other destructive device at school

In such cases, in addition to parent/guardian notification, possible consequences that may be imposed for issuing a threat include suspension, non-compliance action, and/or expulsion. In such cases, notification to law enforcement agencies leading to discussion with the student committing the act and/or possible arrest and prosecution for disorderly conduct or criminal mischief may be made.

In addition to having a right to feel safe at BMA, everyone also has a responsibility to contribute to keeping the school safe. These responsibilities include:

1. Reporting any knowledge of possession of weapons, or a person's plans to engage in actions that would cause physical injury or death
2. Never fabricating a report as a joke or to cause problems with another student.
3. Avoiding promising other students that a secret will be kept in regards with anything related to physical safety

Behavior Matrix

The following chart is a guideline for most disciplinary situations. This list of offenses and potential consequences is not all-inclusive. The teacher, administrator, or designee may utilize discretion when determining the final consequence. Consequences may vary based on severity and circumstances of the violation. Additional behavior interventions may be provided if necessary.

Offenses of disciplinary violations pursuant to the Suspension and Expulsion Policy and Procedures may result in an immediate Suspension or Expulsion

Violation	1st Offense	2nd Offense	3rd Offense	Repeat Offenses
Academic Dishonesty	Redo assignment Parent/guardian contact Unsatisfactory citizenship on grade report Detention	Zero on assignment Teacher/parent/guardian conference STOP* Notice of noncompliance Unsatisfactory citizenship on grade report	Zero on assignment Admin conference STOP* Notice of noncompliance Unsatisfactory citizenship on grade report	Zero on assignment Admin conference STOP* Notice of noncompliance Unsatisfactory citizenship on grade report Student Support Team Referral/ Behavior Support Plan

Class Disruption	Warning/ Break Detention Parent/guardian contact Administrator or designee referral	Detention Parent/guardian contact Administrator or designee referral STOP*	Detention Parent/guardian contact Administrator or designee referral STOP*	Administrator or designee referral Parent Contact STOP* Student Support Team Referral/ Behavior Support Plan
Defiance/ Refusal	Warning/ Break Detention Parent/guardian contact Administrator or designee referral STOP*	Detention Parent/guardian contact Administrator or designee referral STOP*	Detention Parent/guardian contact Administrator or designee referral STOP*	Administrator or designee referral Parent Contact STOP* Student Support Team Referral/ Behavior Support Plan
Inappropriate Physical Act/ Horseplay	Warning / Break Restitution Detention Parent contact Administrator or designee referral STOP* Suspension	Restitution Detention Parent contact Administrator or designee referral STOP* Suspension	Restitution Detention Parent contact Administrator or designee referral STOP* Suspension	Restitution Administrator or designee referral Parent Contact STOP* Student Support Team Referral/ Behavior Support Plan Suspension

Dress Code Violation	Send to Office to change/fix clothing Parent contact to bring proper clothes	Send to Office to change/fix clothing Parent contact to bring proper clothes	UE/MS - Detention Parent Contact	Parent/guardian Conference
Hat/headgear/ item Violation; chewing gum	Warning Remove item/ dispose of gum	Item confiscation by Staff; dispose of gum Parent/guardian pick up item after school	Item confiscation to Administration/ dispose of gum Detention Parent/guardian pick up item after school	Item confiscation to Administration/ dispose of gum Detention Parent/guardian pick up after school STOP*

Cell Phone/Personal Devices Violation	Warning Confiscation to teacher Parent/guardian contact Student pick up after school	Confiscation to Office Parent/guardian pick up after school	Confiscation to Office Parent/guardian pick up after school Detention	Confiscation to Office Parent/guardian conference for pick up Detention
No show to Detention (Recess/After School)	Detention reassigned plus additional detention assigned Parent/guardian contact	Detention reassigned plus additional detention assigned Parent/guardian conference	STOP*	STOP* Student Support Team Referral/ Behavior Support Plan
Tardy to class / Inappropriate location	Warning	Warning Parent/guardian contact	Detention Parent/guardian contact	STOP* Student Support Team Referral/ Behavior Support Plan
Class cut	Warning Parent/guardian Contact	Detention Parent/guardian Contact	STOP* Parent/guardian Conference	STOP* Parent Conference Student Support Team Referral/ Behavior Support Plan

Inappropriate Use of Technology or School Equipment	Warning Loss of equipment use for time Restitution Parent Contact Detention	STOP* Student Support Team Referral/ Behavior Support Plan Suspension, if applicable Payment of Damages Police Contact, if applicable Recommended for Expulsion, if applicable	STOP* Student Support Team Referral/ Behavior Support Plan Suspension, if applicable Payment of Damages Police Contact, if applicable Recommended for Expulsion, if applicable	STOP* Student Support Team Referral/ Behavior Support Plan Suspension, if applicable Payment of Damages Police Contact, if applicable Recommended for Expulsion, if applicable

Bullying/ Profanity/ Vulgarity/ Hate Speech	Warning Restitution Parent contact Detention	Parent Contact Restitution Detention	STOP* Student Support Team Referral/ Behavior Support Plan	Suspension Notice of Dismissal Recommendation for Expulsion, if applicable
Possession or use of alcohol/drugs/drug paraphernalia, vape pen, or tobacco	Parent Contact Confiscation Counseling Police Contact STOP* Suspension Recommended for Expulsion	Same	Same	Same
Furnishing or selling alcohol/drugs/drug paraphernalia	Parent Contact Confiscation Counseling Police Contact STOP* Suspension Recommended for Expulsion	Same	Same	Same

Theft	Parent Contact Administrator or designee conference Detention STOP* Suspension if applicable Restitution Recommendation for Expulsion, if applicable	Same	Same	Same
Vandalism/ Destruction of Property	Restitution Parent/guardian Contact Police Contact Detention STOP* Suspension, if applicable Recommendation for Expulsion, if applicable	Same	Same	Same

Weapons/Explosives	Confiscation Parent/guardian Contact Police Contact Suspension Recommendation for Expulsion	Same	Same	Same
Fighting/Mutual Combat	Restitution STOP* Suspension Parent/guardian Contact Police Contact Recommendation for Expulsion	Same	Same	Same
Harassment Bullying Cyber-Bullying Threats Intimidation etc.	Mediation Detention STOP* Suspension, if applicable Police Contact if applicable Recommendation for Expulsion, if applicable	Same	Same	Same

*STOP=Student Time Out Place--students may be removed from the classroom for a “reset.” . At administrative discretion, students assigned to STOP may necessitate beginning the Student Intervention/Action Plan Policy as outlined above.

Suspension and Expulsion Policy and Procedures

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Bella Mente Montessori Academy (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. Although exempt from the Education Code processes that apply to non-charter schools, the language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student

suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

In-school suspension will be held under the supervision of administrative staff including, but not limited to the Principal or Executive Director or Designee. Students will complete work assigned by their classroom teacher.

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

The Charter School administration shall ensure that students and their parents/guardians³ are

notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

³ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person

another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this

policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal

degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can

be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - a) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - b) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practicable, the teacher, supervisor or Charter School employee who referred the student to the Executive Director

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists, or if the student or the student’s parent waives their right to a conference.. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days or as soon thereafter as is practicable, unless the student waives this right or is physically unable to attend for any reason including,

but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after an attempt is made to hold a conference with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Students recommended for expulsion are entitled to a hearing before a neutral officer appointed by the Executive Director to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student and the student's parent(s) or guardian shall be provided a timely written notice of the charges against the student and an explanation of the student's basic rights, including the right to a hearing before the Hearing Officer to determine whether the student should be expelled (the "Written Notice"). The parent(s) or guardian shall have ten (10) calendar days from issuance of the Written Notice to file a written request for a hearing to be presided over by the Hearing Officer. If no hearing is timely requested, the expulsion becomes final as of the 11th calendar day following the Written Notice.

If a hearing is timely requested, the Hearing Officer shall hold a confidential hearing within fifteen (15) calendar days of receipt of the request for a hearing. During the hearing, the student shall have the right to be represented by legal counsel or an advocate, the right to present evidence, testimony, and witnesses, the right to cross-examine adverse witnesses, and the right to question BMA representatives.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. An alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

I. Expulsion Decision

The decision of the Hearing Officer shall be in the form of written findings of fact and constitutes a final determination regarding the expulsion. The Hearing Officer shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Hearing Officer is final.

If the Hearing Officer decides not to recommend expulsion the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Executive Director or designee, following a final decision of the Hearing Officer to expel, shall send written notice of the decision to expel, including any adopted findings of fact made by the Hearing Officer if a hearing was requested and held, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

K. Disciplinary Records

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

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Hearing Officer's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting

the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Communications and Dispute Resolution

Do you have a Compliment or a Concern?

BMA has confidence in the competency and professionalism of its staff. However, if the school your child attends is not measuring up to your expectations, we would like to know about it.

BMA encourages open and respectful communication from individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any employee of BMA utilizes this information to effect improvement and positive change in our program whenever possible.

At BMA we use the communication style of first talking about what is working, and then discussing what needs improvement. We find that this style of communication is easier heard and received. Additionally, we model this communication style for the children because we believe it helps people achieve positive outcomes. We invite you to join us in this style of communication.

To express a compliment about school personnel:

If you would like to share a compliment, feel free to call anyone on the Leadership Team or our Community Liaisons, send a note, and/or speak directly to the person you are complimenting. Families can access our full staff and contact information on our school website on the Parent Information Page.

To express a concern the following informal dispute resolution process was adopted by the Governing Board of BMA:

Dispute Resolution Process – General Complaint Process

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. BMA intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

Any disputed issue should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Principal, Executive Director, or Designee to attempt further resolution.

If a parent/guardian disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Principal, Executive Director, or Designee. No parent/guardian will be penalized, formally or informally, for voicing a concern or complaint with BMA in a reasonable, business-like manner, or for using this dispute resolution process.

The Executive Director is the official representative between parents/guardians and the Governing Board. He/she or any Principal/designee is accessible and ready to hear suggestions, concerns, and complaints. BMA cannot act on any problem unless it is aware of it, so we request that concerns or disputes be brought to the appropriate party as soon as possible.

While not every problem may be resolved to the complete satisfaction of all parties, effort will be made on the behalf of BMA, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents/guardians, teachers, and administration will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of BMA and will directly benefit the students. BMA will strive to provide such an atmosphere at all times. Parents/guardians are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their child is unjust or inequitable:

1. When a problem first arises, the concerned person should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the concerned person should then contact the Principal to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the concern or complaint shall be reduced to writing by the concerned person and submitted to the Principal. The concerned person should specify the problem to the fullest extent possible and any remedies sought.
4. Following any necessary investigation, the Principal shall prepare a written response to the concerned person no later than ten (10) working days from the date of receipt of the concern, unless for good cause, additional time is required for the response.
5. If the matter is still unresolved at this level, the complainant may request a meeting with the Executive Director. The request for this meeting will be written and will include any and all documentation related to the complaint along with any solutions that have been proposed by the concerned person, the Principal, and any other related parties. The request for the meeting is to be delivered to the Executive Director who, unless sick or out of town, will meet with the concerned person within (10) working days of receiving the written request, or as soon thereafter as is practicable.

After the meeting, the Executive Director may conduct an investigation of the matter if appropriate prior to making any decisions or recommendations. The Executive Director will provide the complainant with a response and outcome within a reasonable amount of time, not to exceed thirty (30) days from the date of the meeting.

For complaints related to discrimination on basis of sex, please see the Title IX policy for its procedures and timelines. Please see the Uniform Complaint Procedures to determine if your complaint should be filed using that policy.

Uniform Complaint Procedures

BMA has the primary responsibility for compliance with federal and state laws and regulations for students who attend our school. In addition to our informal dispute resolution process described above, we have established Uniform Complaint Procedures (UCP).

BELLA MENTE ACADEMIES
ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)
2025-26 School Year

Uniform Complaint Procedure (“UCP”)

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or

- equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Erin Feeley, Executive Director
Bella Mente Academies
1737 W. Vista Way
Vista, CA 92083 760-621-8931
efeeley@bellamentecharter.org

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School’s Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from the Charter School’s receipt of the complaint.

This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the Front Office or can be accessed at www.bellamentecharter.org. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

California Charter Complaint

California *Education Code* Requirements

California *Education Code* (EC) Section 47605(e)(4)(A) through (E) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced-price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquiries about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Vista Unified School District
1234 Arcadia Avenue Vista, CA 92084
superintendentsoffice@vistausd.org (760) 726-2170

Name: _____ Email: _____

Mailing Address: _____

Date of Problem: _____ Phone Number: _____

Charter School (include address):

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

California Education Code (EC) Section 47605(e)(4) through (E) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

- Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- Records were requested to be submitted to the charter school before enrollment.
- Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.

Bella Mente Academies Attendance Policy

Absence, Tardiness/Late Arrivals, and Early Departures

At BMA, attendance is a priority and is crucial to your child's academic success. BMA is a school of choice. Families who actively choose to enroll their children at Bella Mente Academies have opted for an educational program, with all of its rich research-based Montessori materials, lesson presentations and experiential learning. This cannot be duplicated outside the classroom environment, which makes your child's daily attendance even more critical for success.

Absence from school hurts not only the student but also the class. The success of the Montessori environment relies partly upon the strength of the learning community that is developed. When the student is not in school, (s)he is missing out on critical classroom experiences, and the student's classmates are missing out on her/his contributions to the classroom community.

As illustrated in the Academic Overview portion of this handbook, ***all portions of the school day are equally important to the student's growth and mastery of learning***. When students are late to school, they create classroom interruptions which in turn result in an unsettling experience and loss of learning for the student and her/his classmates. Early departures can also adversely impact the student's success and ability to be a contributing member of the learning community.

Finally, California is a compulsory education state. State law requires parents/guardians of children ages 6 to 18 to send their children to school, unless otherwise exempt by law. Parents who fail to meet this obligation may cause their student to be classified as truant. In extreme cases of truancy, the county SARB may request intervention and prosecution through the District Attorney's office, as well as possible involvement of Child Protective Services.

BMA acknowledges the need for family time and for times of rest and rejuvenation. The administrative team has taken this into account in planning the school calendar and has included well-considered break times throughout the year. ***Please refer to the school calendar as a planning guide so that your child is able to be in school each day and receive the maximum benefits of regular participation in his/her Montessori classroom.***

If a family circumstance arises which impacts your child's ability to be at school, please let your child's teacher or Principal know so we can work on a plan to support you and your child during this time, which may include independent study

Bella Mente offers short term Independent Study. Please make an appointment with your teacher. For more information, please email IS@bellamentecharter.org.

Whether the absence is excused or unexcused, the state only provides daily funding to the school if a student is actually at school. With that said, below is a summary of BMA policies regarding absences, tardies, and early departures from school.

Definitions

- “*Tardy*”: BMA starts at the following times:
 - Mondays: 9:15 a.m. (Grades 1-8); 9:30 a.m. (TK/Kindergarten)
 - Tuesday-Friday: 8:15 a.m. (Grades 1-8); 8:30 a.m. (TK/Kindergarten)
 - Students shall be classified as tardy if the student arrives after the above times.
- “*Unexcused Absence*”: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- “*Truant*”: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.
- “*Habitual Truant*”: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- “*Chronic Truant*”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- “*School Attendance Review Team (“SART”)*”: The SART panel will be composed of the Principal, Assistant Principal, and School Counselor and other members as appropriate. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention

- c. After school detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Mandatory Saturday school
 - i. Required remediation plan as set by the SART
 - j. Notification to the County District Attorney
3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Reporting Absences

All absences and late arrivals must be called in by a parent/guardian prior to the start of the instructional day, by contacting the Front Office at 760-621-8948.

When arriving late or departing early, the parent/guardian must sign in through the school office and obtain a tardy slip to admit the child to class or an early release slip to indicate to the teacher that you have already signed the child out for the day. Once the child has been signed in as tardy, the child may proceed to class. To limit classroom disruption, once a child has been signed out, an office staff member will send for your student to meet you at the office.

Please note that BMA maintains a closed campus. Students *must* be signed in and out by a parent or guardian or by a responsible adult who has been pre-designated by the student's parent/guardian. BMA cannot allow children the liberty to leave campus during the instructional day without properly designated adult accompaniment unless they have a valid excuse and permission from the office

Excused Absences

Excused absences are defined as:

1. Student illness, mental or behavioral health: A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100, symptoms of vomiting or diarrhea, or written orders from a doctor to stay at home. If the child is ill 3 consecutive days or more, the school may require a note from a physician documenting the child's illness and the necessity of having the child stay home from school. Illness of *other* family members does not result in an excused absence for the student
Health/medical quarantine as may be designated by the school, city or county health department or medical professional.
2. Medical appointments or services lasting all day.
3. Medical, dental, optometric, or chiropractic appointments:

- a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - a. To access services from a victim services organization or agency.
 - b. To access grief support services.
6. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

7. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
13. Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
17. For the purpose of a middle school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
18. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion.
 - c. Attendance at religious retreats (not to exceed one school day per semester).
 - d. Attendance at an employment conference.

- e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

- 19. Excused tardies are only designated for medical or dental appointments that cannot be scheduled outside of school hours.

All other absences or late arrivals are classified as unexcused, even if the /guardian notifies the school.

Whenever possible, parents are encouraged to schedule medical/dental appointments and family business during intersession periods, school holidays, and other non-school times. In the event an absence from school cannot be avoided, the best course of action is to stay in close communication with your child's teachers, and provide an opportunity for the child to make up any missed assignments. **Verification of Illness**

The statewide average absence rate for typical childhood illness is five (5) days per school year. **Anytime a child has a doctor's appointment and/or documentation that requires the child to stay home from school, documentation must be provided to the school office when the student returns to school. These absences will be recorded as "verified" and will be taken into account when reviewing the child's total attendance record.**

Students who are ill in excess of ten (10) excused and unexcused absences within a school year are required to bring verification of illness from a medical professional on their return to school for each successive absence. If the child is under the regular care of a physician for a serious or chronic condition or is directed to stay home by a medical professional, verification is to be provided to the school office at the time of the absence. Absences for excessive illnesses that are not verified with official documentation will be marked unexcused and may subject the student and/or parents to truancy review.

The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;

- c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
- 3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
- 4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had ten (10) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Chronic Illness

Personal illness which recurs on a frequent basis will require a doctor's certification.

If your child has a diagnosed chronic illness, you must provide a physician's authorization in order for these recurrent absences to be excused. Such authorization requires the treating physician to verify the diagnosis and list symptoms that would require the child to stay home from school but not necessitate an office visit. With this authorization, the parent/guardian may send a note when the child returns to school listing one or more of the symptoms identified by the physician's report. These absences will be considered verified. Please contact a campus administrator or the data entry clerk for additional assistance.

Missed Assignments and Tests

A student who is absent from class or scheduled instructional activities for allowable reasons may complete missed assignments or tests that can be reasonably provided and will not have his/her grade reduced or lose academic credit if the assignments or tests are satisfactorily completed within a reasonable period of time. In some cases, the teacher shall determine a reasonable equivalency in the tests and assignments provided, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Excessive Absence/Truancy Notification

While BMA maintains high expectations for student attendance, we also recognize that students may miss a few days/hours during the school year due to illness or family emergencies. For this reason, BMA has established guidelines for satisfactory student attendance. In the event that

students fall short of these guidelines, written attendance letters will be sent to the student's parent/guardian.

These letters are to reinforce the parent/guardian's awareness of potential attendance problems and represent the first steps in the attendance review/truancy process. Subsequent portions of this process may include mandatory parent/teacher/Principal conferences. If these remedies remain unsuccessful, the parent/guardian may be scheduled to meet with BMA's administration and/or appear before the School Attendance Review Team (SART), consisting of the Executive Director (or Designee), the BMA Principal, and other pertinent staff. A law enforcement representative may be included at the discretion of the Executive Director or Designee.

Attendance guidelines have been established as follows:

Procedure for excessive *tardies* and *early departures*:

- **5 unexcused tardies and early departures**
 - o The Attendance Clerk or Designee ***will contact the child's parent(s)/guardian(s)*** to discuss the reason for these absences and to develop a plan for attendance improvement.
- **10 unexcused tardies and early departures**
 - o ***A meeting appointment will be set for the child's parent(s)/guardian(s) and Administration*** to discuss the child's continued attendance issues and develop an attendance improvement plan for the student.
- **12 unexcused tardies and early departures**
 - o The parent(s)/guardian(s) will be notified by the Attendance Clerk or School Attendance Review Team Member (SART) to schedule a SART meeting to discuss the child's continued attendance issues and develop an attendance improvement plan for the student.
 - o If a parent(s)/guardian(s) fails to attend the SART meeting the school may place a phone call to Child Protective Services (CPS) and/or Vista Police Department to request a welfare check.
 - o The parent/guardian may be referred to the ***Vista School District Attendance Review Board and a hearing will be scheduled.***

Procedures for *absences*:

Absence	Action Taken
3 Excused <u>or</u> Unexcused Absences	• Truancy Letter #1/First Notice of Non-Compliance sent home via email • Attendance Action Plan and Attendance Policy sent home via email
5 Excused <u>or</u> Unexcused Absences	• Truancy Letter #2/Second Notice of Non-Compliance sent home via email - Attendance Team requests parent conference • Placement of Attendance Probation sent home via email

7 Excused <u>or</u> Unexcused Absences	• Truancy Letter #3/Referral to SART sent home via email • Hold SART meeting for review and further action
10+ Excused <u>or</u> Unexcused Absences	(Without valid excuse, and parent/guardian cannot be reached) Student is in violation of Attendance Policy and SART Contract and may be subject to Involuntary Removal Process. Home Visit, Vista Police Department Welfare Check, CPS Report, potential referral to district attorney for ongoing truancy issues. Disenrollment review may begin. Doctor's note required for further illness-related absences; administrator meeting to review attendance.

- If a student is **absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached** at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
- Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

Families are also reminded that the Montessori curriculum embraces a wide variety of integral subject matter and teachers spend a significant amount of time to ensure that all portions of the school day are equally important to the student's growth and mastery of learning. When a student leaves early, the student is missing out on integral learning experiences which adversely impact the student's success and her/his ability to be a contributing member of the learning community.

Accordingly, if a student develops patterns of early departure, parents/guardians will be scheduled to meet with the teacher, Principal, BMA Executive Director or Designee and/or attendance improvement team to develop an attendance improvement plan.

Again, our goal is to have your child in school for each full day of instruction.

Students Classified as Truant

Section 48200 of the Education Code of the State of California, states that it is the responsibility of the parents/guardians to see that their children attend school regularly and on-time. Section 48200 is the law, a part of the contract between home and school, and a component of BMA's promotion policy. Parents/Guardians violating 48200 may be subject to prosecution by the District Attorney.

Formal Written Notice

When a student's percentage of attendance falls below 90% at any point after the sixty (60) days of school, the parent/guardian may receive a Formal Written Notice alerting them to their student's attendance record and follow-up requirements.

Options for Students Unable to Attend School

Students who are unable to attend school for an extended period of time due to serious injury or illness may be eligible to receive individualized academic assignments during the period of absence when approved in advance by both Principal and Executive Director through independent study or Home/Hospital if the reason for the absence is not related to the student's disability if they have an individualized education program (IEP). Please note that attendance credit is not issued unless the student is on independent study or Home/Hospital and the sole focus of such assignments is to support the student to stay current on his/her academic studies. The Principal may request verification of students' condition by a physician. Students with mental health conditions must present verification from a physician *and* a treatment plan from their therapist. In such cases of medically related extended absence, the Principal and the Executive Director will meet with the parent(s)/guardian(s) to determine which program is most suitable to support the student (5 days or more of foreseeable absence).

Children who are absent due to shorter term illness should rest and recuperate so that they may return to school as soon as they are able. When reasonable, parents are encouraged to work with teachers to enroll in short term independent study to support the student's completion of missed work pursuant to BMA's independent study policy.

While families are asked to arrange for vacations and non-medical absences during school intersessions, holidays, and other non-school periods, if you know your child must be absent, please contact the teacher or Principal in advance to place your child in a short- term Independent Study.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first day of the school year, the Charter School base its active attendance roster on students present. The Charter School will attempt to reach the student's parent/guardian to determine whether the student has an excused absence. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. That student will then remain on the Charter School's active attendance roster. Students who are not in attendance on the first day of the school

year due to an unexcused absence will not be on the active attendance roster as it will be assumed that the student has chosen another school option.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Attendance Questions or Assistance

We appreciate the opportunity to meet with you at any time to discuss any concerns or questions you may have about your child's attendance.

It is the goal of BMA to team with families to support each child's academic success. Daily attendance is a key component to this success and sends a message to your child that their education is a priority and is valued.

Student Health and Safety

Immunization Records and Health Exams

As a public school and pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots)

before they can attend school unless they meet the requirements for an exemption. Bella Mente Academies requires all students to be current with immunizations as required by law.

BMA is required by law to have a copy of student immunization records for reporting purposes. During enrollment and prior to the first day of school, a copy of the student's immunization record is to be presented to the BMA office staff. The Charter School will also collect this information when your child receives any vaccinations, please provide proof so that the Charter School's records are kept current.

This record will be kept in the child's confidential student cumulative record file. Below are the immunizations:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Please see the complete Immunization Policy for information regarding exemption. The policy is located in the Front Office.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

A physician's statement of health may be found here: [Report of Health Examination for School Entry](#) is also required prior to the child's **initial enrollment in a public school**. This physician's report form is also included in the annual enrollment packet and only needs to be filed once.

Families who need assistance with the cost of these enrollment requirements may inquire with their county health department for dates of immunization and exam clinics in their area. Information on county health programs is included in your enrollment folder.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student’s primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil’s primary care provider to develop an appropriate treatment plan, which may non include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

Opioid Information Sheet (for schools that offer athletics)

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the Front Office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 760621-8948. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Director of Special Education at 760-621-8948 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Health Technician at 760-621-8948.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight(8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after

childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

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

A copy of the UCP is available upon request at the Front Office and at www.bellamentecharter.org. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the

person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the Front Office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the Front Office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the Front Office. The following asbestos-related activities are planned or in progress at the Charter School: No such activities are planned or in progress for the current school year.

The following is a summary of general health guidelines that the school is required to abide by:

It is the policy of Bella Mente Academies to allow students to attend school when they have minor allergies. Please see the Administration of Medication notice below should your child require medications for their allergies.

Any contagious illnesses and/or a fever of 100.4°F or higher require the student to be absent from school. The child must remain fever-free, without the use of fever reducing medications, for twenty-four (24) hours prior to returning to school. *Contagious illnesses require that the student has been on an approved course of treatment for at least twenty-four hours prior to returning to school.* Please be conscious of these policies and take the other children and staff into consideration in this regard. **Please contact the office as soon as possible if your child is diagnosed with any communicable diseases.** These include: chicken pox, strep infections, influenza, bacterial conjunctivitis. **Please call the school if your child will be absent.** If it appears your child may have a lengthy illness, please notify the school office as soon as possible, and obtain a doctor's note to be kept with the attendance records. Please see the Attendance Policy in this Handbook or request a copy from the Front Office.

In the best interest of your child and of all the other BMA students and staff, if health issues or symptoms of communicable illness or infection are observed in your child at school, you will be notified immediately and will be asked to pick up your child. In this instance, the student may not return to school until a medical practitioner has treated such symptoms or until the student has been symptom free for at least twenty-four hours. If it appears your child may have a lengthy illness, please notify the school administration as soon as possible.

No Lice Policy

Parents/guardians are encouraged to routinely screen students at home. Students found to have live lice may remain in school and parents will be called to pick up the student at the end of the school day and will be given a copy of the brochure “[A Parent’s Guide to Head Lice](#)”. (Visit the [CDPH website](#) for additional languages). At home, all members of the family must be checked for head lice and treated accordingly.

Before being admitted back to class, you must bring your child into the school office for a recheck. The child will be examined and admitted to class the following day unless the child is still infested with live lice.

To maintain the confidentiality and privacy of students, school-wide and/or classroom screening/notification will not occur.

This is just a brief summary of student health policies. BMA has developed a comprehensive policy to address student health issues. If desired, please ask for detailed information at the school office.

Medications Administered at School

Any child taking prescription or over-the-counter medications **must** have an approval form signed by their physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and a written statement from the parent/guardian indicating the desire that the school assist the student with administering the medication before bringing the medication to school. All medications must be delivered to the office, by the parent/guardian, in the original container with the child’s name and directions clearly labeled along with the required Authorization For Medication Administration Form.

All medications must be collected from the office, by the parent/guardian, by the end of the school year unless the student is enrolled for the summer intersession. Medication approval forms are available in the office.

California Safety Laws

For safety reasons, if your child is under the age of 8, she/he is required by California State law to be transported in an **approved child safety restraint seat**. Please take the time to ensure the safety of each child in your car, as well as your own, by buckling up.

Various agencies offer car seat safety clinics to check for the proper installation of child safety seats in your vehicle. Often, approved safety seats are available at these events, at a reduced cost or even free of charge. In contrast, the Highway Patrol fines individuals for each unbelted individual in the car. If you have financial difficulty complying with these requirements, contact

your local Highway Patrol office. There are funds available to assist families in meeting this requirement.

For those students who may ride their bicycles to and from school, helmets are required. Please discuss this with your child along with other pertinent safety topics. Be safe, not sorry!!

School Meals and Student Wellness – Nutritional Health

A daily balanced diet is essential to every child's physical, mental, emotional, and physiological needs. If a child comes to school hungry or improperly nourished, the child will have difficulty concentrating on her/his schoolwork. Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade eight (8).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is

deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with the above, BMA promotes a healthy environment by allowing students and staff to bring and carry water bottles throughout the school, with the exception of specified locations. We ensure that everyone is aware of their rights regarding this policy through our handbooks, as well as our school website.

In support of this initiative, we have water fountains available in every hallway for easy access to clean, refreshing water. Additionally, we provide a state-of-the-art water filtration station with a water bottle filler in the Multipurpose Room (MPR) to further encourage our school community to stay hydrated.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

For families who choose not to participate in BMA's meal program, please follow these guidelines:

Please make every effort to provide your child with healthy and nutritionally balanced meals for the best possible day!

Breakfast is essential. Be sure that your child begins each morning with a healthy and nutritionally balanced meal to provide the brain energy that he/she will need for the activities of the day. If your child is unable to eat breakfast at home, you are welcome to pack a HEALTHY breakfast for her/him to eat at school prior to the start of class time. A good suggestion might be cereal and fruit in a Tupperware sealed bowl, or fruit juice in a sealed cup and toast, etc. Some of the major food companies are now making "milk and cereal bars" which are relatively low in sugar and surprisingly high in protein. Read labels, be creative, and your child will eat with more interest!

If you choose to provide your child meals, please plan to send a bag or lunch box with your child each day, and make sure to label all containers to be taken home with your child's name.

When preparing your child's lunch and snacks, please make every effort to send items that the child can eat easily, can open and/or close relatively easily and independently. Lunch must be something that can be eaten without heating. Students and families are not permitted to order food for delivery to the campus.

Please avoid sending junk food and highly processed food items. These food choices are usually loaded with refined sugar or fat and offer little or no nutritional value. During school, students need "brain food." Stick to items that are as close as possible to their natural state: fresh fruits and vegetables, whole grains, seeds, nuts, dairy products and proteins. Limit juices and juice drinks. Even 100% juice, consumed in excess, provides too much sugar for a young child's dietary health and results in an afternoon "low" as the child's blood sugar attempts to balance back out. Instead, opt for a bottle of water or milk that can be kept fresh with a cold pack or in a thermos.

We believe that monitoring the intake of these types of highly processed, non-nutritive foods will provide the child with a better ability to concentrate. If you think that these types of foods are appropriate, please save them for the home environment.

If a student forgets their lunch, BMA has additional meals to provide for students or breakfast/lunch may be dropped off in the office.

Health Food Guidelines for Families who Choose to Send Food to School

Good nutrition is key in helping children grow and learn. BMA revised the Local School Wellness Policy in 2017 and the Board of Directors passed the revision to ensure the policy is practiced schoolwide.

ALLOWABLE FOODS ON CAMPUS

- **Fruit-** such as apples, pears, plums **Vegetables-** such as carrots, celery, jicama
- **Dairy Food-** such as Real cheese, 1% milk, soy milk or non high-fat dairy foods
- **Proteins-** such as nuts, seeds, eggs, legumes, low-fat cheese
- Whole grain food- grains such as wheat, corn, rice, barley, oats, quinoa, and rye. Should be eaten in their “**whole form**”. Products should list whole grain food first, be at least 51% or have a whole grain stamp.

NON-ALLOWABLE FOODS ON CAMPUS

- **Sodas, Sports Drinks, Caffeinated Beverages**
- **Fried Chips**
- **Sugary Desserts, Popsicles, Candy**

Registration and Enrollment for Bella Mente Montessori Academy

As a public charter school, BMA is a school of choice, and eligibility for enrollment is based on California residency, not on district-of-residence boundaries.

As a public school, BMA follows state requirements for Transitional Kindergarten/Kindergarten and First Grade admission. ***Transitional Kindergarten children must be 4 years old of age before September 2nd the year they enter school.***

In California, TK/Kindergarten is not compulsory (mandatory), though it does help prepare children for elementary school. BMA does not administer TK/Kindergarten readiness assessments prior to enrollment. All assessments are conducted by the teacher, at the time the student begins, to establish the creation of the student’s individual learning plan. (See Academic Overview) If you have questions about your child(ren)’s readiness for Kindergarten, please contact the school Principal at 760-621-8948.

BMA seeks a diverse student population from the local area surrounding the school campus. Enrollment is available to anyone who applies subject to the BMA’s capacity. As a California

public school, admission to applicants is determined by a random public lottery at the end of the open enrollment period.

New Enrollment will be carried out using the following guidelines:

1. Parents interested in enrollment may be invited to tour the BMA campus and participate in an orientation that details the purpose, goals, and objectives of our school. The orientation will include an explanation of Montessori philosophy and methodology and how parents/guardians can best support their child(ren) in the learning process. This tour and orientation provides families with an opportunity to decide if our school appears to be an appropriate match for their child(ren).
2. Families who wish to continue into the final stages of the enrollment process are required to read and complete the enrollment packet prior to enrollment.

BMA is committed to the academic success of its students and readily acknowledges that Montessori education is not necessarily the perfect match for every student. BMA encourages parents/guardians to recognize that there are other educational approaches that may be more effective for some students. By attending an informational tour and observing in a classroom, parents and guardians will be better informed to make the best choice for their child(ren).

Re-enrollment for current BMA families is completed in late winter prior to the open- enrollment lottery. Siblings of currently enrolled students will be given priority in the lottery.

A Housing Questionnaire is included in the registration packet for new families and in the reenrollment packet for returning families. Failure to complete the re-enrollment packet before the deadline may result in students not being able to return for the next school year.

Classroom Placement Policies and Procedures

It is the goal of BMA to place each student in the most appropriate learning environment to fit his/her needs academically, socially, and emotionally. In addition, care is taken to balance classes by grade/age and gender. Information and recommendations from teaching staff is utilized to balance these needs within the classrooms. Although we would like to facilitate parent/guardian request for a specific classroom or teacher, the complexity of this process prohibits us from taking these requests.

Student Acceleration/Retention

Montessori instruction accommodates the varying interests and academic development of individual students. Students will progress each year by completing the Montessori and State Standard curriculum necessary to support their success at the next grade level.

When considering acceleration (accelerating a student an additional grade level), the child's social and emotional growth is to be taken into consideration. Parents/guardians, teachers, and the Principal will determine if this is the best course of action for the student by using criteria such as intellectual maturity, academic achievement, including standardized testing, physical, social, psychological, and emotional considerations.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention should be identified as early in a child's school career as possible. As soon as identified, the teachers and Principal should begin interventions to assist the student in areas of concern. Parents/guardians must be notified and included in this discussion as early in the school year as possible.

Students are to be identified for retention or acceleration on the basis of:

- Academic achievement and standardized testing
- Physical, social, psychological, and emotional considerations
- Special needs
- Information provided by teacher(s), parents, or guardians

The demonstration of individual student learning is to be measured by, but not limited to, the following:

1. Student grades in Reading/Language Arts and Math (more than one grade level above / below)
2. Assessments in Reading/Language Arts and Math (more than one grade level above / below)
3. State testing scores in Language Arts and Math (assessing below or far below standards in all subject levels / assessing at or above standards in all subject areas)
4. Writing Assessment
5. The review of student data as determined by the Student Study Team (SST)

English Learners

English Learners, determined through the ELPAC testing process (California's English language proficiency assessment), could be considered "at risk" based on the challenges they face in acquiring mastery of subject areas in English. English Learners should be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade-level proficiency. Decisions regarding the acceleration or retention of English Learners require special consideration. For English Learners, retention cannot be based on the student's lack of English fluency as related to meeting English standards. Following the supplemental instruction for the English Learner, if it is determined through the SST process that the student would benefit from retention, the above determinations and process will be followed.

Students who have Individualized Education Program (IEP) or Section 504 Plans

Students with physical and/or mental disabilities which interfere with the major life activity of learning are provided protections under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students whose physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act (IDEA) have their educational needs supported through Special Education (specially designed instruction) and related services and supports (services which enable them to benefit from their Special Education program).

Modifications of curriculum and the grading rubric are to be utilized for students on an IEP (Individualized Education Program). Accommodations put in place for students who have a Section 504 Plan or are in Special Education are not used when considering retention of the student.

Retention may be considered for students on a Section 504 Plan or IEP if the academic, social, and emotional needs of the student would benefit from the repetition of a grade. The IEP or 504 team will make the recommendation for retention or acceleration

Appeals Process

When the recommendation for retention or acceleration is not agreed upon by the parents/guardians, they have the right to appeal to the BMA Governing Board. Parents/guardians must submit their appeal to the Principal and Executive Director. The Principal will provide the Executive Director and/or Governing Board documentation regarding the recommended acceleration or retention to include, but not limited to, testing and assessment results, report cards, and SST meeting notes.

If the Parent(s)/Guardian(s) disagree with the decision, they have the right to appeal to the BMA Board through the following steps:

Parent(s)/Guardian(s) choosing to appeal a decision to accelerate a student shall submit a completed Acceleration or Retention Appeal Request Form to the Executive Director specifying the reasons why the decision should be overturned. The submission of the Retention/Acceleration Appeal Request Form must occur no later than ten (10) school days following the Parent(s)/Guardian(s) receipt of the determination of acceleration.

The Board shall review the appeal as well as the student's academic performance records on which the SST relied. The Executive Director shall be provided an opportunity to state orally and/or in writing the criteria on which the SST or Executive Director's decision was based. The Parent(s)/Guardian(s) will also be given an opportunity to state orally and/or in writing their reason for appeal. The Appeal will be held in a closed session of the Board to maintain student confidentiality. The Board will prepare a written decision which summarizes findings and conclusions.

The Board shall notify the Parent(s)/Guardian(s) and Executive Director of its decision in writing within seven (7) school days of the Appeal via certified mail at the address provided by Parent(s)/Guardian(s) to the Charter School unless otherwise agreed in writing.

The Board's decision is final.

Field Trip Procedures

Field trips are an essential component of the Montessori curriculum. Students are given the opportunity to utilize knowledge gained in the classroom and apply it through experiences in the greater community. Field trips are age appropriate and are linked to the curriculum as much as possible. It is not unusual for an elementary or middle school class to attend a field trip approximately once every six weeks.

Field Trip Participation

Student behavior may be a factor in deciding if a child is to participate in a field trip. Parents/guardians will be contacted in advance to discuss any issues and to discuss alternative comparable educational activity(ies).

Parents/guardians who do not wish for their child to attend a particular trip should discuss their reasons with the teacher, as the purpose of the field trip is to expand on the students' academic experience. Any child not participating in a field trip must attend school that day. The teacher will arrange for your child to do their work in another classroom.

All students are to have equal access to the field trips as a part of the curriculum.

Permission Forms

Approximately one (1) month prior to a field trip, parents/guardians will receive a permission form which states the destination, total suggested donation to the school, and other pertinent information.

Due dates for permission slips are to be strictly enforced, and a child will not be permitted to attend the outing without a signed form. Parents/guardians unable to volunteer to drive their own child on the field trip are required to leave an appropriate car seat if their child is eight (8) years of age or younger.

The educational experience of the field trip is always to be emphasized over a commercial one. However, in some instances, bringing spending money may be appropriate and will be stated as such on the permission/ information sheet.

Parent/Guardian Participation on Field Trips

Parent/guardian participation plays a key role in the success of field trips. Voluntary fundraising is encouraged to help offset the cost of some trips, and parents/guardians are asked to volunteer to drive students and assist with chaperoning. All adults attending field trips must fulfill screenings to ensure the safety of the children.

Please note that any adult without these clearances on file with the campus office may not attend the field trip.

- Cleared Live Scan fingerprint report from the Department of Justice for BMA (to be completed only once)
- Cleared TB test result (required every four years), unless the TB Risk Assessment form is submitted annually.
- Attendance at the Parent Education session: "7 Habits of Highly Effective Volunteers"

In addition, the following is also required for parents/guardians driving students:

- Proof of Insurance: due at the beginning of each school year or at time of renewal for all drivers, including parents/guardians driving their own child. When driving other children, a \$100,000/\$300,000 liability per person/occurrence is required. (Note: many insurance

companies will charge a minimal fee for increasing the liability amount for one day). A parent/guardian driving only their child must show proof of insurance meeting the California legal liability limits.

- Copy of valid Driver's License: due at the beginning of each school year for all drivers and upon renewal
- Copy of Vehicle Registration: due at the beginning of each school year for all drivers, and upon renewal.
- DMV 10 Year Driver's History Report: due at the beginning of each school year for all drivers, including those who will only be driving their child. Reports indicating past violations will be sent to BMA Central Administration for review and for a decision on parent/guardian driver eligibility. (Note: On-line DMV and insurance company reports are not certified and cover only 5 years; therefore these do not meet BMA requirements.) Each driver's DMV record is available to during normal working hours. Reports may be obtained by:
 - Visiting the DMV office (make an Appointment for faster service)
 - Completing a Request for Driver Record Information form INF 1125
 - Showing identification
 - Paying the fee

Drivers will be given a Field Trip Packet with student information, directions and other pertinent information for the trip, and a list of all field trip policies and procedures. **We ask that drivers read this packet carefully to avoid any misunderstandings.** **Note:** Student information is confidential and should only be accessed in the event of an emergency.

Teachers are responsible for oversight of the entire group and for facilitating the excursion. Adults participating in the field trip are asked to assist wherever needed and are expected to chaperone the group of students they have driven, as well as be aware of safety concerns for all students. Drivers must drive directly to and from the field trip destination. Stops for food, gasoline (except in the instance of a long-distance trip), and other activities outside of the trip itinerary are not permitted. Personal errands are not permitted at any time.

BMA policy states that only movies rated "G" may be shown without parental permission. Parents with DVD players in their vehicles are therefore asked to follow this policy when driving on a field trip.

Parents are asked to avoid discussing students with others. Discipline issues should be brought to the teachers' attention for appropriate follow-through. Other concerns regarding the field trip should be brought to the teacher or campus Principal.

Chaperone Responsibilities & Expectations

These enriching field trips would not be possible without the support of BMS parent/guardian chaperones. It is a responsibility that should be taken very seriously, as chaperones are responsible for the safety of other children.

Being safe on a field trip means:

- Chaperones are expected to have supervision over their designated group at all times. In the event a parent/guardian needs to take a break, to use the restroom for example, another cleared chaperone should be asked to watch their group during that time.

- Chaperones are asked to be aware of all BMA students on the trip. The safety of the children is everyone's responsibility. On overnight trips, chaperones are expected to have supervision of their group during all waking hours. Chaperones should be available to assist with a student or students in the event of an issue or emergency during the night and be capable of alerting the classroom teacher if necessary.
- No alcohol is to be consumed for the duration of the field trip. If a chaperone is taking prescription or non-prescription medication that would alter a person's state of being, the chaperone is required to inform the teacher prior to the trip. In some instances, this may prohibit a parent/guardian from chaperoning on the trip.

Being Respectful on a field trip means:

- Follow the lead of the teacher and model appropriate behavior at all times.
- Treat all students with grace and courtesy.
- Confidentiality must be observed at all times.
- Adults are to dress appropriately for the trip: proper footwear, properly fitting clothes that are neither too tight nor too loose and that cover the body adequately.

Siblings

As stated previously, field trips are an important part of the educational experience. Field trips are grade level and curriculum specific, and children anxiously await their opportunity to attend these special events. Siblings may not be included in their sibling's field trip experience.

Information Technology / Electronic Resources

Current technology is modifying the way in which information is accessed, communicated, and transferred. These changes may also alter instruction and student learning. BMA offers students access to technologies that may include electronic mail (through Internet access), Internet connections, and equipment, such as computers and multimedia hardware, in the technology work area of the classrooms.

With the access to computers comes the availability of materials that may not be considered appropriate in the classroom. On a global network it is nearly impossible to control all materials available. Ultimately, the school staff, parents, and guardians of minors are responsible for setting and conveying the standards that students should follow when using these technology resources. BMA supports and respects each family's right to decide whether or not to allow their student access to any part of these technologies.

The Children's Internet Protection Act (CIPA) addresses concerns about access in schools and libraries to the Internet and other information. For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements, but does not require the tracking of Internet use by minors or adults. Although BMA does not receive such funds, we are taking every effort to follow CIPA's guidelines to restrict:

- (a) the access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- (b) the unauthorized access, including so-called "hacking," and other unlawful activities by minors online;

- (c) the unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (d) minors' access to materials inappropriate or harmful to them.

Technology Use - Rules and Responsibilities

The school discipline and behavior guidelines, as well as this document, govern access to and use of media technology. Students will be held accountable for any misuse or abuse of any school materials or resources.

The technologies provided are for students to conduct research, enrich educational experiences, and communicate with others in relation to school work. Access to technological services is given to students who agree to act in a considerate and responsible manner. Parent/guardian permission is required. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrator and or staff will deem what is inappropriate use, and their decision is final. The administration or staff may deny, revoke, or suspend specific privileges or deem other consequences necessary.

Individual users are responsible for their use of the technologies available to them. The use of these tools must be in support of education and research and must be consistent with academic expectations of BMA. Transmission of any material in violation of federal or state laws or regulations including copyrighted, threatening, or obscene material is prohibited.

BMA maintains a public website. Intranet web pages may be established and maintained by staff with secondary responsibilities given to students who have the skills necessary. All content will be approved by BMA staff before posting.

The user is expected to abide by the following rules of etiquette:

- Be polite. Do not write or send abusive messages. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Be respectful with regard to others' work; the user will not view, alter or otherwise modify someone else's data. This includes documents opened or contained within work folders.
- Altering the operating system, as well as general visual appearances to a technology is prohibited. Such changes may include but are not limited to screensavers, background, sounds, passwords, display setting, network setting, etc.
- Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges with an administrative review.
- Do not reveal personal information about yourself or other students.
- Electronic mail is not guaranteed to be private. Users should only access personal mail when appropriate permission from staff is obtained and no other users need the technology for school use.
- Do not use the network in a way that would disrupt the use of the other network users.
- Malicious attempts of vandalism to harm or destroy data or equipment will not be tolerated.
- Use of personal data or equipment will not be allowed without prior approval. Additionally, proof of current and regular updates on Anti-virus protection, as well as regular disk scans, is required prior to use once approval is obtained.

- Downloading or uploading of any kind requires prior approval. Such loading may include items from the internet, flash drives, external hard drives, etc.
- Games are strictly prohibited.

Violation of any of the above mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

Personal Items at School

BMA assumes no responsibility for lost or stolen items.

Toys and Sharing

Participating in sharing at group time enables children to feel important and special. It also facilitates verbal expression. Good suggestions for sharing may be seashells, rocks, library or special books, pictures or treasures from a trip. Please consult with your child's teacher regarding sharing policies for a particular class. Read the weekly updates and monthly newsletters to discover sharing suggestions relating to the units of study for the month. We do ask that toys be kept at home, or leave them in the car, as they often create distractions and possible power struggles between other students when they are brought to school.

Extra Changes of Clothes

Students are encouraged to bring appropriate changes of clothes to store in their cubbies for emergency use; most especially with TK/Kindergarteners. Teachers will communicate with parents/guardians as the clothes are used and need to be restocked. Please remember to label all items with the student's name and send them to school in a plastic bag or other disposable/reusable carrier.

Other Personal Items at School

Toys, trading cards, electronic games and other personal items unrelated to the student's daily schoolwork should be left at home. These items tend to create disruptions at school and will be held by the teacher and returned to the parents/guardians at the end of the school day.

Trading cards, such as Pokémon and Yugioh are not permitted. They will be confiscated and returned to a parent/guardian at the end of the school day if brought to school.

Students are discouraged from bringing cell phones and other items of value to school. Cell phones, iPods, gaming systems and the like, are to remain off and out-of-sight during school hours and may only be used once the student has left the school grounds. Cell phones may be used only in the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.

- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

BMA has Chromebooks for student use. Personal laptops are not allowed. In the event parents/guardians feel the necessity of their child to have such items, the Principal should be contacted to discuss their child's personal circumstances. Once approved, these items are to remain in the student's backpack until the end of the school day. ***If the student uses such items during school hours without teacher or administrator permission, it will be confiscated and returned to the parent/guardian only at the end of the school day.***

Student Freedom of Speech/Expression

BMA believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to the: (1) use of bulletin boards; (2) distribution of printed materials or petitions; (3) wearing of buttons, badges, and other insignia; and (4) right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Principal or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts at school-sponsored activities or events, the violation of school rules, or substantial disruption of the school's orderly operation. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace

Off-campus student expression, including but not limited to student expression on non-school sponsored internet web sites, personal social media or email accounts, or via text messages sent on a personal device outside of school hours, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

Please see the Student Freedom of Speech and Expression Policy located on the school's website at www.bellamentecharter.org.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-RightsFINAL.pdf>

Student Records, Including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff

member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington,
DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
 - a. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
 - b. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, BMA will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from

the public school or private school where the student intends to enroll. BMA will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, BMA will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

2. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
3. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
4. Organizations conducting certain studies for BMA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
5. Accrediting organizations in order to carry out their accrediting functions;
6. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
7. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
8. Persons who need to know in cases of health and safety emergencies;
9. State and local authorities, within a juvenile justice system, pursuant to specific State law;
10. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by BMA for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by BMA; and/or
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by BMA with respect to that alleged crime or offense. BMA may disclose the final results of the disciplinary proceeding, regardless of whether BMA concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing

5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at: efeeley@bellamentecharter.org. A copy of the complete Policy is available upon request at the Front Office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"⁴) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"⁵) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

BELLA MENTE ACADEMIES TECHNOLOGY USE AGREEMENT ACCEPTABLE COMPUTER AND INTERNET USE POLICY – STUDENT

NETWORK AND ONLINE RESOURCES

1. The use of the BMA computer network is not intended for private or commercial business use, financial gain, political, or religious purposes. Any such use is prohibited.
2. Use of the network for illegal activity is prohibited.
3. Use of the network that results in the violation of copyright laws is prohibited.

⁴ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁵ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

4. Use of the network for purposes other than those set by faculty is prohibited including online games, chat (instant messaging), or browsing the Internet for any purpose other than school related.
5. Use of the network to access obscene, pornographic, hateful, or otherwise inappropriate material is prohibited.
6. Sending material likely to be offensive or objectionable is prohibited.
7. Using programs that harass network users or infiltrate a computing system and/or damage the software components is prohibited. (Including, but not limited to any type of hacking software)
8. BMA reserves the right to review any material stored on any system provided by the school and to edit or remove any material. Students should not have any expectation of privacy in their activities while using BMA equipment or systems.
9. Personal devices including laptops, tablets, or mobile devices may not be connected to the network unless a student has received prior written approval from a teacher or school administration. Use of school resources (such as the Internet) through a personal device must be in compliance with all school policies.

AGREEMENT

Student

1. Inappropriate Use. Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
 2. Playing games or online gaming.
 3. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 4. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 5. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 6. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
 7. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

8. Conducting for-profit business.
9. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
10. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
11. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
12. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
13. Supervision - I will not use the BMA Computer Network or any associated system without the permission and supervision of school staff.
14. Language - I will use appropriate language when using email, newsgroups, chat, journals, blogs or instant messaging or any other forms of communication. I will not use profanity or any language that is offensive to anyone. I will always be mindful that I am a representative of our school.
15. Network Etiquette - I will not send, or encourage others to send, discourteous or abusive email messages. I will not send messages, especially widely distributed messages, the receipt of which I have reason to believe would be unwelcome to recipients. I will use all forms of communication on the network and off the network in a manner that is not offensive to any person or group.
16. Vandalism and Inappropriate Use - I will not use the system to practice vandalism. Vandalism includes any malicious attempt to harm or destroy the property, including data, of any user or system on the network or the Internet. Uploading or downloading very large files from the Internet is not appropriate.
17. Privacy - I will not reveal passwords, home address, or personal phone numbers. I will not use the system to electronically publish or distribute pictures of myself or others or materials created by others without appropriate permission.

Trespassing - I will not attempt to access the system or any data on the system without authorization. This includes, but is not limited to, accessing the network using an account other than my own, including email accounts. I will not log in to a computer with anyone else's name and password. I will not leave a computer without logging off. I will not attempt to guess someone else's password.

No Expectation of Privacy. Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agreed upon use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

1. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
2. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
3. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
4. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available.

Parent/Guardian

I give permission to BMA to issue an email and network user account and certify that my child and I have read and understand the information contained in this agreement and agree to abide by all rules set forth in this agreement.

I hereby fully indemnify, release and hold harmless BMA and any of its personnel from any and all claims and damages of any nature arising from my child's use of, or inability to use, the BMA network. I will instruct my child regarding the rules of use contained in this document and understand and agree that the agreements contained herein are incorporated into BMA Board policies. I understand that it is impossible for BMA to completely restrict access to all controversial materials and I will not hold the school responsible for materials accessed on the internet.

I accept full responsibility if and when my child's use of technology is not in a school setting and understand that my child is subject to the same rules and agreements while not at school. I understand that BMA encourages parents and guardians to supervise and monitor any online activity. I am aware of my child's account information and passwords for Google Docs.

I further understand that I will be responsible for the cost of repair or replacement if my student loses or damages the BMA-provided devices beyond normal wear and tear.

Parent/Guardian Name and Signature:

_____ Date: _____

Student Name and Signature:

_____ Date: _____

Appendices Employee-Student Relations Policy

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate boundaries. If a student specifically requests that he or she not be touched, then that request should be honored to the extent possible.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee’s perspective, but may be perceived as an inappropriate interaction from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as inappropriate or sexual misconduct or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Employees must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that he or she not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.

Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

(a) Unacceptable Behavior

This list (and any subsequent lists) is not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy:

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be approved by Human Resources along with the rationale they are for;
- Kissing of ANY kind;

- Massage (Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan);
 - Full frontal or rear hugs and lengthy embraces;
 - Sitting students on one's lap (grades 3 and above);
 - Touching buttocks, thighs, chest or genital area;
 - Wrestling with students or other staff member except in the context of a formal wrestling program;
 - Tickling or piggyback rides;
 - Any form of sexual contact;
 - Any type of unnecessary physical contact with a student in a private situation;
 - Intentionally being alone with a student away from School;
 - Furnishing alcohol, tobacco products, or drugs to a student or failing to report knowledge of such conduct;
 - "Dating" or "going out with" a student;
 - Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
 - Taking photographs or videos of students for personal use or posting online;
 - Leaving campus alone with a student for lunch;
 - Undressing in front of a student;
 - Making, or participating in, sexually inappropriate comments;
 - Sexual jokes or jokes/comments with sexual overtones or double entendres;
 - Sharing a bed, mat, or sleeping bag with a student;
 - Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of a school employee;
 - Listening to or telling stories that are sexually oriented;
 - Discussing your personal troubles or intimate issues with a student;
 - Becoming involved with a student such that a reasonable person may suspect inappropriate behavior;
 - Giving students a ride to/from School or School activities without the express, advance written permission of the Executive Director and the student's parent or legal guardian;
 - Being alone in a room with a student at the School with the door closed and/or windows blocked from view;
 - Allowing students at your home and/or in rooms or areas within your home without signed parental permission for a preplanned and pre-communicated educational activity which must include the presence of another educator, parent, or designated School volunteer;
 - Excessive attention toward a particular student;
 - Mirroring the immature behavior of minors;
 - Sending e-mails, text messages, instant messages, social media messages, or letters to students or making phone calls or sending notes if the content is not about School activities. Communication via private social media accounts is prohibited;
 - Being "friends" with a student on any personal or non-School social media website;
 - Communicating with students or parents/guardians in violation of the School's Social Media Policy; Engaging in inappropriate and/or unprofessional communications with students on School social media;
 - Using profanity with or to a student;
 - Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues; and

- Inflicting, or causing to inflict, corporal punishment upon a student. “Corporal punishment” means willful infliction of, or willfully causing the infliction of, physical pain on a pupil.

(b) Acceptable Behavior

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Pats on the shoulder or back;
- Side hugs;
- Handshakes;
- “High-fives” and hand slapping;
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact;
- Obtaining parents’ written consent for any after-school activity on or off campus (exclusive of tutorials);
- Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only;
- Holding hands while walking with small children or children with significant disabilities;
- Assisting with toileting of small or disabled children in view of another staff member;
- Touch required under an IEP or 504 Plan;
- Reasonable restraint of a violent person to protect self, others, or property;
- Obtaining formal written pre-approval from Principal to take students off School property for activities such as field trips or competitions, including parental written permission and waiver form for any sponsored after-school activity whether on or off campus;
- E-mails, text messages, phone conversations, and other communications, if permitted, to and with students must be professional and pertain to School activities or classes (communication should be initiated via transparent, non-private School-based technology and equipment);
- Keeping the door wide open when alone with a student;
- Keeping reasonable and appropriate space between you and the student;
- Stopping and correcting students if they cross your own personal boundaries (including touching your legs, or buttocks, frontal hugs, kissing or caressing);
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior;
- Keeping after-class discussions with a student professional and brief;
- Immediately asking for advice from senior staff or administrators (such as the Principal) if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with a student;
- Involving the Principal in discussions about situations related to boundaries that have the potential to become more severe (including, but not limited to, grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult);

- Making detailed notes about an incident that, in your best judgment, could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers;
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges;
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular School hours;
- Prioritizing professional behavior during all moments of student contact;
- Asking yourself if any of your actions which are contrary to these provisions are worth sacrificing your job and career.

Reporting Violations

When any employee becomes aware of another employee (or volunteer, guest or vendor) having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must promptly report the suspicion to the Principal or Human Resources. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse. All reports will be kept as confidential to the extent Possible.

Title IX

Bella Mente Montessori Academy (“Bella Mente”) does not discriminate on the basis of sex in any of its programs or activities. Title IX of the Education Amendments of 1972 prohibits Bella Mente from discriminating in such a manner. This prohibition extends to admission, employment, and all programs and activities of Bella Mente. Bella Mente has designated the following individual as its Title IX Coordinator to receive complaints of sex discrimination, including sexual harassment:

Susan Croniser
 Administrative Assistant – HR
 1737 W. Vista Way, Vista, CA 92083
 Phone: 760-621-8931
 Email: scroniser@bellamentecharter.org

Inquiries about the application of Title IX may be referred to the Bella Mente Title IX Coordinator or to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or both

BELLA MENTE MONTESSORI ACADEMY
TITLE IX POLICY AND GRIEVANCE PROCEDURES FOR SEXUAL HARASSMENT

Bella Mente Montessori Academy (“Bella Mente”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in Bella Mente’s education programs and activities.

This Title IX Policy and Grievance Procedures for Sexual Harassment (“Policy”) details Bella Mente’s commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at Bella Mente to school staff (e.g., administrators, teachers, etc.) and Bella Mente will take appropriate action in accordance with the law and this Policy.

Sexual harassment is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, and, for that reason, is a violation of state and federal laws and a violation of this Policy. Bella Mente considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment under California law may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual’s sex, sexual orientation, or gender.

- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Bella Mente's Uniform Complaint Procedures under California law. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under federal law in Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Bella Mente prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to Bella Mente's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website: <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. Bella Mente employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A Bella Mente employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Bella Mente's education program or activity.

3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

II. Title IX Personnel

Bella Mente has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Susan Croniser
Administrative Assistant – HR
1737 W. Vista Way, Vista, CA 92083 Phone:
760-621-8931
Email: scroniser@bellamentecharter.org

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- Investigator: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an “Investigation Report” which will summarize the relevant evidence.
- Decision-Maker: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be a Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- Title IX Appeals Officer: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be a Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator(s), Decision-Maker(s), Appeals Officer(s), and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the Bella Mente Title IX Coordinator, or to any other available Bella Mente employee who shall immediately inform the Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person’s verbal or written report.

IV. Bella Mente’s Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.

Supportive measures are non-disciplinary and non-punitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or courserelated adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.

Bella Mente may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. Bella Mente will conduct an individualized safety and risk analysis before the removal. Bella Mente shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

If the respondent is a student, Bella Mente is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.

If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

V. Initial Review of Formal Complaint

If a formal complaint is filed, the Title IX Coordinator will review the complaint and make an initial determination as to whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. Bella Mente may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Bella Mente policy (e.g., Uniform Complaint Procedures).

At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, Bella Mente may offer an informal resolution process (such as restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

VI. Mandatory or Permissive Dismissal of Formal Complaint

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) school days** from the date they receive the formal complaint.

1. **Mandatory Dismissal**: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
 - b. The alleged conduct did not occur in Bella Mente’s education program or activity; or
 - c. The alleged conduct did not occur against an individual in the United States.
2. **Permissive Dismissal**: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
 - a. The complainant has notified Bella Mente, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - b. The respondent is no longer enrolled in, or employed by, Bella Mente; or
 - c. Specific circumstances prevent Bella Mente from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the “Appeals” section below.
- If the Title IX Coordinator determines another Bella Mente grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant’s allegation(s), the written notice shall inform the parties (complainant and respondent) of Bella Mente’s intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, Bella Mente will initiate the following Title IX Grievance Procedures and issue a Written Decision. Bella Mente will endeavor to complete its investigation and issue a Written Decision within **sixty (60) school days of receipt of the formal complaint**.

1. Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten(10) school days of receipt of the formal complaint**. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **ten (10) calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not Bella Mente's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **ten (10) calendar days** before issuance of the Written Decision. Bella Mente will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) school days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.
 - b. A description of the procedural steps taken by Bella Mente during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
 - c. Findings of fact supporting the determination.
 - d. Conclusions regarding the application of Bella Mente's policies to the facts.
 - e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Bella Mente imposes on the respondent, and whether remedies designed to restore or preserve equal access to Bella Mente's educational program will be provided by Bella Mente to the complainant.
 - f. Bella Mente's procedures and permissible bases for either party to appeal the decision.
6. Remedies

If Bella Mente determines that the respondent engaged in Sexual Harassment, Bella Mente will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, Bella Mente will take appropriate disciplinary action, up to and including termination, in accordance with Bella Mente's policies and as permitted by law.

VIII. Appeals

Either party may appeal Bella Mente's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Bella Mente will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. Record Keeping

Bella Mente will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all materials used to train Title IX Personnel.

X. Updates

The Superintendent or designee may update, modify, or implement this policy in a manner to comply with applicable law.

Title IX Sexual Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within an education program or activity of Bella Mente Montessori Academy (“Bella Mente”). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact Bella Mente’s Title IX Coordinator listed below.

Contact Information and Complainant’s (Victim) Information

Full Name of Person Filing the Complaint: _____

Address:

Phone: _____ Email: _____

Complainant’s (Victim) Full Name (if different from above): _____

Respondent’s (Accused) Information

Respondent’s Full Name: _____

Is the accused a Bella Mente student? ☐ No ☐ Yes

If yes, what is the student’s grade and relation to complainant:

Is the accused a Bella Mente staff member? ☐ No ☐ Yes

If yes, what is the staff member’s relation to the complainant (e.g., teacher)?

If no, what is the accused’s affiliation to Bella Mente?

Details of Complaint

Date of the Alleged Incident(s): _____

Location of Alleged Incident(s): _____

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did the harassment occur at Bella Mente or during a Bella Mente activity? If so, please describe:

Did this incident interfere with your ability to access or participate in Bella Mente programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to the Title IX Coordinator, I wish to initiate Bella Mente's formal Title IX Grievance Procedures.

Signature of Complainant: _____ Date: _____

Once you have completed this form, please submit it to the Title IX Coordinator:

Susan Croniser
Administrative Assistant – HR
1737 W. Vista Way, Vista, CA 92083 Phone:
760-621-8931
Email: scroniser@bellamentecharter.org

Title IX Complaint Form

Instructions: This form can be completed to request that Bella Mente Montessori Academy ("School") investigate and make a determination about alleged discrimination under Title IX. Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact School's Title IX Coordinator listed below.

Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint: _____
 Address: _____
 Phone: _____ Email: _____
 Complainant's (Victim) Full Name (if different from above): _____

Respondent's (Accused) Information

Respondent's Full Name: _____
 Is the accused a School student? ☐ No ☐ Yes
 If yes, what is the student's grade and relation to complainant: _____
 Is the accused a School staff member? ☐ No ☐ Yes
 If yes, what is the staff member's relation to the complainant (e.g., teacher)? _____
 If no, what is the accused's affiliation to School? _____

Details of Complaint

Date of the Alleged Incident(s): _____ Location of Alleged Incident(s): _____

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did the sex discrimination occur at School or during a School activity? If so, please describe:

Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to the School Title IX Coordinator, I wish to initiate School's Title IX Grievance Procedures.

Signature of Complainant

Date

Once you have completed this form, please submit it to the Title IX Coordinator:

Susan Croniser
Administrative Secretary II
1737 W. Vista Way
Vista, CA 92083
Phone: 760-621-8931

APPENDIX J: ACADEMIC CALENDAR 2025-26

School Calendar 2025-2026

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

 First/Last Day of School
 Special Events
 Non- Student/Non Staff Day
 Student Minimum Day - All Grade Levels
 Non- Student Day/Staff Development

180

189

180 State required school days

APPENDIX K: BELL SCHEDULE 2025-26

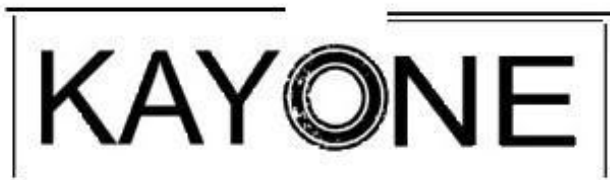
Bell Schedule

Start Times:	End Times:
Monday: TK & Kinder: 9:30 1st-8th grade: 9:15	Regular Day: TK & Kinder: 2:45 1st-8th grade: 3:10
Tuesday-Friday: TK & Kinder: 8:30 1st-8th grade: 8:15	Minimum Day: TK & Kinder: 11:45 1st-8th grade: 12:10 *Start times remain the same as regular days.

Meal Schedules | Free meals to ALL students

Breakfast:	Lunch/Recess:
Monday: 9:00 - 9:45	Regular Day: TK & K: 12:00 - 1:15 pm 1st-rd: 10:50 - 11:50 pm 4th-6th: 11:50 - 12:50 pm 7th & 8th: 12:51 - 1:21 pm
Tuesday-Friday: 8:00 - 8:45	Minimum Day: TK & K: 10:00 - 10:30 1st-3rd: 10:00 - 10:30 4th-6th: 10:30 - 11:00 7th & 8th: 10:45 - 11:15

APPENDIX L: LETTERS OF SUPPORT



Managed Service Provider

August 6, 2025

To Whom It May Concern,

I just wanted to take a moment to share how great it has been working with Bella Mente Montessori Charter School. We have the privilege of supporting them with their technical needs, and through that, we've really gotten to see what the school is all about.

Bella Mente isn't your average school. The staff genuinely care about the students, leadership genuinely cares about their staff and it shows in everything they do. They've created an environment that's positive, respectful, and student focused. Everyone we've worked with has been thoughtful, responsive, and committed to making the school a great place to work at and for kids to learn and grow.

What really stands out is how hands-on and well-rounded the learning experience is. Students don't just sit in a classroom, they are out in the garden growing fruits and vegetables, cooking meals, and even helping care for chickens. It's clear the school is focused on giving kids real-life experiences that build character, confidence, and curiosity.

There's also a big emphasis on creativity and student voice. Bella Mente hosts a student talent show that gives the kids a chance to shine, and we have even seen students conduct interviews with staff. These videos are shared and posted to social media which is something that really shows how much the school empowers them to take initiative and be part of the community in meaningful ways.

As their IT partner, working with Bella Mente has been nothing but positive. They are organized, easy to collaborate with, and truly forward thinking. It's clear they take pride in their work and in the kind of experience they offer their students.

We're proud to be connected with such a great school, and I'd happily recommend them to anyone. If you'd like to hear more about our experience, feel free to reach out.

Best,

Ali Khan

A handwritten signature in cursive script that reads "Ali Khan". The signature is fluid and elegant, with the first letters of "Ali" and "Khan" being capitalized and prominent.

President

Kayone Managed Service Provider

ali@kayonemsp.com



Date: August 08, 2025

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

To whom it may concern,

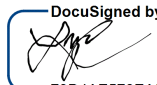
TopNotch Catering has had a partnership with Bella Mente Academies for almost 10 years. Not only have we been honored to partner with them as an organization, but they have been incredibly involved with the care and heart that is needed for the National School Lunch Program. All of their students feel supported that they will be taken care of daily for all of their meals plus that they are each individually a priority. For any students with allergies, the Bella Mente team always makes sure these students do not feel ostracized by their meal accommodation. They make them feel taken care of, supported, and collaborate with our company to make the best meal options possible.

Additionally, one of our previous partners, Epiphany Charter, was not able to renew their charter in 2021. Bella Mente supported their community by enrolling as many of their students that they could accommodate to support the North County community. Bella Mente is an example to the North County community what it means to truly care about the higher purpose for their students. It is more than just an educational institution, it is a safe haven for all students to feel they are accepted.

I'm thrilled and honored to recommend the Bella Mente Academies team to be renewed. The community needs them, and we all need charters like them that are willing to go above and beyond for their students.

Thank you for your time and consideration.

Sincerely,

DocuSigned by:

79D4AE578EA543C...

8/8/2025

Lynley Connor
CEO and Co-Owner

1234 N Santa Fe Ave
Vista, CA, 92083
Shorinkansandiego@gmail.com
760-815-1254

July 16-2025



To Whom It May Concern, I am writing to wholeheartedly recommend Bella Mente Montessori Charter School as an exemplary institution that excels in teaching, fosters a positive work environment, and employs a team of dedicated and caring personnel. As Karate instructor and a businessman in the community, I have had the privilege of witnessing firsthand the outstanding educational experience provided by Bella Mente. The school's commitment to the Montessori philosophy ensures a student-centered approach that promotes academic excellence, critical thinking, and personal growth. Teachers at Bella Mente demonstrate exceptional skill in delivering individualized instruction, creating engaging learning environments that inspire students to reach their full potential. Beyond its academic strengths, Bella Mente stands out for its positive and collaborative work environment. The staff and administration cultivate a culture of mutual respect, professionalism, and support, which enhances both teacher satisfaction and student success. This nurturing atmosphere is evident in the daily interactions among faculty, students, and families, fostering a true sense of community. The personnel at Bella Mente are truly exceptional, displaying genuine care and dedication to the well-being of every student. Their compassion and commitment create a warm, inclusive environment where students feel valued and empowered to thrive academically and socially. I confidently recommend Bella Mente Montessori Charter School as a model institution that exemplifies excellence in education, a positive workplace, and a caring community. Please feel free to contact me if you require further information.

Sincerely,

Sensei Salvatore Cirincione



**TRAINING, SUPPORT & GUIDANCE
FOR SCHOOL NUTRITION PROGRAMS**

Letter of Support - Bella Mente Academies, Charter Renewal

August 6, 2025

To Whom It May Concern,

I am writing to offer my enthusiastic recommendation for Bella Mente Academies as a trusted, student-centered institution deeply committed to the success and well-being of its school community.

Since 2017, LunchAssist has had the pleasure of partnering with Bella Mente to support their school nutrition program. Throughout our collaboration, I have been consistently impressed by the leadership's unwavering dedication to both compliance and innovation. The team approaches every initiative with professionalism, care, and a deep sense of responsibility to their students and families.

Under the guidance of Bella Mente's administration, the school has met or exceeded all state and federal regulations related to school nutrition, regularly going above and beyond to serve its community. They have successfully passed each of their California Department of Education (CDE) audits with commendations from state reviewers, a testament to their operational excellence and student-first mindset.

In my role as CEO of LunchAssist - and as a former employee of both the Hemet Unified and Encinitas Union School Districts - I have had the opportunity to visit many schools across California. Bella Mente stands out as one of the most well-organized, welcoming, and genuinely student-focused campuses I've encountered. It is clear that the entire staff is committed not only to educational excellence but also to nurturing the whole child through inclusive programs and support services.

Bella Mente Academies is a model of what's possible when the Montessori philosophy is paired with compassionate leadership and a deep commitment to community. I have no doubt that the school will continue to thrive and make a meaningful impact in the years ahead.

We strongly support the renewal of their charter and welcome any questions from the committee as they consider this application. Please feel free to contact me at (760) 518-4706 or jennifer@lunchassist.org if you would like additional insight or information.

Sincerely,

A handwritten signature in black ink that reads "Jennifer McNeil".

Jennifer McNeil, RDN, SNS
Founder & CEO of LunchAssist
Former School Nutrition Director (Hemet & Encinitas USD)

July 11, 2025

To Whom It May Concern,

It is with great honor and heartfelt enthusiasm that I submit this letter in support of Bella Mente Montessori Academy as they approach their renewal. As the founder of Cannettic Energy, I have had the tremendous privilege of partnering with Bella Mente for the past three years, providing after-school enrichment to their extraordinary scholars through classes in Dynamic Art, Dance, Gymnastics, Cheer, STEAM, and Musical Theater.

We serve over seven schools across North County San Diego, yet Bella Mente holds a truly special place in our hearts. The energy on this campus is unlike anywhere else—rooted in compassion, enriched by Montessori values, and driven by a mission to nurture the whole child. Their students show up with curiosity and leave with confidence. It is a place where children are truly seen, heard, and celebrated.

Our instructors visit Bella Mente three to four times each week for afterschool enrichment classes. During that time, we've watched students bloom—some finding their voice on stage for the first time in Musical Theater, others discovering their strength and balance in gymnastics, or unlocking creativity through hands-on STEAM projects. These moments of joy and growth don't happen in isolation. They happen because Bella Mente has built a nurturing, academically rich, and child-centered environment that fosters exploration and discovery beyond the traditional classroom.

Bella Mente's commitment to an authentic Montessori education is evident in every interaction. Their low student-to-teacher ratios, certified educators, classroom aides, and personalized curriculum make a difference. From their garden and wellness programs to global citizenship education and STEAM integration, Bella Mente exemplifies what 21st-century learning should look like: intentional, innovative, and inspiring.

We also owe immense gratitude to Bella Mente's phenomenal Community Outreach Director, whose outstanding leadership and coordination have made our partnership with Bella Mente seamless and impactful. His dedication ensures that enrichment programming remains a vibrant and accessible part of the students' extended learning experience. One of the greatest contributors to this success is **Mr. Anthony Beaver**. Quite simply—**we wouldn't have a program without him**. His dedication to the students and the Bella Mente community is unmatched. Anthony is not just a Community Outreach Director and coordinator; he's a visionary who genuinely cares about meeting the needs of the whole child. He was the one who reached out to us, identifying a need for more enriching, meaningful after-school options—and then made it happen.

Anthony carefully collaborates with our team to build and fine-tune the after-school calendar each semester, ensuring that it is fully aligned with the school's rhythm and ready for families to register with ease. He goes above and beyond—always available to assist, always ready to support, and consistently communicating with families about the wonderful opportunities Bella Mente makes

possible. The families rave about Bella Mente's staff—and Anthony is a shining example of the heart, excellence, and thoughtfulness that define this school.

Bella Mente is not just shaping scholars—it is cultivating compassionate, thoughtful, and capable human beings. I wholeheartedly support their renewal and am proud to be part of the beautiful, thriving ecosystem they've created. These students are thriving—not just because of what we bring in, but because of the foundation this school already provides. The staff and administration work tirelessly to support every academic need while giving room for enrichment, creativity, and joy. It's a perfect partnership.

Bella Mente deserves to be renewed, supported, and celebrated. What's happening at this school is making a lasting impact on children's lives. I know this firsthand—because I see their smiles, hear their laughter, and witness their growth every single week.

With heartfelt thanks, ongoing support and appreciation,

Cannetta Bradford

Founder & CEO

Cannettic Energy with Cannetta Bradford, LLC

Empowering students through creativity, movement, and discovery!

After School Enrichment Program

cannettabradford@yahoo.com

(760) 889-0151

cannetticenergy.com



September 22, 2025
RE: Letter of Support

Bella Mente Montessori Charter School
155 Emerald Drive
Vista, CA 92083

Dear Board of Trustees,

On behalf of the Bella Mente Leopards Parent Teacher Association (PTA), we are writing to express our full support for the renewal of Bella Mente Montessori Academies Charter.

Families choose Bella Mente for many reasons: Many are drawn to the Montessori philosophy, others appreciate the smaller school environment, while others value its outstanding Special Education department. Yet no matter what first brings a family through the doors all of our children share the same healthy, balanced and supportive educational experience.

The accessibility of the Montessori approach within the area can not be understated. Rooted in a respect for how children learn naturally, this proven-research based model is typically tuition-based. As a public charter Bella Mente brings this unique learning experience to all families regardless of income. In our school community a truly diverse population of students benefit from the individualized instruction and hands-on learning. Bella Mente provides academic excellence but also has created an environment where every child has a chance to thrive.

As the PTA we have experienced this first hand through close partnership with Bella Mente's staff. Together we have built a diverse and engaged school community through events, enrichment programs, and volunteer opportunities that bring families and educators together in support of our children. Within these efforts we see the true beauty of the Bella Mente community; a diverse, inclusive, unique and dedicated one.

Our community depends on this school as a place where all children, regardless of why their families chose Bella Mente, can thrive in a supportive and enriching environment.

Sincerely,
Lindsay Meyers
President, Bella Mente PTA
bellamentept@gmail.com

September 30th, 2025



To Whom It May Concern,

I am writing this letter in strong support of renewing the charter of Bella Mente Montessori Academy.

The Boys & Girls Club of Vista (BGCV) has partnered with Bella Mente for two years as part of their expanded learning opportunity program. Even before the partnership, BGCV heard many accolades from parents and students about their educational experience. Charter schools like Bella Mente empower families with educational choices and help academic performance by providing a welcoming learning environment with excellent staff and quality facilities. They serve as an essential hub of creativity, accountability, and student success.

Bella Mente provides an innovative and student-centered approach to education that meets the diverse needs of learners. Its mission to provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Montessori aligns closely with the values of our community. I am confident that the school's dedicated leadership and educational model will continue to have a positive and lasting impact.

We are grateful for the partnership that we share with Bella Mente and the transformational impact that it has on our Club members. I fully support the school's commitment to inclusivity, academic rigor, and preparing students to thrive in an increasingly complex world.

Sincerely,

A handwritten signature in black ink that reads "Matt Koumaras".

Matt Koumaras
President & CEO

Main Site

410 W. California Ave.
Vista, CA 92083
Tel 760-724-6606
bgcvista.org
Tax ID# 95-2266749

Outreach Programs

Bella Mente Montessori Academy
Guajome Park Academy
Madison Middle School
Vista Innovation & Design Academy
Vista Magnet Middle School
Roosevelt Middle School

President & CEO

Matt Koumaras

Board of Directors

Polly Williams- Board Chair
Rachel Beld- Vice Chair
Sarah Holt- Secretary
Daniel Pencak- Treasurer
John Meyer- Past Board Chair
Kevin Banares
Rachel Beld
Kelli Burger
Dominique Davis
Angela Fabian
Shawnta Fleming
Anne Green
Jennifer Shelton
Sandra Shuda
Dan Villasenor
Gerard Washington
Carl Krumrei
Lisa DeJesus

Foundation Trustees

Sam Tapia-President
John Rodriguez-Treasurer
Jim Minarik
Nicole White
Christine Chacon
Sarah Holt

Captain John R. Taylor
1335 Hedionda Ave
Vista, CA. 92081
30 September 2025

To Whom It May Concern,

I am writing to offer my wholehearted recommendation for Bella Mente Academy and staff. As a parent of two children currently enrolled, I have had the privilege of witnessing firsthand the exceptional quality of education, care and community this school provides.

From the moment my children began attending 1st grade here, I have been continually impressed by the dedication of the faculty and staff. They foster not only academic excellence but also personal growth, encouraging curiosity, respect, and responsibility. The teachers take the time to truly know each student, tailoring their approach to meet the individual needs and ensuring that every child feels valued and supported.

Beyond academics, Bella Mente Academy cultivates an environment where character development is prioritized. My children have grown in confidence, kindness, and leadership during their time here. The school also places a strong emphasis on communication and partnership with family and community, creating a true sense of belonging that extends well beyond the classroom.

It is clear that Bella Mente Academy is deeply committed to preparing its students for success, both in their studies and in life. I am profoundly grateful for the opportunities my children have had here and I recommend this school, without reservation, to any family seeking a place where their children can thrive.

Best Regards,

Captain John R. Taylor
Commanding Officer, United States Merchant Navy (ret)

APPENDIX M: BOARD TRAINING

Proof of Participation—AB 1234 Ethics Training

CourseName: **CCSA Fall Governance Academy 2024, Two-Part Webinar**

Presented by the California Charter Schools Association and the law firm of Young Minney & Corr LLP

ERIN FEELEY

(Participant)

has completed 4 hours at an overview course on all applicable public service ethics issues necessary to satisfy the requirements of Government Code section 53234 et seq. (commonly referred to as "AB 1234 ethics training") for local agency officials, made applicable to charter schools by AB 2158 (2022).



Date: November 7, 2024

Julie Umansky

California Charter Schools Association

The *CCSA Fall Governance Academy 2024, Two-Part Webinar* is an overview on the public service ethics issues applicable to charter school officials, as set forth in Article 2.4 of Chapter 2 of Part 1 of Division 2 of Title 5 of the California Government Code, including the following:

- Laws relating to personal financial gain by public servants, including, but not limited to, laws prohibiting bribery and conflict-of-interest laws.
- Laws relating to claiming perquisites ("perks") of office, including, but not limited to, gift and travel restrictions, prohibitions against the use of public resources for personal or political purposes, prohibitions against gifts of public funds, as applicable to charter schools.
- Government transparency laws, including, but not limited to, open meetings.
- Laws relating to fair processes, including, but not limited to, common law bias prohibitions, due process requirements, incompatible offices, competitive procurement, and disqualification from participating in decisions affecting family members; and
- General ethical principles relating to public service.

By signing above, I certify that the above-named individual attended the *CCSA Fall Governance Academy 2024, Two-Part Webinar* which meets the requirements set by the Attorney General and Fair Political Practices Commission and is entitled to claim 4 hours of public service ethics law and principles credit.

Name of Charter School(s): **BELLA MENTE MONTESSORI ACADEMY**

Proof of Participation—AB 1234 Ethics Training

CourseName: **CCSA Fall Governance Academy 2024, Two-Part Webinar**

Presented by the California Charter Schools Association and the law firm of Young Minney & Corr LLP

Greg McGuire
(Participant)

has completed 4 hours at an overview course on all applicable public service ethics issues necessary to satisfy the requirements of Government Code section 53234 et seq. (commonly referred to as "AB 1234 ethics training") for local agency officials, made applicable to charter schools by AB 2158 (2022).



Date: November 7, 2024

Julie Umansky
California Charter Schools Association

The *CCSA Fall Governance Academy 2024, Two-Part Webinar* is an overview on the public service ethics issues applicable to charter school officials, as set forth in Article 2.4 of Chapter 2 of Part 1 of Division 2 of Title 5 of the California Government Code, including the following:

- Laws relating to personal financial gain by public servants, including, but not limited to, laws prohibiting bribery and conflict-of-interest laws.
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- Government transparency laws, including, but not limited to, open meetings.
- Laws relating to fair processes, including, but not limited to, common law bias prohibitions, due process requirements, incompatible offices, competitive procurement, and disqualification from participating in decisions affecting family members; and
- General ethical principles relating to public service.

By signing above, I certify that the above-named individual attended the *CCSA Fall Governance Academy 2024, Two-Part Webinar* which meets the requirements set by the Attorney General and Fair Political Practices Commission and is entitled to claim 4 hours of public service ethics law and principles credit.

Name of Charter School(s): **BELLA MENTE MONTESSORI ACADEMY**

Proof of Participation—AB 1234 Ethics Training

CourseName: **CCSA Fall Governance Academy 2024, Two-Part Webinar**

Presented by the California Charter Schools Association and the law firm of Young Minney & Corr LLP

Scott Moote
(Participant)

has completed 4 hours at an overview course on all applicable public service ethics issues necessary to satisfy the requirements of Government Code section 53234 et seq. (commonly referred to as "AB 1234 ethics training") for local agency officials, made applicable to charter schools by AB 2158 (2022).



Date: November 7, 2024

Julie Umansky
California Charter Schools Association

The *CCSA Fall Governance Academy 2024, Two-Part Webinar* is an overview on the public service ethics issues applicable to charter school officials, as set forth in Article 2.4 of Chapter 2 of Part 1 of Division 2 of Title 5 of the California Government Code, including the following:

- Laws relating to personal financial gain by public servants, including, but not limited to, laws prohibiting bribery and conflict-of-interest laws.
- Laws relating to claiming perquisites ("perks") of office, including, but not limited to, gift and travel restrictions, prohibitions against the use of public resources for personal or political purposes, prohibitions against gifts of public funds, as applicable to charter schools.
- Government transparency laws, including, but not limited to, open meetings.
- Laws relating to fair processes, including, but not limited to, common law bias prohibitions, due process requirements, incompatible offices, competitive procurement, and disqualification from participating in decisions affecting family members; and
- General ethical principles relating to public service.

By signing above, I certify that the above-named individual attended the *CCSA Fall Governance Academy 2024, Two-Part Webinar* which meets the requirements set by the Attorney General and Fair Political Practices Commission and is entitled to claim 4 hours of public service ethics law and principles credit.

Name of Charter School(s): **BELLA MENTE MONTESSORI ACADEMY**

Certification of Completion of Ethics Training

2 messages

Leslie Loy <lloy@chartercenter.org>

Wed, Jun 25, 2025 at 9:30 AM

To: "jsmith@bellamentecharter.org" <jsmith@bellamentecharter.org>

Cc: "efeeley@bellamentecharter.org" <efeeley@bellamentecharter.org>



Charter Schools
Development Center

James Smith
Board Member

jsmith@bellamentecharter.org

Dear James,

This letter certifies that **James Smith** has successfully completed the Ethics Training provided by the Charter Schools Development Center (CSDC) in compliance with the requirements of AB 1234 as mandated by the Fair Political Practices Commission (FPPC).

The training was completed on **June 22 2025**, and covered the core content topics specified in Regulation 18371(b) of the Political Reform Act. This training ensures that the participant is well-informed about the ethical standards required for public officials in state and local government.

Please note that this certification is valid for two years from the completion date. Therefore, **James Smith** is required to renew their ethics training by **June 22, 2027** to remain in compliance with AB 1234.

For any questions or further information, please feel free to contact us at csdc@chartercenter.org.

Sincerely,

Leslie Loy | Leadership Training and Event Manager
817 14th Street
[Sacramento, CA 95814](#)
916-538-6612 x302
www.chartercenter.org

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APPENDIX N: LCAP 2025-26



Bella Mente Academies

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bella Mente Montessori Academy

CDS Code: 37684520128223

School Year: 2025-26

LEA contact information:

Erin Feeley

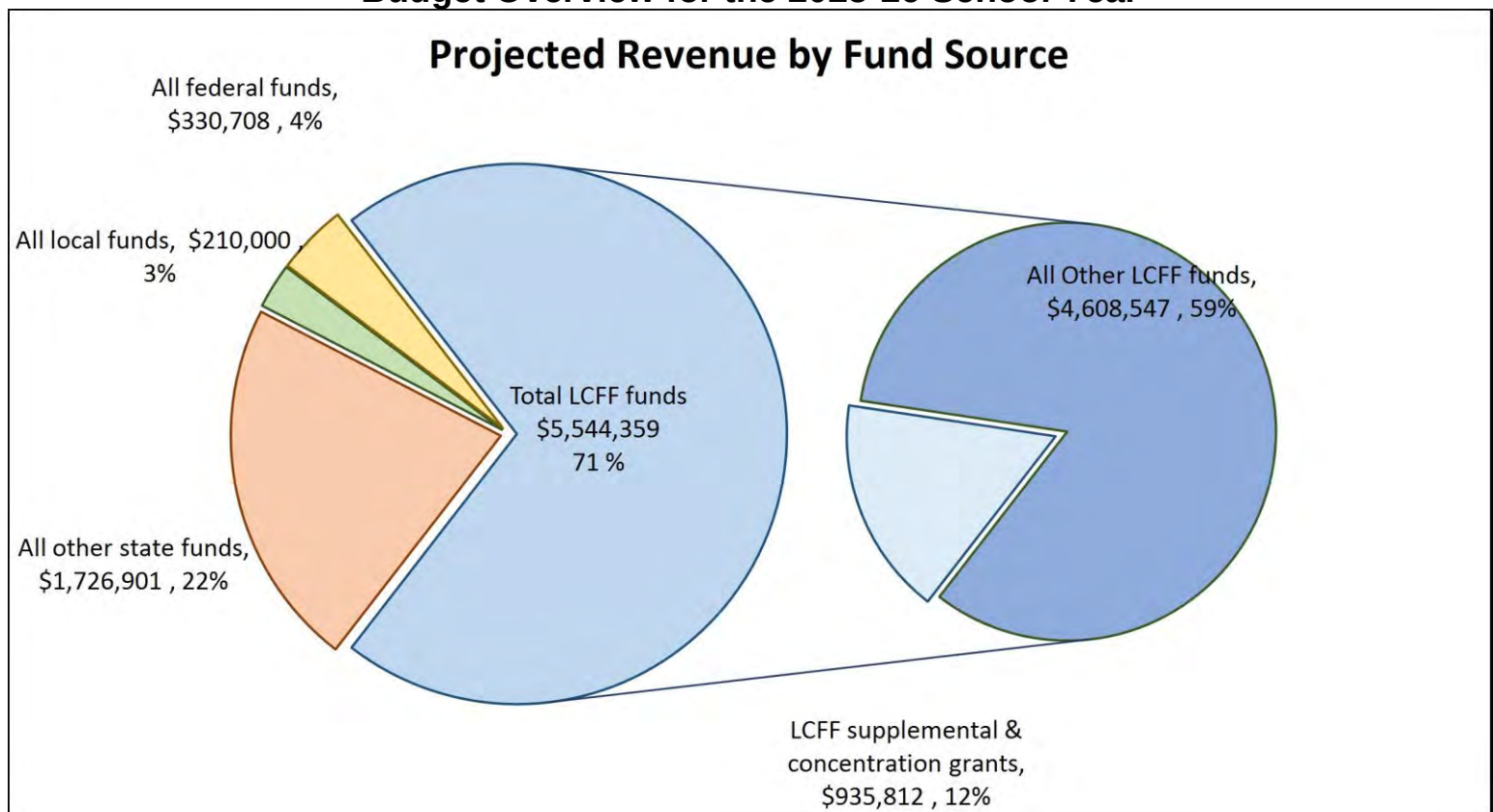
Superintendent

info@bellamentecharter.org

760-621-8948

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

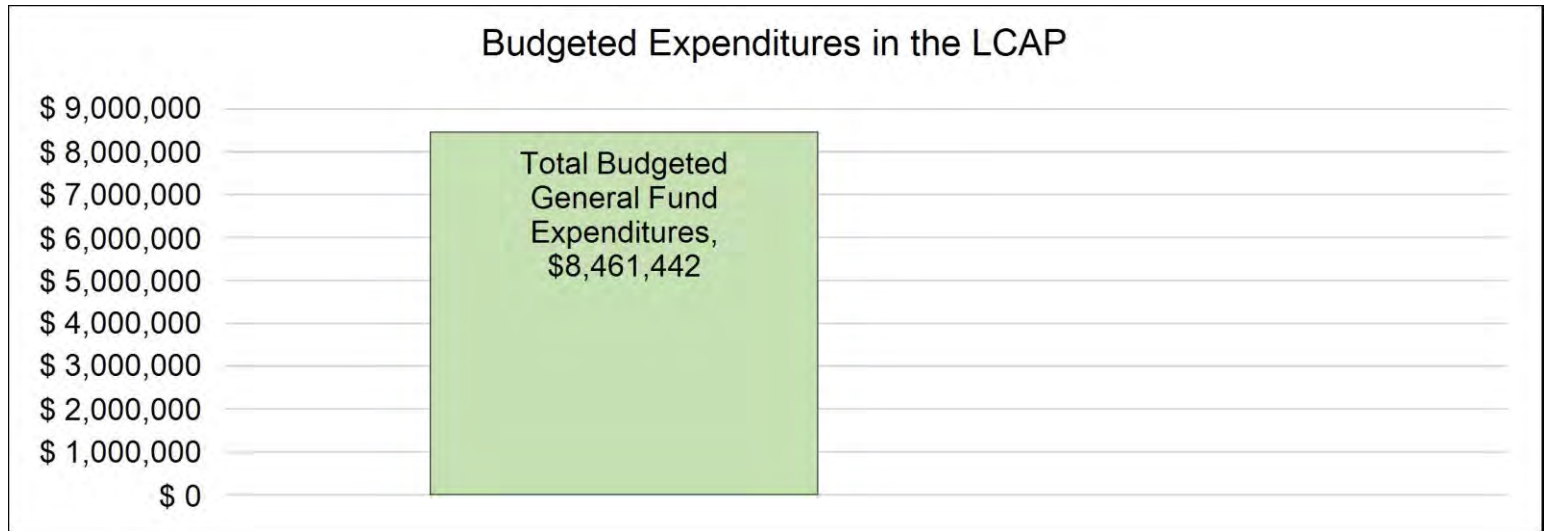


This chart shows the total general purpose revenue Bella Mente Montessori Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bella Mente Montessori Academy is \$7,811,968, of which \$5,544,359 is Local Control Funding Formula (LCFF), \$1,726,901 is other state funds, \$210,000 is local funds, and \$330,708 is federal funds. Of the \$5,544,359 in LCFF Funds, \$935,812 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bella Mente Montessori Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

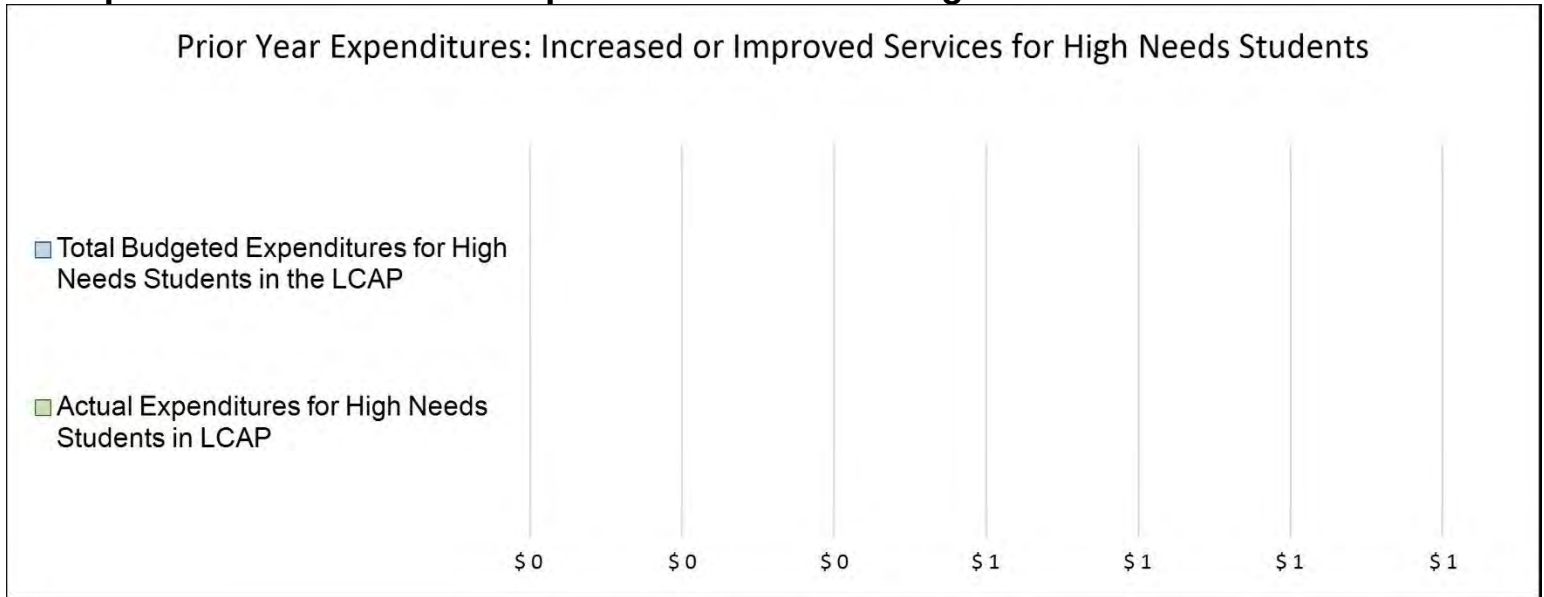
The text description of the above chart is as follows: Bella Mente Montessori Academy plans to spend \$8,461,442 for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$8,461,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bella Mente Montessori Academy is projecting it will receive \$935,812 based on the enrollment of foster youth, English learner, and low-income students. Bella Mente Montessori Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Bella Mente Montessori Academy plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Bella Mente Montessori Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bella Mente Montessori Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Bella Mente Montessori Academy's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Bella Mente Montessori Academy actually spent \$ for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education, led by either fully Montessori trained teachers or teachers in training to obtain their Montessori credential, for students in grades tk-6. As students transition to Upper Elementary and Middle School, students experience a Montessori philosophy based education experienced through project based learning. The school is proud to offer small class sizes in all grade levels. Tk/k average 22 students per classroom, Lower Elementary (1st-3rd) average 24 students, Upper Elementary (4th-6th) average 27 students, and Middle School (7th-8th grade) averages 16 students per classroom.

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:

We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.

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

We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.

We prepare children to care for their bodies through healthy eating and living.

Bella Mente is proud to offer a Garden and Nutrition Program called the Bella Garden Project. The mission of our program is to generate a learning experience empowering a student's effective global environmental awareness and education through the support of a full project based curriculum. Utilizing quality Montessori philosophies, we strive to foster forward thinking students prepared with 21st Century skills while enriching and nurturing the whole child. In either our garden classroom or with the mobile nutrition cart granted to us from the Sage Garden Project (SGP), we strive to teach the students at Bella Mente Montessori Academy (BMMA) an education that teaches life skills beyond the walls of our campus. Whether a student becomes a future farmer, turns towards a career in agriculture, becomes a scientist, the next Top Chef or most importantly a productive member of our society. We believe in giving an ultimate well rounded learning experience coupled by curriculum from a multitude of resources. BMMA educates our students with an innovative curriculum for all the grades from TK-8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.

In 2019-2023, (hiatus due to COVID in 2021) Bella Mente was proud to be recognized as one of America's Healthiest Schools by the Alliance for a Healthier Generation which celebrates schools for implementing policies and practices to promote health and well-being. Bella Mente is also proud to be recognized by the California Department of Education four years in a row, first at the Bronze level and three times at the Silver level. Bella Mente received the California Green Ribbon School award for excellence in resource efficiency, health and wellness, and environmental and sustainability education

Bella Mente is also a Leader in Me School using teaching practices to promote social and emotional learning. The practice teaches the 7-Habits of Highly Effective People made famous by Franklin Covey. Our staff sets high expectations for our students who we describe as "scholars." Bella Mente gives all scholars the opportunity to participate in an educational setting that values an atmosphere of respect, responsibility, which encourages all to be productive and safe. We believe that each scholar has amazing potential and supports independence and autonomy.

BMA is located in an urban area of Vista, California. BMA's 2023-2024 student population is 61.34% Hispanic, 25% White, 5.1% Multi Race, 2.8% Asian, 4.6% Black or African American, 2.8% Asian and 0.5% American Indian.

Almost 70% of our students are identified as socioeconomically disadvantaged and 59% qualify for free and reduced meals. Currently over 9% of our population is experiencing homelessness, 20% have special needs, and .1% foster youth students enrolled.

BMA charter offers our scholars the Montessori philosophy of education free of charge, which would otherwise not be accessible due to the high cost associated with traditional private Montessori schools.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Bella Mente Academies has taken great pride in working to ensure our students are successful on many levels. Academic performance is only one measure of student success. Our school Dashboard shows approximately a 2% increase in both ELA and Math SBAC performance in grades 3-8 when compared to the previous year. Research shows that it will take many more years to combat the learning loss associated with the Covid pandemic. Currently available Summative ELPAC data for grades 3-8 shows that 26 of 31 English Learner students "increased" their English proficiency as measured on the ELPAC test. Local benchmark data as measured by Lexia currently shows 62% of our students on grade level performance. NWEA Reading, Language, and Math data shows that schoolwide, our students are performing

close, at, or above at the following percentiles: 34% Reading, 38% Language, and 39% Math. These percentages increase to 47% Reading, 54% Language, and unchanged with Math for students who have been with Bella Mente for one or more years. This preliminary data suggests that Bella Mente needs to develop robust plans to retain students once they begin, barring unforeseen circumstances, such as family moves, etc. Additionally, data indicates that more intensive support is needed for students in the area of Math and Bella Mente has plans to employ a Math Specialist for the 2024-2025 school year to meet this need. Additionally, strategic daily scheduling for all teachers to ensure intervention and content delivery will be developed to ensure consistency amongst grade levels. Continuing professional development will be given to instructional staff in meeting the needs of students, in data tracking and accountability, in addition to strategies to effectively engage students in the classroom and connect them to their own learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated Staff	Weekly Staff Meetings: Opening Discussions: Each weekly staff meeting begins with a brief overview of the week's objectives and any immediate issues that need addressing. Teachers are encouraged to share their experiences, concerns, and successes from the past week, providing real-time feedback on curriculum implementation and student engagement. Focused Feedback Sessions: Specific sessions are dedicated to discussing the progress towards the LCAP goals. Teachers review student data related to ELA and Math growth, safety and well-being metrics, and parent involvement feedback. These sessions allow teachers to identify areas where students may be struggling and suggest interventions or support strategies. Collaborative Planning: Teachers work in grade-level or subject-specific teams to plan and adjust curriculum and instruction based on the feedback and data reviewed. This collaborative approach ensures that all teachers have a voice in the instructional planning process and can share best practices. Professional Development: Weekly meetings often include professional development segments focused on areas identified through feedback, such as new teaching strategies, classroom management techniques, or technology integration. Monthly Staff Meetings: Open Communication Channels: Teachers are encouraged to provide ongoing feedback through various channels, including surveys, suggestion boxes, and direct communication with administration.

Educational Partner(s)	Process for Engagement
	Responsive Adjustments: The administration is committed to responding to teacher feedback in a timely manner, making adjustments to policies, practices, and supports as needed. Inclusive Decision-Making: Teachers are included in decision-making processes related to the LCAP goals, ensuring that their insights and expertise directly impact the school's strategies and actions. This structured approach to engaging teachers ensures that their feedback is continuously integrated into the school's efforts to meet its LCAP goals, leading to a more responsive and effective educational environment.
Classified Staff	Weekly Staff Meetings: Opening Discussions: Each weekly staff meeting begins with a brief overview of the week's objectives and any immediate issues that need addressing. Staff are encouraged to share their experiences, concerns, and successes from the past week, providing real-time feedback on curriculum implementation and student engagement. An annual survey is administered in the spring to provide a comprehensive view of the school year. Classified staff receive the survey via email with an online link. The survey is promoted through internal communications, such as staff meetings, and emails. This comprehensive approach ensures that classified staff at Bella Mente Montessori Academy have ample opportunities to provide feedback on the LCAP goals and maintain open communication with the school's leadership team throughout the year.
Parents	An annual survey is developed with input from the administration, teachers, and the Parent-Teacher Association (PTA) to ensure it covers all relevant areas of the LCAP goals: academic growth, school safety and well-being, and parent involvement. The survey includes both quantitative questions (rating scales) and qualitative questions (open-ended responses) to gather detailed and actionable feedback. The survey is distributed in the spring, allowing parents to reflect on the entire school year. Parents receive the survey via email with an online link, and paper copies are also available upon request to ensure accessibility for all families. The survey is promoted through multiple channels including the school newsletter, website, and social

Educational Partner(s)	Process for Engagement
	media, as well as during school events. Monthly Coffee Mingle meetings are held in a casual, informal setting, such as the school cafeteria or a local coffee shop, fostering a relaxed atmosphere for open conversation. These meetings provide an opportunity for parents to interact directly with school leaders and other parents. School leaders take note of all feedback and provide follow-up information on how it will be addressed.
Students	An annual survey is developed collaboratively by the administration, teachers, and student representatives to ensure that it addresses key areas of the LCAP goals: academic growth, safety and well-being, and school culture. The survey is administered in the spring to allow time for reflection on the entire school year. The survey includes a mix of quantitative questions (rating scales) and qualitative questions (open-ended responses) to gather comprehensive feedback. Students can complete the survey online, using school-provided devices during designated class times, ensuring all students have access. Specific action plans are developed based on the feedback to address identified needs and areas for improvement.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of Bella Mente Montessori Academy's Local Control and Accountability Plan (LCAP) is a collaborative process that actively involves feedback from all educational partners, including teachers, students, parents, and classified staff. This inclusive approach ensures that the LCAP reflects the needs and priorities of the entire school community.

Teachers:

Curriculum and Instruction Adjustments: Teachers' feedback highlighted the need for targeted interventions in ELA and Math. As a result, the LCAP includes specific funding for additional resources and professional development focused on these areas. Collaborative planning sessions and weekly meetings informed the inclusion of differentiated instruction strategies and the integration of technology in the classroom to enhance student learning.

Professional Development: Based on teachers' input, the LCAP allocates resources for ongoing professional development, particularly in areas such as classroom management, data-driven instruction, and innovative teaching methods.

Students:

Well-being and Safety Enhancements: Student survey results and focus group discussions underscored the importance of a safe and supportive school environment. Consequently, the LCAP prioritizes initiatives aimed at improving mental health services, anti-bullying

programs, and creating a positive school climate. Feedback from students led to the introduction of peer mentoring programs and student leadership opportunities, fostering a sense of belonging and empowerment.

Academic Support: Students expressed a need for additional academic support and enrichment opportunities.

Parents:

Increased Communication and Involvement: Parent feedback emphasized the importance of effective communication and engagement. The LCAP includes strategies for enhancing parent-teacher communication, such as the use of communication apps and regular updates. The monthly Coffee Mingle meetings and parent workshops included in the LCAP are direct responses to parents' desire for more involvement and opportunities to provide input.

Cultural and Community Events: Parents expressed a desire for more community-building activities. The LCAP allocates resources for cultural events, family engagement activities, and workshops that promote diversity and inclusion.

Classified Staff:

Operational Support and Training: Feedback from classified staff highlighted the need for more comprehensive training and support in their roles. The LCAP includes provisions for regular professional development and training sessions tailored to classified staff.

Weekly meetings and open communication channels influenced the inclusion of feedback mechanisms to ensure ongoing support and responsiveness to staff needs.

Overall Impact:

Data-Informed Decisions: The LCAP was shaped by quantitative and qualitative data gathered from surveys, meetings, and direct communication with all stakeholders. This data-driven approach ensures that the plan addresses the most critical areas of need.

Holistic Support Systems: The integrated feedback from all educational partners led to the development of a holistic support system within the LCAP. This includes academic, social-emotional, and operational supports that are designed to create a well-rounded educational environment.

Accountability and Transparency: The feedback process emphasized the importance of accountability and transparency. The adopted LCAP includes clear metrics and regular reporting mechanisms to track progress and keep all stakeholders informed.

By incorporating feedback from teachers, students, parents, and classified staff, the adopted LCAP is a comprehensive plan that addresses the diverse needs of the Bella Mente Montessori Academy community, fostering an environment conducive to academic excellence and personal growth.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Bella Mente will offer a California standards-based instruction with curriculum and targeted interventions to support academic growth in ELA and Math for all students as measured by statewide assessments and internal assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Bella Mente Montessori Academy has developed the goal to offer California standards-based instruction with curriculum and targeted interventions to support academic growth in English Language Arts (ELA) and Math for all students as measured by statewide assessments and internal assessments for several key reasons: Alignment with State Standards Compliance with State Requirements: California standards-based instruction ensures that the curriculum aligns with state educational requirements and benchmarks. This compliance is essential for meeting state accreditation and accountability measures. Consistency and Equity: A standards-based approach provides a consistent educational framework across all grade levels, ensuring that all students have access to the same high-quality education. This consistency helps to promote equity by providing all students with the same learning opportunities. Raising Academic Achievement: Focused on ELA and Math, the goal aims to improve foundational skills that are critical for students' overall academic success. Mastery of these core subjects is essential for college and career readiness. Data-Driven Instruction: By using statewide assessments and internal assessments, Bella Mente can gather detailed data on student performance. This data-driven approach allows for the identification of specific areas where students need additional support or enrichment, leading to more effective teaching and learning strategies. Addressing Diverse Learning Needs: Targeted interventions are essential for addressing the diverse learning needs of students. By identifying students who are struggling or excelling, Bella Mente can provide tailored support, ensuring that each student can achieve their full potential.

Supporting At-Risk Students: Interventions are particularly important for supporting at-risk students who may need extra help to reach grade-level standards. Our current Dashboard results show that although we are above the state average in most subgroup categories, in ELA, our Caucasian population performance and in Math, our English Learner, Socio-Economically Disadvantaged, and Caucasian populations are our subgroups in need of additional support. Our interventions include additional tutoring, small group instruction, and specialized programs. Additionally, in compliance with Education Code 53008 and Senate Bill 114, Bella Mente will screen students for reading difficulties in Kindergarten through grade 2 each year, using state-approved Amira, published by Amira Learning.

Accountability and Continuous Improvement

Measuring Progress: Statewide assessments and internal assessments provide measurable benchmarks for evaluating student progress and the effectiveness of instructional strategies. This ongoing assessment helps to ensure that educational goals are being met and allows for adjustments as needed.

Informing Instructional Practices:Regular assessment data informs instructional practices, helping teachers to refine their methods and focus on areas that need improvement. This continuous feedback loop supports ongoing professional development and instructional excellence.

Community and Stakeholder Confidence

Building Trust:Demonstrating a commitment to high academic standards and targeted support helps to build trust with parents, students, and the broader community. It shows that Bella Mente is dedicated to providing a high-quality education and meeting the needs of all students.

Transparency and Communication:Clear goals and measurable outcomes provide transparency about the school's educational priorities and progress. This transparency fosters open communication with stakeholders and encourages their involvement and support.

Strategic Vision

Long-Term Success: By focusing on standards-based instruction and targeted interventions, Bella Mente is laying the foundation for long-term student success. Ensuring that students have strong skills in ELA and Math prepares them for future academic challenges and opportunities.

Mission Alignment:

This goal aligns with Bella Mente’s vision to ensure at the end of the academic year, each Bella Mente scholar will be at or above grade level. It reflects the school's commitment to developing well-rounded, capable, and confident students.

In summary, the goal to offer California standards-based instruction with curriculum and targeted interventions in ELA and Math is designed to ensure high academic achievement, address diverse learning needs, measure progress, build community trust, and align with Bella Mente Montessori Academy’s mission and vision for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase the % of all students working at Grade Level (GLM) measured by Lexia Assessments by Spring	In the fall of 23-24, 31% of students were at or above grade level. In the spring, grade level proficiency has been recorded at 64%; for	ELA 2024: 21.6 points below standard Math 2024: 66.1 points below standard		Grade level proficiency recorded at 75%	ELA: +8% (from 31% to 39%) Math: -5% (from 31% to 26%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students who met target goals, 75% of students were at or above grade level.	Overall Meeting Standards: ELA: 39% Math: 26%			
1.2	Increase the % of students in grades 1-8 at or above grade level norms level math and ELA standards measured NWEA MAP will increase by 10% from Fall-Spring	NWEA MAPS Growth data shows that 38% of students are at or above grade level in ELA (Language) and in ELA (Reading) 34% of students are at or above grade level; for Math; 32% of students are at or above grade level	ELA: 44% Math: 42%		NWEA MAPS Growth data: 60% of students are at or above grade level in ELA (Language) and in ELA (Reading) 50% of students are at or above grade level; for Math 40% of students are at or above grade level	ELA: +6% (from 38% to 44%) Math: +10% (from 32% to 42%)
1.3	SBAC Academic Performance Tiered System-student groups' performing 50 points or more below standard	2022-2023: 40.83% of students met or exceeded standards for ELA and 24.27% of students met or exceeded standards for Math.	40% of TK-8 th grade students are Below Grade Level; 39% of TK-8th grade students are at Grade Level; and 21% are Above Grade Level for a total of 60% currently at or above grade level		50% of students met or exceeded standards for ELA and 40% of students met or exceeded standards for Math.	ELA: -0.83% (from 40.83% to 40%) Math: -3.27% (from 24.27% to 21%)

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Bella Mente Montessori Academy remains committed to providing California standards-based instruction in both English Language Arts (ELA) and Math. The school integrates Montessori educational philosophy with state-aligned curriculum materials and utilizes a multi-tiered system of supports (MTSS) to deliver targeted interventions. Instruction is adapted to address the diverse needs of students, including English Learners, students with disabilities, and those performing below grade level.

Planned vs. Actual Implementation

Planned Actions:

- Adopt curriculum materials aligned with Common Core standards.
- Provide professional development to support effective standards-based instruction.
- Conduct regular benchmark assessments to track academic growth.
- Use Individualized Learning Plans (ILPs) for students below grade level.

Actual Implementation:

- Standards-aligned materials and diagnostic tools like NWEA Maps Growth and Reading Fluency have been utilized.
- Teachers engage in continuous data analysis to drive instruction.
- ILPs are being developed and updated monthly for identified students.
- Differentiated instruction and targeted interventions occur both during and outside regular classroom instruction.

Successes

- High levels of student engagement through project-based and hands-on learning aligned with Montessori principles.
- Regular use of data to adjust instruction and intervention plans.
- Increased intervention support for students performing below grade level.
- Monthly progress monitoring has ensured students' ILPs remain dynamic and responsive.

Challenges

Ensuring consistency across classrooms while maintaining Montessori authenticity.

Recruitment and retention of high-quality staff to maintain rigorous instructional standards.

Addressing wide variances in academic skill levels, particularly post-COVID-19 recovery.

Assessment and Monitoring

Bella Mente tracks progress through a combination of:

Statewide assessments (CAASPP)

Internal assessments (e.g., NWEA MAPs Growth, formative classroom assessments)

Documentation in ILPs and teacher logs

Intervention tracking and progress monitoring reports

Title I funds in the amount of \$92,225 were used to support our Reading Specialist.

Title II funds totaling \$10,000 went toward the NWEA MAPs Intervention Programs, with the remaining \$1,960 used for Math Reveal by McGraw Hill for 7th and 8th grades.

Title III funds in the amount of \$11,927 supported our PE teacher.

Title IV funds totaling \$10,000 were used for TCI Science and Social Studies programs for 6th, 7th, and 8th grades.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the implementation of Bella Mente Montessori Academy's 2024–2025 academic plan, material differences emerged between the Budgeted Expenditures and Estimated Actual Expenditures, as well as between the Planned Percentages of Improved Services and Estimated Actual Percentages. These discrepancies were primarily due to unforeseen staffing adjustments in the intervention program.

Staffing Changes and Financial Impact

At the beginning of the academic year, the school hired a full-time Intervention Teacher, in alignment with the planned budget and services designed to provide targeted academic support in English Language Arts (ELA) and Math. However, mid-year, this teacher went on extended leave and ultimately did not return to the position.

Instead of rehiring a new full-time Intervention Teacher—a process that posed recruitment challenges—the school strategically redirected resources to support student needs in a different manner:

Additional Instructional Assistants were hired to fulfill small-group and push-in/pull-out intervention services across multiple grade levels.

The school also hired credentialed substitute teachers to conduct a 6-week intensive intervention block, focused on students demonstrating the greatest academic need based on assessment data.

These adjustments allowed Bella Mente to maintain fidelity to the goal of academic intervention and student support, though they differed from the originally budgeted staffing structure.

Differences in Budgeted vs. Actual Expenditures

The budget originally included salary and benefits for a full-time, credentialed teacher.

Actual expenditures reflected a combination of:

Lower overall salaries and benefits for multiple Instructional Assistants

Temporary payroll for credentialed substitutes

Possible variations in contracted services or materials to support small-group instruction

This shift resulted in lower overall expenditures than initially planned in this area, despite maintaining a strong level of support for students.

Differences in Planned vs. Actual Improved Services Percentage

The planned percentage of improved services assumed the impact of a full-time credentialed teacher providing interventions throughout the year.

The actual percentage of improved services reflects the modified delivery model (Instructional Assistants + Substitute-Led Intensives), which, while effective, may have had a slightly reduced or differently distributed service impact compared to the original plan.

Nevertheless, the use of credentialed substitutes and strategically deployed Instructional Assistants ensured that intervention services remained active and accessible, particularly for students who are English learners, socioeconomically disadvantaged, or identified as needing additional academic support.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Bella Mente Montessori Academy believes that the specific actions implemented during the 2024–2025 school year have laid a strong foundation for meaningful progress toward the overarching three-year academic goals outlined in the Local Control and Accountability Plan

(LCAP). The focus on standards-based instruction, core skill development, and targeted interventions in English Language Arts (ELA) and Math has contributed to improved academic confidence and engagement among students.

Instructional Preparation and Student Engagement

One of the most significant indicators of progress has been the increased student confidence and participation in the state testing process. This year, students demonstrated a noticeably greater level of:

Preparedness for assessments, as a result of intentional review and practice of foundational standards.

Engagement with academic content, supported by small-group instruction, guided practice, and individualized supports.

Self-efficacy, reflecting their belief in their ability to succeed—an essential non-academic factor contributing to performance.

These outcomes suggest that the focus on building core skills and preparing students with both content knowledge and test-taking strategies has been highly effective in moving students closer to grade-level proficiency.

Strategic Use of Intervention Resources

Although staffing adjustments were made mid-year (as detailed in the budget explanation), the reallocation of resources—through the deployment of additional Instructional Assistants and credentialed substitutes—helped sustain academic momentum. These team-based supports:

Enabled flexible intervention delivery models (e.g., push-in, pull-out, small groups).

Provided personalized instructional time to address learning gaps in ELA and Math.

Maintained instructional consistency during a time when a permanent intervention teacher was unavailable.

This approach ensured that no instructional time was lost and that students continued to benefit from focused academic support aligned to California state standards.

Early Indicators of Progress

While formal assessment results (e.g., CAASPP) are pending, formative assessments, classroom data, and teacher observations indicate steady improvement in students' grasp of grade-level standards, particularly among those who received targeted interventions. These actions are expected to yield long-term academic growth, aligning with the school's three-year goal of having all scholars at or above grade level by the end of the cycle.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of implementation reflections and ongoing analysis of student outcomes during the 2024–2025 school year, Bella Mente Montessori Academy has identified key adjustments to its instructional support model that will be incorporated into the planning for the upcoming academic year.

Reevaluation of the Intervention Model

A significant insight from the past year was the realization that the school's intervention goals can be achieved without relying on a single full-time intervention teacher. The original plan centered around this role as the primary mechanism for delivering targeted ELA and Math interventions. However, real-world implementation challenges, including staff turnover and leave of absence, necessitated a shift in strategy.

Key Changes:

Removal of the full-time Intervention Teacher role as a planned staffing element.

Replacement with multiple trained Instructional Assistants (IAs) who provide structured and consistent afternoon intervention support on a daily basis.

Addition of a 6-week intensive intervention block, facilitated by certificated substitute teachers in a pull-out model for students identified as most academically at-risk.

This shift allowed for greater scheduling flexibility, increased individualized attention, and the ability to sustain high-quality interventions without gaps caused by staffing transitions.

Adjustments to Actions and Target Outcomes

While the overall goal of bringing students to grade-level proficiency in ELA and Math remains unchanged, the actions supporting that goal will be more targeted and distributed across multiple support personnel. This model supports:

Daily intervention blocks for broader student access.

More consistent adult presence in classrooms and intervention settings.

Strategic deployment of certificated substitutes for short-term intensive remediation.

Metrics will continue to focus on:

The number and percentage of students demonstrating 1.5 years' growth.

Growth on internal benchmarks (e.g., i-Ready).

Effectiveness of interventions measured through pre- and post-assessments.

Reasoning Behind the Changes

These changes reflect Bella Mente's commitment to responsive and data-informed instructional planning. The revised model proved not only sustainable but effective during the 2024–2025 school year and aligns with the school's flexible, student-centered philosophy. By leveraging the talents of multiple support staff and using strategic scheduling, the school can maximize service impact without being dependent on a single staff member.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1FTE Reading Specialist	Reading Specialist	\$103,772.00	No
1.2	NWEA MAPs Intervention Programs	Data tracking and documentation of student achievement.	\$10,000.00	Yes
1.3	Math Reveal McGraw Hill- 7th and 8th grade	Enhanced math curriculum for middle school students	\$2,700.00	Yes
1.4	PE Teacher	Access for all students to a well rounded curriculum, including physical education.	\$91,979.00	Yes
1.5	6th 7th 8th- TCI Science and Social Studies	Access to a well rounded curriculum with digital and physical components.	\$10,508.00	Yes
1.6	Recipe for Reading and Alphabet Series	Additional reading curriculum for students	\$15,000.00	Yes
1.7	Substitute Teachers	Credentialed substitute teachers to provide additional mathematics and language arts support to students in a 6 week period.	\$86,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Assistants	Additional staff for each classroom to have a support individual to provide structure in the classroom.	\$86,776.00	Yes
1.9	Wordly Wise	Additional English language support curriculum to enhance curricular offering	\$5,000.00	Yes
1.10	Cursive Handwriting Without Tears	Curriculum for students to meet the curricular requirement of cursive writing for all students in California.	\$3,000.00	Yes
1.11	Wilson	Additional curricular support for students.	\$2,838.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of 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.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Purpose and Importance of the Goal

1. Promoting Health and Well-Being:

Holistic Development: Ensuring that students are healthy and well is foundational to their ability to learn and thrive academically. Health and well-being encompass physical health, mental health, and emotional stability, all of which are critical for students to engage fully in their education.

Reducing Barriers to Learning: By addressing health and well-being, the school can reduce barriers that might impede learning, such as stress, anxiety, and health issues.

2. Fostering Creativity:

Encouraging Innovation: Creativity is a key skill in today's rapidly changing world. By promoting creativity, Bella Mente prepares students to think critically and innovatively.

Engagement and Enjoyment: Creative activities make learning more engaging and enjoyable, which can lead to higher student motivation and better academic outcomes.

3. Supporting Social and Emotional Development:

Building Resilience: Social and emotional development helps students build resilience, manage their emotions, and develop positive relationships.

Improving Academic Performance: Research shows that social and emotional learning (SEL) is linked to better academic performance, as students who are socially and emotionally competent are better able to focus, cooperate, and resolve conflicts.

4. Strengthening Staff/Scholar Relationships:

Creating Trust: Strong relationships between staff and scholars foster a sense of trust and safety. Students are more likely to engage and succeed in environments where they feel supported and understood by their teachers.

Positive School Climate: Positive relationships contribute to a supportive and inclusive school climate, which is essential for effective teaching and learning.

5. Enhancing Sense of Belonging:
 Inclusion and Equity: A sense of belonging is crucial for all students, especially those from diverse backgrounds. It ensures that every student feels valued and included in the school community.
 Motivation and Retention: When students feel they belong, they are more motivated to attend school, participate actively, and stay engaged in their education.

6. Measurable Outcomes:
 Accountability and Improvement: Using staff, student, and family surveys to measure these aspects ensures that the goal is not only aspirational but also actionable and measurable. This feedback loop allows the school to assess its progress and make necessary improvements.
 Stakeholder Engagement: Regular surveys involve all stakeholders in the evaluation process, ensuring that the school community’s voice is heard and considered in decision-making.

Overall Impact
 Creating a Supportive Environment:
 The overarching aim of this goal is to create a safe, supportive, and nurturing environment where every scholar can flourish. A safe community that prioritizes health, creativity, social and emotional development, strong relationships, and a sense of belonging lays the foundation for academic success and personal growth.

Long-Term Benefits:
 By focusing on these areas, Bella Mente is not only addressing the immediate needs of its students but also equipping them with the skills and mindset necessary for lifelong success and well-being. This comprehensive approach ensures that students are well-prepared to navigate the complexities of the future, both academically and personally.
 In summary, this goal was developed to ensure that Bella Mente provides a holistic, supportive, and enriching environment for all scholars, addressing their diverse needs and promoting their overall growth and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase Parent Surveys participation rate using survey feedback platform	25% of our families completed the 2023-2034 LCAP survey., a marked improvement from previous years.	33% of our families completed the 2024-2025 LCAP survey		45% of our families completing the annual LCAP survey	8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase colored Tier status on CA School Dashboard Suspension Rate	Blue Suspension Rate	TBD upon release of 24-25 Dashboard		Green or Blue on the CA School Dashboard	TBD
2.3	Leader in Me assessment-MRA	MRA Score of 69, significant improvement over previous years.	MRA score of 73 for SY 24-25 achieved		MRA score of 80	4% increase

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Bella Mente Montessori Academy remains deeply committed to fostering a safe, inclusive, and nurturing school community where scholars feel supported in their health, well-being, creativity, and emotional growth. The school's efforts center on creating an environment that promotes strong staff-scholar relationships, enhances student agency, and cultivates a positive school culture. These efforts are evaluated through annual and periodic staff, student, and family surveys, as well as behavioral and attendance data.

Planned vs. Actual Implementation

Planned Actions:

Use of the Leader in Me curriculum to develop leadership skills and reinforce social-emotional learning (SEL) across all grade levels.

Engagement of school leaders and classroom educators in facilitating community-building activities and SEL routines.

Promotion of positive behavior and strong relationships through restorative practices.

Actual Implementation:

During the year, a strategic shift was made in SEL programming and staffing:

Instead of continuing with the Leader in Me curriculum, the school adopted the Choose Love Movement curriculum, which is focused on compassion, gratitude, forgiveness, and courage. This decision was driven by a desire for a more explicit and trauma-informed SEL framework that aligns with the needs of the student population and integrates seamlessly with Montessori principles.

Additionally, Bella Mente began utilizing the support of a dedicated Assistant Principal, whose role includes leading behavioral supports, coordinating SEL implementation, supporting staff-student interactions, and enhancing school-wide safety and belonging efforts.

These shifts in programming and leadership have enabled the school to take a more intentional and structured approach to SEL and campus climate initiatives.

Successes in Implementation

Improved adult support: The addition of an Assistant Principal has led to more consistent response to student behavior, greater visibility of leadership during high-traffic times (e.g., lunch, recess), and stronger relationships between administration and students.

SEL integration: The Choose Love curriculum was successfully introduced into classroom routines, morning meetings, and restorative circles. Teachers report that the curriculum's focus on emotional resilience and kindness resonates with students.

Community buy-in: Family and staff survey responses indicate improved perceptions of school safety and connectedness, especially in relation to adult responsiveness and peer relationships.

Behavioral improvements: Early data from incident reports and restorative documentation suggest a decrease in repeat behavioral incidents, and an increase in proactive classroom management practices.

Challenges Encountered

Transition period: Shifting from Leader in Me to Choose Love required professional development, time for teacher planning, and new resource alignment. While ultimately successful, the transition necessitated a learning curve.

Staff capacity: While the Assistant Principal has taken on key responsibilities, additional SEL and behavioral supports may still be needed to fully meet the demand across all grade levels, particularly in higher-needs classrooms.

Survey alignment: Because surveys were originally designed to assess Leader in Me impact, metrics and questions may require updates to reflect the new curriculum's focus and goals.

Conclusion

The school's revised approach—centered on the Choose Love curriculum and strengthened by Assistant Principal leadership—has proven to be an effective strategy for promoting student well-being and creating a stronger sense of safety and belonging. These changes have enhanced the school's capacity to implement SEL in a meaningful, student-centered way and will continue to inform improvements in the coming school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a material difference in expenditures related to administrative support. Originally, the plan was to allocate funding toward Leader in Me curriculum materials and the hiring of an art teacher. However, as implementation progressed, we redirected these funds to support the salary of an Assistant Principal who not only oversaw the Leader in Me program but also provided supervision and leadership to our

Instructional Assistants. These Instructional Assistants led art enrichment projects across classrooms, allowing us to meet the intent of the original plan through a more integrated and flexible staffing approach.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All specific actions outlined to support student engagement and well-being proved effective during the year. The integration of leadership development, social-emotional learning, and creative expression had a positive impact on school climate and student outcomes. As a result, we are continuing these strategies into the 2025–26 school year, reinforcing their success through alignment with our broader school goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection and evaluation of program alignment and long-term sustainability, we are transitioning from the Leader in Me program to the Choose Love Movement beginning in the upcoming school year. This shift reflects our desire to deepen social-emotional learning with a framework that is more closely aligned to our Montessori philosophy and instructional priorities, while continuing to prioritize leadership, compassion, and resilience in our students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	1 FTE Assistant Principal	An Assistant Principal will guide the schools Social Emotional curriculum, Choose Love.	\$133,711.00	Yes
2.2	1FTE Community Liaison	Providing students and their families with valuable community resources, assisting with attendance and ensuring students are attending school.	\$64,553.00	Yes
2.3	1FTE Agriculture and Nutrition Teacher	Provide all students access to nutrition and agriculture education.	\$80,384.00	Yes
2.4	1 FTE School Principal	Providing the students and teachers with an instructional leader with a data driven focus to ensure students are continuing to make annual measurable gains.	\$174,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Campus Safety Alliance- Campus Safety Review	Annual safety review of the campus and its procedures to ensure the students have a safe learning environment.	\$9,830.00	Yes
2.6	Go Zen, Brain Pop, Brain Pop Jr.	Curricular add ons to ensure the students have a positive school learning enviroment.	\$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of 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.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Purpose and Importance of the Goal 1. Enhancing Student Success: Parental Influence: Research consistently shows that parental involvement is a key factor in student achievement. When parents are engaged, students are more likely to perform better academically, have better attendance, and exhibit improved behavior. Supportive Home Environment: Increased parent involvement helps create a supportive home environment that reinforces the importance of education and lifelong learning. 2. Fostering Collaboration and Open Communication: Two-Way Communication: Establishing open lines of communication between the school and parents ensures that information flows both ways. Parents can provide valuable insights and feedback that can help improve school policies and practices. Building Trust: Transparent and frequent communication builds trust between parents and school staff, fostering a more collaborative and supportive school community. 3. Promoting a Collaborative Culture: Shared Responsibility: Collaboration among all stakeholders, including parents, teachers, and administrators, promotes a sense of shared responsibility for student success. It encourages everyone to work together towards common goals. Creativity and Innovation: A collaborative culture encourages creativity and innovation as diverse perspectives and ideas are shared and valued. This can lead to more effective problem-solving and program development. 4. Encouraging Participation and Responsibility: Active Engagement: Encouraging parents to participate in school activities and decision-making processes increases their investment in their children's education and the school community as a whole.

Role Modeling: Parents who actively participate in school activities model positive behaviors and attitudes for their children, fostering a sense of responsibility and community involvement in students.

5. Valuing Diversity and Equity:

Inclusive Environment: Emphasizing diversity and equity ensures that all families, regardless of their background, feel welcomed and valued in the school community. This promotes an inclusive environment where every voice is heard and respected.

Equitable Access: By valuing diversity and equity, the school ensures that all parents have equitable access to involvement opportunities, addressing potential barriers such as language, transportation, and time constraints.

6. Strengthening Community Ties:

Community Engagement: Increased parent involvement strengthens ties between the school and the wider community. This can lead to more resources and support for the school, as well as a greater sense of community pride and cohesion.

Holistic Support: Engaging parents and community members creates a network of support for students that extends beyond the classroom, encompassing their social, emotional, and academic needs.

Overall Impact

Creating a Supportive Environment:

The goal aims to create a more supportive, inclusive, and collaborative school environment where parents are actively involved in their children's education. This involvement is crucial for fostering a sense of community and ensuring that all stakeholders work together towards the common goal of student success.

Long-Term Benefits:

By increasing parent involvement, Bella Mente not only enhances the immediate educational experience for students but also builds a stronger, more resilient school community. Parents who are engaged and invested in the school are more likely to support and advocate for the school in the long term, contributing to sustained success and improvement.

In summary, Bella Mente developed this goal to leverage the significant positive impact of parent involvement on student success, foster a collaborative and inclusive school culture, and ensure that diversity and equity are at the forefront of its community engagement efforts. This comprehensive approach is aimed at creating a supportive and thriving educational environment for all students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain Standard Met on CA School Dashboard-Parent and Family Engagement	23 Dashboard, Standard Met	Standard has been met the last two years		Standard Met	Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Increase parent participation at school events and meetings documented on attendance logs	Increased parent participation at school events has increased; establishment of the Bella Mente PTA has facilitated an increase in participation and partnership.	Increase has been achieved at Fall Festival, Winter Spectacular, DELAC meetings, Parent Information Nights, etc.		Participation of 50% of families in at least one school activity each year	Significant increase experienced.
3.3	Increase Chronic Absenteeism status above "Orange" on CA School Dashboard	33.3% chronically absent in 2023. Internal reports show chronically absent was only 15.3% in the 23-24 school year.	The school has moved positively to Yellow on the Dashboard in the 23-24 school year		10% chronic absenteeism rate	Goal Met: Chronic Absenteeism is Yellow in the Dashboard.
3.4	Increase the attendance rate for Bella Mente students by .5%	Attendance rate has returned to baseline of 96%	Attendance has increased to 97%		Attendance rate of 96.5%	Goal Met: Attendance is above the target for Year 3.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, Bella Mente Montessori Academy remained focused on strengthening its collaborative school culture by deepening relationships with families, fostering open communication, and creating inclusive spaces for parent involvement. The school took intentional steps to align family engagement practices with its mission of valuing diversity, equity, and student-centered learning.

Key efforts included:

Regular family communication through newsletters, school website updates, and messaging apps.

Family-focused events such as curriculum nights, cultural celebrations, student performances, and monthly dine-out fundraisers.

Bimonthly Wellness Committee meetings that provided both virtual and in-person access to increase parent participation.

Active partnerships with community organizations (e.g., Boys & Girls Club, SANDAG, +Box) to support family wellness, transportation education, and food security.

The school also maintained its commitment to multilingual outreach, ensuring materials were accessible in families' home languages and interpreters were available at key events and meetings.

Planned vs. Actual Implementation

There were no substantive differences between planned actions and actual implementation. The strategies outlined in the LCAP to enhance family engagement and stakeholder collaboration were carried out as intended, with a focus on accessibility, relevance, and cultural responsiveness.

Key metrics aligned with this goal—including Attendance, Chronic Absenteeism, and Parent and Family Engagement—were met on the California School Dashboard for 2024–2025. These outcomes affirm that the school's efforts to build strong school-home connections and support student success through family collaboration are producing measurable results.

Successes in Implementation

Improved Attendance & Engagement: Strategic outreach and partnerships, along with positive reinforcement programs (such as monthly attendance celebrations), contributed to stronger attendance rates and reduced chronic absenteeism.

Dashboard Success: The school met its targets in all three relevant California Dashboard indicators for this goal: Attendance, Chronic Absenteeism, and Parent and Family Engagement, demonstrating the effectiveness of the school's outreach strategies and inclusive practices.

Community Trust & Participation: A noticeable increase in family participation in surveys, school events, and committee work reflects growing trust and connection between families and school leadership.

Responsive Communication: Bella Mente maintained its commitment to responding to all emails within 24 hours and personally welcoming all visitors, helping establish a welcoming and professional tone that supports relationship-building.

Challenges Encountered

Balancing Accessibility: While virtual options boosted participation, some families still faced barriers such as technology access or scheduling conflicts. The school continues to explore flexible scheduling and hybrid event models.

Sustaining Involvement Over Time: Maintaining consistent parent engagement beyond special events remains a focus area. Efforts will continue to ensure families are seen as partners in the educational process, not just participants.

Conclusion

Bella Mente's ongoing focus on open communication, inclusive family engagement, and collaborative culture has been effective in achieving the goals outlined in the LCAP. The positive results on the California School Dashboard and increased participation from diverse families

indicate that the school is building a strong foundation of trust, shared responsibility, and equity-centered collaboration among all stakeholders.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2024–2025 school year, Bella Mente Montessori Academy experienced material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages, particularly within the area of student enrichment and support services.

Staffing Reallocation and Financial Adjustments

Originally, the budget included funds for the hiring of a full-time Art Teacher to provide visual arts instruction and enrichment aligned with the school's mission to nurture creativity and whole-child development. However, after extensive consideration and based on staffing priorities and student needs, the school made the decision not to hire an art teacher during this school year.

Instead, the funds initially allocated for this position were strategically redirected to support a broader array of high-impact student services and engagement roles. Specifically, the funds were used to:

Hire additional Instructional Assistants, supporting academic interventions, small group instruction, and individualized student attention across multiple grade levels.

Expand the roles of Community Liaisons, who serve as vital bridges between the school and families, improving parent communication, cultural responsiveness, and attendance outreach.

Support the school's Counselor, who leads social-emotional learning (SEL) efforts, facilitates restorative practices, and provides individual and group counseling services.

Fund the Director of Community Engagement, a leadership role responsible for strengthening family-school partnerships, coordinating events, and ensuring that community engagement remains inclusive, equitable, and aligned with the school's values.

Impact on Percentages of Improved Services

While the absence of a dedicated Art Teacher slightly altered the originally planned pathway for enrichment services, the reallocation of funds significantly contributed to expanded student supports, particularly for high-need student populations such as English Learners, socioeconomically disadvantaged students, and those experiencing chronic absenteeism or social-emotional challenges.

The Estimated Actual Percentage of Improved Services therefore remained consistent with the school's goals, as the reallocated funds directly supported services that:

Addressed academic gaps

Improved social-emotional outcomes

Strengthened family-school communication

Enhanced overall student engagement and well-being

Conclusion

Though the delivery method for some enrichment opportunities changed from what was originally planned, the reallocation of funds allowed Bella Mente to provide more comprehensive and targeted supports to students and families. These adjustments reflect the school's responsive approach to emerging needs and its commitment to maximizing the effectiveness of available resources to meet LCAP priorities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Bella Mente Montessori Academy's actions to increase parent involvement and foster a collaborative school culture have been highly effective in making progress toward the intended outcomes of Goal 3. The school's intentional strategies in building trust, encouraging participation, and enhancing communication with families have led to measurable and meaningful impacts.

Strengthened Communication and Engagement

The school's emphasis on frequent, accessible, and multilingual communication—through newsletters, parent messaging platforms, the school website, and in-person interactions—has improved the consistency and clarity of information shared with families.

Parents report feeling more informed and included in their child's education, as evidenced by increased participation in surveys, school events, and parent-teacher conferences.

The presence of Community Liaisons and the Director of Community Engagement has enhanced the school's capacity to reach and support families of all backgrounds, ensuring diverse voices are heard and respected.

Positive Outcomes on State Indicators

The effectiveness of these actions is further confirmed by the school's performance on the California School Dashboard, where Bella Mente met its targets for Attendance, Chronic Absenteeism, and Parent and Family Engagement indicators.

These outcomes signal that the school's collaborative efforts are not only well-received by families but also contributing to improved student outcomes and greater school connectedness.

Supportive School Climate and Equity Focus

School-wide initiatives have been inclusive of diverse family needs and reflective of the school's commitment to equity and cultural responsiveness.

Engagement opportunities such as bilingual meetings, flexible scheduling for workshops and events, and hybrid Wellness Committee participation have contributed to a sense of shared ownership among stakeholders.

Ongoing Opportunities for Growth

While results have been positive, the school recognizes the importance of sustaining and deepening family partnerships beyond attendance at events. Continued focus will be placed on:

Empowering parents as collaborators in decision-making, not just participants in school activities.

Expanding leadership opportunities for parents through advisory roles, feedback groups, and committee work.

Ensuring all families, particularly those from historically underserved backgrounds, feel a strong sense of connection and agency within the school community.

In summary, the specific actions taken to increase parent involvement and cultivate a collaborative, inclusive culture have proven to be effective. These efforts have strengthened trust between families and the school, promoted student success, and created a more vibrant and equitable school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflection on implementation during the 2024–2025 school year, Bella Mente Montessori Academy identified key adjustments to actions for the coming year to better align with its goal of fostering parent involvement, collaborative culture, and equitable support for all students.

Elimination of the Art Teacher Position

The school made the decision to eliminate the Art Teacher position for the upcoming year. This change was based on a reassessment of resource allocation and the desire to maximize direct student and family support services. While visual arts remain an important part of Bella Mente’s commitment to creativity and whole-child development, art instruction will now be integrated within the general education classroom, supported by classroom teachers and through interdisciplinary, project-based learning aligned with the Montessori philosophy.

Increased Support for Instructional and Community-Based Roles

The funding previously designated for the Art Teacher will be redirected to strengthen key support roles that have demonstrated high impact:

Additional Instructional Assistants (IAs) will be placed in classrooms to provide targeted academic support, increase adult-student engagement, and enhance instructional differentiation.

Expanded support for Community Liaisons, who play a vital role in maintaining strong, culturally responsive communication between the school and families. Their continued involvement ensures that family needs are understood and addressed, and that families feel welcomed and empowered to participate in school life.

Alignment with Goal Priorities

These changes reflect the school's evolving understanding of how best to achieve Goal 3 outcomes. By prioritizing classroom-level support and family engagement infrastructure, Bella Mente aims to deepen its impact in the areas of:

Student academic and behavioral success

Family trust and collaboration

Inclusive communication practices

Equitable learning environments

The metrics and target outcomes for the goal remain unchanged, but the adjusted actions will offer a more efficient and impactful pathway to meeting them, especially in a diverse and community-centered school setting.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	1 FTE Bilingual Community Liaison	Community liaisons play a crucial role in bridging the gap between schools and the communities they serve	\$95,685.00	Yes
3.2	1FTE School Counselor	School counselor to bridge the home and school gap, ensuring we have open communication.	\$73,534.00	Yes
3.3	1 FTE Office Coordinator	Staff member to provide excellent customer service to ensure families receive timely responses to all engagements with the front office.	\$46,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	1FTE Director of Community Engagement	Staff member to focus on creating a campus which encourages parent involvement.	\$60,360.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: NWEA MAPs Intervention Programs Need: Student Achievement Scope: LEA-wide	Intervention programs address critical needs within schools by providing targeted support to students who are struggling academically or behaviorally. These programs offer tailored instruction and resources, helping to bridge learning gaps and prevent minor issues from escalating into significant academic failures. By identifying at-risk students early through benchmark measures such as NWEA MAPs and providing the necessary support, intervention programs enhance student achievement and contribute to a more positive	NWEA MAPS Growth Achievement Growth, Dashboard Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school climate. Implementing intervention programs on an LEA-wide or schoolwide basis ensures equitable access to support for all students, regardless of their background or school. This approach promotes consistency in the implementation of intervention strategies, maintaining high standards of support across the district. By offering uniform procedures and practices, it ensures that all students receive the same level of assistance, ultimately fostering educational equity and improving overall student outcomes.	
1.3	Action: Math Reveal McGraw Hill- 7th and 8th grade Need: Student Achievement Scope: LEA-wide	Curriculum used by Bella Mente Academies is state standards-aligned and provide teachers tools to effectively analyze and utilize assessment data. Teachers can identify student strengths and weaknesses, allowing for tailored instruction that meets individual student needs. This targeted approach leads to improved student outcomes, as teachers can adjust their strategies to address specific learning gaps and challenges. Provided professional development within the curriculum frameworks on data usage on an LEA-wide or schoolwide basis ensures that all educators are equipped with the necessary skills to implement data-driven instruction uniformly. This consistency promotes a cohesive approach to monitoring student progress and growth and designing effective interventions, ultimately enhancing student achievement across the district. Furthermore, it fosters a culture of accountability and transparency, where data is used systematically to inform teaching practices and educational strategies, supporting overall school improvement and success.	Dashboard Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	Action: PE Teacher Need: Student Achievement Scope: LEA-wide	High-quality staffing addresses essential needs within the school environment by enhancing student learning, reducing achievement gaps, and improving the overall school climate. An experienced and skilled PE educator contributes to increased student engagement and motivation, fosters a foundation of healthy living, and impacts a positive and inclusive school culture. High-quality staffing also leads to higher retention rates among teachers, providing continuity and stability in the educational process. This approach ensures that students receive high-caliber instruction and support, which is critical for their academic success and personal growth. Implementing high-quality staffing on an LEA-wide or schoolwide basis ensures equitable access to excellent educators for all students, promoting consistency in instructional quality and standards across the district. It supports professional development and collaboration among educators, leading to continuous improvement in teaching practices. Effective resource allocation, strategic leadership, and community engagement are also facilitated by this approach. Examples from Bella Mente Montessori Academy illustrates the positive impact of high-quality staffing, where dedicated educators and administrators contribute significantly to student success, inclusive education, and a supportive learning environment.	SARC Report, Misplaced Assignments, Teacher Vacancies
1.5	Action: 6th 7th 8th- TCI Science and Social Studies Need: Student Achievement	Curriculum used by Bella Mente Academies is state standards-aligned and provide teachers tools to effectively analyze and utilize assessment data. Teachers can identify student strengths and weaknesses, allowing for tailored instruction that meets individual student needs. This targeted	Dashboard Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	approach leads to improved student outcomes, as teachers can adjust their strategies to address specific learning gaps and challenges. Provided professional development within the curriculum frameworks on data usage on an LEA-wide or schoolwide basis ensures that all educators are equipped with the necessary skills to implement data-driven instruction uniformly. This consistency promotes a cohesive approach to monitoring student progress and growth and designing effective interventions, ultimately enhancing student achievement across the district. Furthermore, it fosters a culture of accountability and transparency, where data is used systematically to inform teaching practices and educational strategies, supporting overall school improvement and success.	
1.6	Action: Recipe for Reading and Alphabet Series Need: Student Achievement Scope: LEA-wide	Curriculum used by Bella Mente Academies is state standards-aligned and provide teachers tools to effectively analyze and utilize assessment data. Teachers can identify student strengths and weaknesses, allowing for tailored instruction that meets individual student needs. This targeted approach leads to improved student outcomes, as teachers can adjust their strategies to address specific learning gaps and challenges. Provided professional development within the curriculum frameworks on data usage on an LEA-wide or schoolwide basis ensures that all educators are equipped with the necessary skills to implement data-driven instruction uniformly. This consistency promotes a cohesive approach to monitoring student progress and growth and designing effective interventions, ultimately enhancing student achievement across the district.	Dashboard Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Furthermore, it fosters a culture of accountability and transparency, where data is used systematically to inform teaching practices and educational strategies, supporting overall school improvement and success.	
1.7	Action: Substitute Teachers Need: Student Achievement Scope: LEA-wide	High-quality staffing addresses essential needs within the school environment by enhancing student learning, reducing achievement gaps, and improving the overall school climate. Having experienced and skilled on-site substitutes contributes to increased student engagement and motivation, impacts a positive and inclusive school culture, and builds trusting relationships. Bella Mente Montessori Academy substitutes ensure that students receive high-caliber instruction and support, which is critical for their academic success and personal growth. Implementing high-quality staffing on an LEA-wide or schoolwide basis ensures equitable access to excellent educators for all students, promoting consistency in instructional quality and standards across the district.	Vacancies
1.8	Action: Instructional Assistants Need: Student Achievement Scope: LEA-wide	High-quality staffing addresses essential needs within the school environment by enhancing student learning, reducing achievement gaps, and improving the overall school climate. Through proper professional development, Instructional Assistants contribute to increased student engagement and motivation, foster a foundation of healthy living, and impact a positive and inclusive school culture. High-quality support staff also leads to higher retention rates among teachers, providing continuity and stability in the educational process. This approach ensures that students receive high-caliber instruction and support, which	Vacancies

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		is critical for their academic success and personal growth. Implementing high-quality staffing on an LEA-wide or schoolwide basis ensures equitable access to excellent assistants for all students, promoting consistency in instructional quality and standards across the district.	
1.9	Action: Wordly Wise Need: Student Achievement Scope: LEA-wide	Curriculum used by Bella Mente Academies is state standards-aligned and provide teachers tools to effectively analyze and utilize assessment data. Teachers can identify student strengths and weaknesses, allowing for tailored instruction that meets individual student needs. This targeted approach leads to improved student outcomes, as teachers can adjust their strategies to address specific learning gaps and challenges. Provided professional development within the curriculum frameworks on data usage on an LEA-wide or schoolwide basis ensures that all educators are equipped with the necessary skills to implement data-driven instruction uniformly. This consistency promotes a cohesive approach to monitoring student progress and growth and designing effective interventions, ultimately enhancing student achievement across the district. Furthermore, it fosters a culture of accountability and transparency, where data is used systematically to inform teaching practices and educational strategies, supporting overall school improvement and success.	Dashboard Indicators
1.10	Action: Cursive Handwriting Without Tears Need:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	Action: Wilson Need: Student Achievement Scope: LEA-wide	Curriculum used by Bella Mente Academies is state standards-aligned and provide teachers tools to effectively analyze and utilize assessment data. Teachers can identify student strengths and weaknesses, allowing for tailored instruction that meets individual student needs. This targeted approach leads to improved student outcomes, as teachers can adjust their strategies to address specific learning gaps and challenges. Provided professional development within the curriculum frameworks on data usage on an LEA-wide or schoolwide basis ensures that all educators are equipped with the necessary skills to implement data-driven instruction uniformly. This consistency promotes a cohesive approach to monitoring student progress and growth and designing effective interventions, ultimately enhancing student achievement across the district. Furthermore, it fosters a culture of accountability and transparency, where data is used systematically to inform teaching practices and educational strategies, supporting overall school improvement and success.	Dashboard Indicators
2.1	Action: 1 FTE Assistant Principal Need: School Culture; Student Achievement Scope:	High-quality staffing addresses essential needs within the school environment by enhancing student learning, reducing achievement gaps, and improving the overall school climate. An experienced and skilled Assistant Principal contributes to increased student engagement and motivation, fosters a positive school culture, and	SARC Report, Misplaced Assignments, Teacher Vacancies

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	enforces schoolwide and LEA-wide policies. High-quality staffing also leads to higher retention rates among teachers, providing continuity and stability in the educational process. Implementing high-quality staffing on an LEA-wide or schoolwide basis ensures equitable access to excellent educators for all students, promoting consistency in instructional quality and standards across the district. The Assistant Principal supports professional development and collaboration among educators, leading to continuous improvement in teaching practices. Effective resource allocation, strategic leadership, and community engagement are facilitated by this approach. Bella Mente Montessori Academy illustrates the positive impact of high-quality staffing, where dedicated administrators contribute significantly to student success, inclusive education, and a supportive learning environment.	
2.2	Action: 1FTE Community Liaison Need: School Culture; Parent Engagement Scope: LEA-wide	Community Liaisons address critical needs within schools by strengthening relationships between the school and the broader community. By engaging with parents, local businesses, and community organizations, schools foster a sense of shared responsibility and support for their goals and initiatives. This collaboration enhances the school environment and creates a network of support that benefits students academically, socially, and emotionally. Providing community outreach on an LEA-wide or schoolwide basis ensures that all students and families have access to valuable resources and services. This approach promotes consistency in engagement efforts and helps build a unified community that supports student success.	Board Reports, Grants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Increased parental involvement, access to tutoring, counseling, and extracurricular activities are some of the key benefits, contributing to a supportive and enriching educational experience for all students.	
2.3	Action: 1FTE Agriculture and Nutrition Teacher Need: Student Achievement; School Culture Scope: LEA-wide	High-quality staffing addresses essential needs within the school environment by enhancing student learning, reducing achievement gaps, and improving the overall school climate. An experienced and skilled Agriculture and Nutrition teacher contributes to increased student engagement and motivation, fosters a foundation of healthy living, and impacts a positive and inclusive school culture. High-quality staffing also leads to higher retention rates among teachers, providing continuity and stability in the educational process. This approach ensures that students receive high-caliber instruction and support, which is critical for their academic success and personal growth. Implementing high-quality staffing on an LEA-wide or schoolwide basis ensures equitable access to excellent educators for all students, promoting consistency in instructional quality and standards across the district. It supports professional development and collaboration among educators, leading to continuous improvement in teaching practices. Effective resource allocation, strategic leadership, and community engagement are also facilitated by this approach. Examples from Bella Mente Montessori Academy illustrates the positive impact of high-quality staffing, where dedicated educators and administrators contribute significantly to student success, inclusive education, and a supportive learning environment.	SARC Report, Misplaced Assignments, Teacher Vacancies

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	Action: 1 FTE School Principal Need: Student Achievement; School Culture; Family Engagement Scope: LEA-wide	High-quality staffing addresses essential needs within the school environment by enhancing student learning, reducing achievement gaps, and improving the overall school climate. An experienced and skilled Principal contributes to increased student engagement and motivation, fosters a positive school culture, and enforces schoolwide and LEA-wide policies. High-quality staffing also leads to higher retention rates among teachers, providing continuity and stability in the educational process. Implementing high-quality staffing on an LEA-wide or schoolwide basis ensures equitable access to excellent educators for all students, promoting consistency in instructional quality and standards across the district. The Principal supports professional development and collaboration among educators, leading to continuous improvement in teaching practices. Effective resource allocation, strategic leadership, and community engagement are facilitated by this approach. Bella Mente Montessori Academy illustrates the positive impact of high-quality staffing, where dedicated administrators contribute significantly to student success, inclusive education, and a supportive learning environment.	SARC Report, Misplaced Assignments, Teacher Vacancies
2.5	Action: Campus Safety Alliance- Campus Safety Review Need: School Culture; School Safety	Enhancing safety procedures and practices within the school environment addresses critical needs such as improving family and student sense of safety, student outcomes, decreasing incidents of disciplinary behaviors, and strengthening teacher-student relationships. An effective safety review identifies areas of need in creating a more positive	Campus Review Report, Monthly Drills Documentation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	school climate and fostering a safe, supportive learning environment. Identified areas of improvement ensures that all educators, staff, and students benefit from consistent and effective safety practices, as evidenced by monthly drills.	
2.6	Action: Go Zen, Brain Pop, Brain Pop Jr. Need: Student Achievement Scope: LEA-wide	Curriculum used by Bella Mente Academies is state standards-aligned and provide teachers tools to effectively analyze and utilize assessment data. Teachers can identify student strengths and weaknesses, allowing for tailored instruction that meets individual student needs. This targeted approach leads to improved student outcomes, as teachers can adjust their strategies to address specific learning gaps and challenges. Provided professional development within the curriculum frameworks on data usage on an LEA-wide or schoolwide basis ensures that all educators are equipped with the necessary skills to implement data-driven instruction uniformly. This consistency promotes a cohesive approach to monitoring student progress and growth and designing effective interventions, ultimately enhancing student achievement across the district. Furthermore, it fosters a culture of accountability and transparency, where data is used systematically to inform teaching practices and educational strategies, supporting overall school improvement and success.	Dashboard Indicators
3.1	Action: 1 FTE Bilingual Community Liaison Need:	Community Liaisons address critical needs within schools by strengthening relationships between the school and the broader community.	Board Reports, Grants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	By engaging with parents, local businesses, and community organizations, schools foster a sense of shared responsibility and support for their goals and initiatives. This collaboration enhances the school environment and creates a network of support that benefits students academically, socially, and emotionally. Providing community outreach on an LEA-wide or schoolwide basis ensures that all students and families have access to valuable resources and services. This approach promotes consistency in engagement efforts and helps build a unified community that supports student success. Increased parental involvement, access to tutoring, counseling, and extracurricular activities are some of the key benefits, contributing to a supportive and enriching educational experience for all students.	
3.2	Action: 1FTE School Counselor Need: School Culture; Family Engagement. Scope: LEA-wide	Counselors address critical needs within schools by strengthening relationships between with students, fostering school connectedness. . As with Community Liaisons, Counselors engage with parents and community organizations, to help foster a sense of shared responsibility and support for student academic, behavioral, academic, and attendance goals. The counselor's collaboration enhances the school environment and creates a network of support that benefits students. Providing community outreach on an LEA-wide basis ensures that all students and families have access to valuable resources and services. This approach promotes consistency in engagement efforts and helps build a unified community that supports student success.	Board Reports, Grants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	Action: 1 FTE Office Coordinator Need: School Culture; Parent Engagement Scope: LEA-wide	The Front Office Coordinator address critical needs within schools by strengthening relationships between the school and the broader community. By engaging with parents, students, and community organizations, the Front Office Coordinator fosters a sense of shared responsibility and support for the schoolwide and LEA-wide goals and initiatives. This collaboration enhances the school environment and creates a network of support that benefits students academically, socially, and emotionally and supports family collaboration. The Front Office Coordinator ensures that all students and families have access to valuable resources and services. This approach promotes consistency in engagement efforts and helps build a unified community that supports student success and increased parental involvement.	Vacancies
3.4	Action: 1FTE Director of Community Engagement Need: School Culture; Community Engagement Scope: LEA-wide	The Director of Community Engagement address critical needs within the school and community by strengthening relationships between all stakeholders. By engaging with parents, local businesses, and community organizations, the Director of Community Engagement fosters a sense of shared responsibility and support for school and LEA goals and initiatives. This collaboration amongst all shareholders who have a shared and equal voice enhances the school environment and creates a network of support that benefits students academically, socially, and emotionally. The Director of Community Engagement helps to ensure that community outreach on an LEA-wide or schoolwide basis is maintained so that all students and families have	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		access to valuable resources and services. This approach promotes consistency in engagement efforts and helps build a unified community that supports student success. The Director of Community Engagement oversees processes and procedures to monitor parental involvement, student access to tutoring, counseling, and extracurricular activities. The Director of Community Engagement strongly contributes to a supportive and enriching educational experience for all stakeholders.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Bella Mente Montessori Academy qualifies for additional Concentration Grant Add-On funding due to its high percentage of unduplicated students, including foster youth, English learners, and low-income students, exceeding the 55% threshold. In alignment with the school's mission to provide equitable, student-centered education, these funds will be strategically used to increase the number of staff directly supporting students, with a particular emphasis on hiring and retaining Instructional Assistants (IAs).

Purpose and Rationale

Instructional Assistants play a crucial role in delivering personalized, small-group, and one-on-one academic support to students who need it most. Their presence in the classroom ensures that differentiated instruction is not only possible, but sustainable—especially for students who may be performing below grade level, are developing English proficiency, or need additional scaffolding due to socio-emotional or learning challenges.

By leveraging Concentration Grant Add-On funds to hire more IAs, Bella Mente will:

Reduce adult-to-student ratios in classrooms, ensuring more individualized attention.

Support targeted academic interventions during core instruction blocks and afternoon intervention periods.

Provide consistent, relationship-based support to build trust and rapport with high-need students.

Help implement accommodations for students with IEPs or ILPs, supporting inclusive education.

Reinforce Montessori-based, hands-on learning strategies that require greater adult facilitation.

Implementation Plan

In the 2025–2026 school year, Bella Mente plans to:

Hire additional full-time and part-time Instructional Assistants, placing them strategically across grade levels with higher concentrations of unduplicated students.

Ensure IAs receive training in culturally responsive practices, restorative supports, English language development strategies, and data-informed instructional support.

Collaborate with teachers and support staff to use IAs as key partners in intervention, enrichment, and behavioral support.

Equity and Impact

This approach directly addresses educational equity by ensuring that students with the highest needs receive increased access to human capital and instructional support. It also aligns with the school's goals of improving academic outcomes, reducing chronic absenteeism, and fostering a positive, inclusive learning environment.

By investing in staff who serve as daily, frontline educators and mentors, Bella Mente is making a strategic commitment to supporting its most vulnerable students—not only academically, but socially and emotionally as well.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 to 19 staff to student ratio
Staff-to-student ratio of certificated staff providing direct services to students		1 to 9.83 staff to student ratio

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,054,520.00	\$0.00	\$0.00	\$103,772.00	\$1,158,292.00	\$1,098,416.00	\$59,876.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1FTE Reading Specialist	All	No					\$103,772.00	\$0.00				\$103,772.00	\$103,772.00	0
1	1.2	NWEA MAPs Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
1	1.3	Math Reveal McGraw Hill- 7th and 8th grade	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			\$0.00	\$2,700.00	\$2,700.00				\$2,700.00	0
1	1.4	PE Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$91,979.00	\$0.00	\$91,979.00				\$91,979.00	0
1	1.5	6th 7th 8th- TCI Science and Social Studies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,508.00	\$10,508.00				\$10,508.00	0
1	1.6	Recipe for Reading and Alphabet Series	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	0
1	1.7	Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$86,776.00	\$0.00	\$86,776.00				\$86,776.00	0
1	1.8	Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$86,776.00	\$0.00	\$86,776.00				\$86,776.00	0
1	1.9	Wordly Wise	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Cursive Handwriting Without Tears	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	0
1	1.11	Wilson	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$2,838.00	\$2,838.00				\$2,838.00	0
2	2.1	1 FTE Assistant Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$133,711.00	\$0.00	\$133,711.00				\$133,711.00	0
2	2.2	1FTE Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$64,553.00	\$0.00	\$64,553.00				\$64,553.00	0
2	2.3	1FTE Agriculture and Nutrition Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$80,384.00	\$0.00	\$80,384.00				\$80,384.00	0
2	2.4	1 FTE School Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$174,562.00	\$0.00	\$174,562.00				\$174,562.00	0
2	2.5	Campus Safety Alliance-Campus Safety Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$9,830.00	\$9,830.00				\$9,830.00	0
2	2.6	Go Zen, Brain Pop, Brain Pop Jr.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	0
3	3.1	1 FTE Bilingual Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$95,685.00	\$0.00	\$95,685.00				\$95,685.00	0
3	3.2	1FTE School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$73,534.00	\$0.00	\$73,534.00				\$73,534.00	0
3	3.3	1 FTE Office Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$46,324.00	\$0.00	\$46,324.00				\$46,324.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	1FTE Director of Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$60,360.00	\$0.00	\$60,360.00				\$60,360.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		\$1,054,520.00	0.000%	0.000 %	Total:	\$1,054,520.00
								LEA-wide Total:	\$1,054,520.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	NWEA MAPs Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	0
1	1.3	Math Reveal McGraw Hill-7th and 8th grade	Yes	LEA-wide	English Learners Foster Youth		\$2,700.00	0
1	1.4	PE Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income		\$91,979.00	0
1	1.5	6th 7th 8th- TCI Science and Social Studies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,508.00	0
1	1.6	Recipe for Reading and Alphabet Series	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	0
1	1.7	Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		\$86,776.00	0
1	1.8	Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income		\$86,776.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Wordly Wise	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	0
1	1.10	Cursive Handwriting Without Tears	Yes	LEA-wide	English Learners Foster Youth		\$3,000.00	0
1	1.11	Wilson	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,838.00	0
2	2.1	1 FTE Assistant Principal	Yes	LEA-wide	English Learners Foster Youth Low Income		\$133,711.00	0
2	2.2	1FTE Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income		\$64,553.00	0
2	2.3	1FTE Agriculture and Nutrition Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income		\$80,384.00	0
2	2.4	1 FTE School Principal	Yes	LEA-wide	English Learners Foster Youth Low Income		\$174,562.00	0
2	2.5	Campus Safety Alliance-Campus Safety Review	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,830.00	0
2	2.6	Go Zen, Brain Pop, Brain Pop Jr.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	0
3	3.1	1 FTE Bilingual Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income		\$95,685.00	0
3	3.2	1FTE School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$73,534.00	0
3	3.3	1 FTE Office Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income		\$46,324.00	0
3	3.4	1FTE Director of Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$60,360.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,055,259.00	\$1,123,532.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1FTE Reading Specialist	No	\$103,772.00	\$103,772.00
1	1.2	NWEA MAPs		\$10,000.00	\$10,512.39
1	1.3	Math Reveal McGraw Hill- 7th and 8th grade		\$2,700.00	\$1,722.00
1	1.4	PE Teacher		\$91,979.00	\$91,979.00
1	1.5	6th 7th 8th- TCI Science and Social Studies		\$10,508.00	\$8,808.00
1	1.6	Recipe for Reading and Alphabet Series		\$15,000.00	4,598.72
1	1.7	Intervention Teacher		\$86,776.00	\$86,776.00
1	1.8	Instructional Assistants		\$86,776.00	\$150,744.05
1	1.9	Wordly Wise		\$5,000.00	2,570.78
1	1.10	Cursive Handwriting Without Tears		\$3,000.00	\$2,805.00
1	1.11	Wilson		\$2,838.00	\$1,020.72
2	2.1	Leader in Me-Franklin Covey		\$20,653.00	\$20,653.00
2	2.2	1FTE Art Teacher		\$86,059.00	\$86,059.00
2	2.3	1FTE Agriculture and Nutrition Teacher		\$80,384.00	\$71,783.57
2	2.4	1 FTE School Principal		\$160,581.00	\$157,882.42
2	2.5	Campus Safety Alliance- Campus Safety Review		\$9,830.00	\$10,100.00
2	2.6	Go Zen, Brain Pop, Brain Pop Jr.		\$1,000.00	\$3,685.50
2	2.7	Leader in Me Curriculum Workbooks		\$2,500.00	3376.88
3	3.1	2 FTE Bilingual Community Liaison		\$95,685.00	\$93,026.68
3	3.2	1FTE School Counselor		\$73,534.00	\$81,239.21
3	3.3	1 FTE Office Coordinator		\$46,324.00	\$61,940.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	1FTE Director of Community Engagement		\$60,360.00	\$68,476.97

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - o **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - o **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - o **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

APPENDIX O: AMS CERTIFICATION

August 15, 2025

Thank you for your participation in the Pathway of Continuous School Improvement and your dedication to providing high-quality Montessori to your students and families. This school-quality initiative is important to the Montessori movement, and we are glad you are a part of it.

We are honored to inform you that your school has achieved the AMS Verification School status. Please receive your AMS Verification Certificate that you can display to proclaim your school's participation in the Verification process. This certificate expiration date reflects your school membership. Each year a new one will be issued until your verification expires and you go through the reverification process.

We hope this certificate can be a reminder of the commitment you have made to uphold the core components of Montessori; properly trained Montessori teachers, multi-age classrooms, use of Montessori materials, child-directed work, and uninterrupted work time.

We are grateful for your focus on quality and are excited to recognize you and all you do for your school community.

Warmly,



Cynthia L. Barraza Monroy

School Quality Manager

"The AMS Pathway of Continuous School Improvement is a school-quality initiative that invites schools to identify and articulate Montessori quality, encouraging them to improve at their own pace from membership to accreditation with guided support."



VERIFIED SCHOOL

Bella Mente Montessori Charter Academy

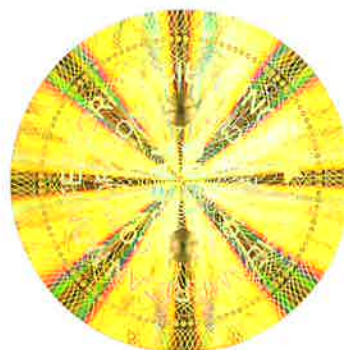
has achieved Verification Status with the American Montessori Society
and is being recognized for their ongoing commitment to providing and sustaining a quality
Montessori program through the Pathway of Continuous School Improvement.



Certificate: 100100

Certificate Expires: 06/30/2026

Verification Expires: 07/23/2027



A handwritten signature in black ink, reading "Munir Shivji".

Munir Shivji
Executive Director

A handwritten signature in black ink, reading "Anita Hanks".

Anita Hanks
President, Board of Directors

**APPENDIX P:
5-YEAR BUDGET; 5-YEAR CASH FLOW**

Bella Mente			FY2526	FY2627	FY2728	FY2829	FY2930	FY3031
FY2526-FY3031		Enrollment	428	479	518	553	576	602
MYP Summary		ADA %	96%	96%	96%	96%	96%	96%
		ADA	411	460	497	531	553	578
Account Code	Rst	Description	Current Budget	MYP	MYP	MYP	MYP	MYP
8011	00	LCFF Revenue	3,685,041	4,280,726	4,897,057	5,490,502	5,980,329	6,227,994
8012	30	Education Protection Account Revenue	82,176	91,968	99,456	106,176	110,592	115,584
8019	00	Prior Year Income/Adjustments						
8096	00	Charter Schools Funding In-Lieu of Property Taxes	1,932,632	2,162,922	2,339,026	2,497,068	2,600,925	2,718,328
Revenue Limit			5,699,849	6,535,616	7,335,539	8,093,746	8,691,846	9,061,906
8181	65	Special Education - IDEA	69,010	69,336	77,962	84,310	90,006	93,750
8182	66	Special Education - Mental Health	-	-	-	-	-	-
8220	47	Federal Child Nutrition Programs	135,586	151,742	164,097	175,185	182,471	190,707
8291	01	Title I Federal Revenue	92,225	103,214	111,618	119,160	124,116	129,718
8292	02	Title II Federal Revenue	11,960	13,385	14,475	15,453	16,096	16,822
8293	03	Title III Federal Revenue	11,927	13,348	14,435	15,410	16,051	16,776
8294	04	Title IV Federal Revenue	10,000	11,192	12,103	12,921	13,458	14,065
8299	00	ERC	-	-	-	-	-	-
Total Federal Revenue			330,708	362,217	394,690	422,438	442,198	461,839
8792	65	Special Education - AB602	366,444	410,336	443,667	473,612	493,244	515,518
8520	47	State Child Nutrition Program	68,608	76,783	83,035	88,645	92,332	96,500
8550	00	Mandated Block Grant	8,431	9,721	10,871	11,987	12,486	13,049
8560	12	State Lottery Revenue Prop 20	33,692	37,707	40,777	43,532	45,343	47,389
8560	22	State Lottery Revenue Unrestricted	78,067	87,370	94,483	100,867	105,062	109,805
8590	6770	Arts and Music Prop 28	63,383	63,383	63,383	63,383	63,383	63,383
8590	2600	ELOP	300,000	315,000	330,750	347,288	364,652	384,652
8590	6546	SPED Mental Health	34,232	38,311	41,431	44,230	46,070	48,149
8590	7435	Learning Recovery Emergency Block Grant	153,165	236,188				
8590	6762	Arts, Music, and Instructional Materials Block Grant	216,166					
8590	7032	KIT						
8590	6331	CSPP						
8590	6266	Educator Effectiveness Grant	-					
8591	6030	SB740	491,625	491,625	491,625	491,625	491,625	491,625
8599	00	Prior Year State Income/Adjustments						
Other State Revenue			1,813,814	1,766,424	1,600,021	1,665,169	1,714,197	1,750,071
8634	00	Student Lunch Revenue						
8650	00	Rental Income	-					
8660	00	Interest Income	150,000	150,000	150,000	150,000	150,000	150,000
8682	00	Foundation Grants/Donations	10,000	10,000	10,000	10,000	10,000	10,000
8684	00	Student Body (ASB) Fundraising Revenue	-					
8685	00	School Site Fundraising	25,000	25,000	25,000	25,000	25,000	25,000
8688		In Kind Contributions						
8699	00	All Other Local Revenue	25,000	25,000	25,000	25,000	25,000	25,000
Local Revenue			210,000	210,000	210,000	210,000	210,000	210,000
Total Revenue			8,054,371	8,874,257	9,540,250	10,391,354	11,058,240	11,483,815
1100	00	Teachers' Salaries	2,167,998	2,249,297	2,413,646	2,584,158	2,761,064	2,864,604
1120	00	Substitute Expense	-	-	-	-	-	-
1200	00	Certificated Pupil Support Salaries	149,745	155,361	161,187	252,231	346,690	359,691
1300	00	Certificated Supervisor and Administrator Salaries	500,230	518,989	538,451	558,642	579,592	601,326
1900	00	Other Certificated Salaries						
Certificated Salaries			2,817,973	2,923,647	3,113,283	3,395,032	3,687,345	3,825,621
2100	00	Instructional Aide Salaries	426,139	442,119	508,698	577,775	649,441	723,795
2200	00	Classified Support Salaries (Maintenance, Food)	154,912	160,721	191,748	223,939	257,336	291,986
2300	00	Classified Supervisor and Administrator Salaries	163,038	169,152	175,495	182,076	188,904	195,988
2400	00	Clerical, Technical, and Office Staff Salaries	329,932	342,305	355,141	368,459	382,276	396,611
2900	00	Other Classified Salaries (Noon and Yard Sup, etc.)	43,077	44,693	46,369	48,107	49,911	51,783
Classified Salaries			1,117,098	1,158,989	1,277,451	1,400,356	1,527,869	1,660,164
3101	00	State Teachers' Retirement System						
3202	00	Public Employees Retirement System						
3313	00	OASDI	243,974	253,123	272,226	297,314	323,343	340,119
3323	00	Medicare	57,059	59,198	63,666	69,533	75,621	79,544
3403	00	Health & Welfare Benefits	395,209	410,029	425,405	471,358	489,034	507,373
3503	00	State Unemployment Insurance	32,234	33,443	34,697	35,998	37,348	38,748
3603	00	Worker Compensation Insurance	83,424	86,552	89,798	93,165	96,659	100,283
3703	00	Other Post Employment Benefits	-	-	-	-	-	-
3903	00	Other Employee Benefits	100,648	104,422	108,338	112,401	116,616	120,989
Employee Benefits			912,547	946,768	994,129	1,079,769	1,138,620	1,187,056
Total Personnel Expenses			4,847,618	5,029,403	5,384,864	5,875,156	6,353,834	6,672,841
4100	00	Approved Textbooks and Core Curricula Materials	26,458	27,450	48,480	70,298	72,934	75,669
4200	00	Books and Other Reference Materials	-	-	-	-	-	-
4300	00	Materials and Supplies	78,010	80,935	83,970	87,119	90,386	93,776
4315	00	Classroom Materials and Supplies	34,485	35,778	57,120	79,262	82,234	85,318
4342	00	School Sponsored Athletics	-	-	-	-	-	-
4381	00	Plant/Facilities Maintenance	469	486	505	523	543	563
4400	00	Noncapitalized Equipment	10,000	10,375	10,764	11,168	11,587	12,021
4407	00	Student Educational Software	-	-	-	-	-	-
4410	00	Software and Software Licensing	72,223	74,931	77,741	80,656	83,681	86,819
4430	00	Noncapitalized Student Equipment	4,365	4,529	4,699	4,875	5,058	5,247
4700	47	Food and Food Supplies	212,000	219,950	248,198	277,506	287,912	298,709
Books and Supplies			438,009	454,435	531,476	611,406	634,334	658,122
5100	2600	Subagreements for Services	-	-	-	-	-	-
5200	00	Travel and Conferences	1,521	1,578	1,637	1,699	1,762	1,828
5210	00	Training and Development Expense	55,000	57,063	59,202	61,422	63,726	66,115
5300	00	Dues and Memberships	39,305	40,779	42,309	43,895	45,541	47,249
5400	00	Insurance	175,162	181,731	188,545	195,616	202,952	210,562
5450	00	Property Taxes	3,696	3,835	3,978	4,128	4,282	4,443
5500	00	Operation and Housekeeping Services	170,000	176,375	202,989	230,601	239,249	248,221
5501	00	Utilities	115,000	119,313	123,787	128,429	133,245	138,241
5505	00	Student Transportation/Field Trips	18,461	19,153	19,871	20,616	21,389	22,191
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-
5601	00	Building Maintenance	139,477	144,707	150,134	155,764	161,605	167,665
5602	00	Other Space Rental	109	113	117	122	126	131
5605	00	Equipment Rental/Lease Expense	1,830	1,899	1,970	2,044	2,120	2,200
5610	00	Equipment Repair	3,404	3,532	3,664	3,802	3,944	4,092
5800	00	Professional/Consulting Services and Operating Expenditures	104,493	108,412	112,477	116,695	121,071	125,611
5803	00	Banking and Payroll Service Fees	19,710	20,449	21,216	22,012	22,837	23,693

5804	00	SPED AB602 Admin Fee	-	-	-	-	-	-
5805	00	Legal Services	55,000	57,063	59,202	61,422	63,726	66,115
5806	00	Audit Services	10,064	10,441	10,833	11,239	11,661	12,098
5807	00	Legal Settlements	25,000	25,938	26,910	27,919	28,966	30,052
5809	00	Employee Tuition Reimbursement	7,062	7,327	7,602	7,887	8,182	8,489
5810	00	Educational Consultants	745,000	772,938	921,923	1,116,495	1,218,363	1,244,052
5811	00	Student Transportation/Field Trips	3,218	3,339	3,464	3,594	3,729	3,868
5812	00	Other Student Activities	-	-	-	-	-	-
5815	00	Advertising/Recruiting	95,282	98,855	102,562	106,408	110,399	114,538
5820	00	Fundraising Expense	15,354	15,930	16,527	17,147	17,790	18,457
5830	00	Field Trip Expenses	16,356	16,969	17,606	18,266	18,951	19,662
5836	00	Transportation Services	666	691	717	744	772	801
5850	00	Scholarships Awarded	-	-	-	-	-	-
5873	00	Financial Services	150,000	155,625	161,461	167,516	173,798	180,315
5874	00	Personnel Services-live scan, office temps	374	388	403	418	433	450
5875	00	District Oversight Fee	56,998	65,356	73,355	80,937	86,918	90,619
5877	00	IT Services	87,500	90,781	94,186	97,718	101,382	105,184
5890	00	Interest Expense/Fees	9,000	9,338	9,688	10,051	10,428	10,819
5891	00	Factoring Fees & Interest	-	-	-	-	-	-
5900	00	Communications (Tele., Internet, Copies,Postage,Messenger)	10,000	10,375	10,764	11,168	11,587	12,021
5999	00	Expense Suspense	9,351	9,702	10,065	10,443	10,834	11,241
Services & Other Operating Expenses			2,143,394	2,229,991	2,459,164	2,736,214	2,901,768	2,991,026
6900	00	Depreciation Expense	440,000	440,000	440,000	440,000	440,000	440,000
Capital Outlay			440,000	440,000	440,000	440,000	440,000	440,000
7438	00	Debt Service Interest	690,000	690,000	690,000	690,000	690,000	690,000
Other Outgo			690,000	690,000	690,000	690,000	690,000	690,000
Total Operational Expenses			3,711,403	3,814,426	4,120,641	4,477,621	4,666,102	4,779,147
Total Expenses			8,559,021	8,843,830	9,505,504	10,352,777	11,019,937	11,451,988
Net Income			(504,651)	30,428	34,746	38,577	38,304	31,827
Net Income as a % of LCFF revenue			-8.85%	0.47%	0.47%	0.48%	0.44%	0.35%
Net Income as a % of Total expenses			-5.90%	0.34%	0.37%	0.37%	0.35%	0.28%
Beginning Balance			7,535,531	7,030,881	7,061,308	7,096,054	7,134,631	7,172,934
Ending Balance			7,030,881	7,061,308	7,096,054	7,134,631	7,172,934	7,204,762
Ending Balance as a % of Total expenses			82.15%	79.84%	74.65%	68.92%	65.09%	62.91%

Bella Mente			FY2526 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2526 Cash Flow		Enrollment	428.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)					
		ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	410.88	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	00	LCFF Revenue	3,685,041	172,070	172,070	309,726	309,726	309,726	309,726	309,726	358,455	358,455	358,455	358,455	358,455	-
8012	30	Education Protection Account Revenue	82,176			20,527			20,527			20,561			20,561	-
8019	00	Prior Year Income/Adjustments	-													-
8096	00	Charter Schools Funding In-Lieu of Property Tax	1,932,632		114,788	229,575	153,050	153,050	153,050	153,050	153,050	274,339	137,169	137,169	137,169	137,169
Revenue Limit			5,699,849	172,070	286,857	559,828	462,776	462,776	483,303	462,776	511,505	653,355	495,624	495,624	516,185	137,169
8181	65	Special Education - IDEA	69,010						34,505							34,505
8182	66	Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	47	Federal Child Nutrition Programs	135,586	-	-	-	15,065	15,065	15,065	15,065	15,065	15,065	15,065			30,130
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	01	Title I Federal Revenue	92,225	-	-	-	18,445	-	-	23,056	-	-	-	23,056		27,668
8292	02	Title II Federal Revenue	11,960	-	-	-	2,392	-	-	2,990	-	-	-	2,990		3,588
8293	03	Title III Federal Revenue	11,927	-	-	-	2,982	-	-	2,982	-	-	-	-		5,964
8294	04	Title IV Federal Revenue	10,000				2,500			2,500						5,000
8295	05	Title V Federal Revenue	-													-
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Revenue			330,708	-	-	-	41,384	15,065	49,570	46,593	15,065	15,065	15,065	26,046	-	106,854
8792	65	Special Education - AB602	366,444	18,125	18,125	32,625	32,625	32,625	32,625	32,625	33,413	33,413	33,413	33,413	33,413	-
8520	47	State Child Nutrition Program	68,608	-	-	-	6,861	6,861	6,861	6,861	6,861	6,861	6,861	6,861	6,861	6,861
8550	00	Mandated Block Grant	8,431	-	-	-	8,431	-	-	-	-	-	-	-	-	-
8590	6770	Arts and Music Prop 28	63,383	-	-	-	-	-	31,692						31,692	-
8560	12	State Lottery Revenue Prop 20	33,692	-	-	-	-	-	8,423				8,423		16,846	-
8560	22	State Lottery Revenue Unrestricted	78,067	-	-	-	-	-	19,517				19,517		39,034	-
8590	2600	ELOP	300,000						150,000						150,000	-
8590	6546	SPED Mental Health	34,232	-	-	-	-	-	17,116						17,116	-
8590	7435	Learning Recovery Emergency Block Grant	153,165	-	-	-	-	-	76,583						76,583	-
8590	6762	Arts, Music, and Instructional Materials Block Grant	216,166	-	-	-	-	-	108,083						108,083	-
8590	6266	Educator Effectiveness Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591	6030	SB740	491,625						245,813						245,813	-
8599	00	Prior Year State Income/Adjustments	-						-						-	-
Other State Revenue			1,813,814	18,125	18,125	32,625	47,917	39,486	696,712	39,486	40,274	40,274	68,214	40,274	725,439	6,861
8634	00	Student Lunch Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	00	Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	00	Interest Income	150,000						75,000						75,000	-
8682	00	Foundation Grants/Donations	10,000													10,000
8684	00	Student Body (ASB) Fundraising Revenue	-													-
8685	00	School Site Fundraising	25,000						12,500						12,500	-
8688	00	In Kind Contributions	-													-
8698	00	E-rate Revenue	-													-
8699	00	All Other Local Revenue	25,000													25,000
Local Revenue			210,000	-	-	-	-	-	87,500	-	-	-	-	-	87,500	35,000
Total Revenue			8,054,371	190,195	304,983	592,453	552,077	517,327	1,317,085	548,855	566,844	708,694	578,903	561,945	1,329,125	285,885
1100	00	Teachers' Salaries	2,167,998		197,091	197,091	197,091	197,091	197,091	197,091	197,091	197,091	197,091	197,091	197,091	-
1120	00	Substitute Expense	-													-
1200	00	Certificated Pupil Support Salaries	149,745		13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	13,613	-
1300	00	Certificated Supervisor and Administrator Salaries	500,230	41,686	41,686	41,686	41,686	41,686	41,686	41,686	41,686	41,686	41,686	41,686	41,686	-
1900	00	Other Certificated Salaries	-													-
Certificated Salaries			2,817,973	41,686	252,390	252,390	252,390	252,390	252,390	252,390	252,390	252,390	252,390	252,390	252,390	-
2100	00	Instructional Aide Salaries	426,139		38,740	38,740	38,740	38,740	38,740	38,740	38,740	38,740	38,740	38,740	38,740	-
2200	00	Classified Support Salaries (Maintenance, Food, etc.)	154,912		14,083	14,083	14,083	14,083	14,083	14,083	14,083	14,083	14,083	14,083	14,083	-
2300	00	Classified Supervisor and Administrator Salaries	163,038	13,586	13,586	13,586	13,586	13,586	13,586	13,586	13,586	13,586	13,586	13,586	13,586	-
2400	00	Clerical, Technical, and Office Staff Salaries	329,932	27,494	27,494	27,494	27,494	27,494	27,494	27,494	27,494	27,494	27,494	27,494	27,494	-
2900	00	Other Classified Salaries (Noon and Yard Sup, etc.)	43,077		3,916	3,916	3,916	3,916	3,916	3,916	3,916	3,916	3,916	3,916	3,916	-
Classified Salaries			1,117,098	41,081	97,820	97,820	97,820	97,820	97,820	97,820	97,820	97,820	97,820	97,820	97,820	-
3101	00	State Teachers' Retirement System	-													-
3202	00	Public Employees Retirement System	-													-
3313	00	OASDI	243,974	20,331	20,331	20,331	20,331	20,331	20,331	20,331	20,331	20,331	20,331	20,331	20,331	-
3323	00	Medicare	57,059	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	-
3403	00	Health & Welfare Benefits	395,209	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	-
3503	00	State Unemployment Insurance	32,234	2,686	2,686	2,686	2,686	2,686	2,686	2,686	2,686	2,686	2,686	2,686	2,686	-
3603	00	Worker Compensation Insurance	83,424	6,952	6,952	6,952	6,952	6,952	6,952	6,952	6,952	6,952	6,952	6,952	6,952	-
3703	00	Other Post Employment Benefits	-													-
3903	00	Other Employee Benefits	100,648	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	-

Bella Mente			FY2526 Cash Flow		July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2526 Cash Flow			Enrollment	428.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	410.88	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget		Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Employee Benefits			912,547	76,046	76,046	76,046	76,046	76,046	76,046	76,046	76,046	76,046	76,046	76,046	76,046	76,046	-
Total Personnel Expenses			4,847,618	158,812	426,255	426,255	426,255	426,255	426,255	426,255	426,255	426,255	426,255	426,255	426,255	426,255	-
4100	00	Approved Textbooks and Core Curricula Mater	26,458	6,615	13,229	6,615	-	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	00	Materials and Supplies	78,010	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	6,501	-
4315	00	Classroom Materials and Supplies	34,485	2,874	2,874	2,874	2,874	2,874	2,874	2,874	2,874	2,874	2,874	2,874	2,874	2,874	-
4381	00	Housekeeping Supplies	469	39	39	39	39	39	39	39	39	39	39	39	39	39	-
4400	00	Noncapitalized Equipment	10,000	833	833	833	833	833	833	833	833	833	833	833	833	833	-
4407	00	Student Educational Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	00	Software and Software Licensing	72,223	6,019	6,019	6,019	6,019	6,019	6,019	6,019	6,019	6,019	6,019	6,019	6,019	6,019	-
4430	00	Noncapitalized Student Equipment	4,365	364	364	364	364	364	364	364	364	364	364	364	364	364	-
4700	47	Food and Food Supplies	212,000	17,667	17,667	17,667	17,667	17,667	17,667	17,667	17,667	17,667	17,667	17,667	17,667	17,667	-
Books and Supplies			438,009	40,910	47,525	40,910	34,296	34,296	34,296	34,296	34,296	34,296	34,296	34,296	34,296	34,296	-
5100	2600	Subagreements for Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	00	Travel and Conferences	1,521	127	127	127	127	127	127	127	127	127	127	127	127	127	-
5210	00	Training and Development Expense	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-
5300	00	Dues and Memberships	39,305	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	-
5400	00	Insurance	175,162	14,597	14,597	14,597	14,597	14,597	14,597	14,597	14,597	14,597	14,597	14,597	14,597	14,597	-
5450	00	Property Taxes	3,696	308	308	308	308	308	308	308	308	308	308	308	308	308	-
5500	00	Operation and Housekeeping Services/Supplies	170,000	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	-
5501	00	Utilities	115,000	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	-
5505	00	Student Transportation/Field Trips	18,461	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	139,477	11,623	11,623	11,623	11,623	11,623	11,623	11,623	11,623	11,623	11,623	11,623	11,623	11,623	-
5602	00	Other Space Rental	109	9	9	9	9	9	9	9	9	9	9	9	9	9	-
5605	00	Equipment Rental/Leasing Expense	1,830	152	152	152	152	152	152	152	152	152	152	152	152	152	-
5610	00	Equipment Repair	3,404	284	284	284	284	284	284	284	284	284	284	284	284	284	-
5800	00	Professional/Consulting Services and Operating	104,493	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	-
5803	00	Banking and Payroll Fees	19,710	1,643	1,643	1,643	1,643	1,643	1,643	1,643	1,643	1,643	1,643	1,643	1,643	1,643	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-
5806	00	Audit Services	10,064	839	839	839	839	839	839	839	839	839	839	839	839	839	-
5807	00	Legal Settlements	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-
5809	00	Employee Tuition Reimbursement	7,062	589	589	589	589	589	589	589	589	589	589	589	589	589	-
5810	00	Educational Consultants	745,000	62,083	62,083	62,083	62,083	62,083	62,083	62,083	62,083	62,083	62,083	62,083	62,083	62,083	-
5811	00	Student Field Trips/Activities	3,218	268	268	268	268	268	268	268	268	268	268	268	268	268	-
5812	00	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	00	Advertising/Recruiting	95,282	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	-
5820	00	Fundraising Expense	15,354	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	-
5830	00	Field Trip Expenses	16,356	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	-
5836	00	Transportation Services	666	56	56	56	56	56	56	56	56	56	56	56	56	56	-
5873	00	Financial Services-CSMC	150,000	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-
5874	00	Personnel Services-live scan, office temps	374	31	31	31	31	31	31	31	31	31	31	31	31	31	-
5875	00	District Oversight Fees	56,998	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	-
5877	00	IT Services	87,500	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	-
5890	00	Interest Expense / Misc. Fees	9,000	750	750	750	750	750	750	750	750	750	750	750	750	750	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	10,000	833	833	833	833	833	833	833	833	833	833	833	833	833	-
5999	00	Expenses Suspense	9,351	779	779	779	779	779	779	779	779	779	779	779	779	779	-
Services & Other Operating Expenses			2,143,394	178,616	178,616	178,616	178,616	178,616	178,616	178,616	178,616	178,616	178,616	178,616	178,616	178,616	-
6900	00	Depreciation Expense	440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
Capital Outlay			440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
7438	65	Debt Service - Interest	690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Other Outgo			690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Total Operational Expenses			3,711,403	297,593	345,608	311,393	304,779	304,779	304,779	304,779	304,779	346,179	297,879	297,879	297,879	297,879	-
Total Expenses			8,559,021	456,406	771,863	737,648	731,034	731,034	731,034	731,034	731,034	772,434	724,134	724,134	724,134	724,134	-
Net Income			(504,651)	(266,211)	(466,880)	(145,195)	(178,957)	(213,707)	586,051	(182,179)	(205,589)	(15,440)	(145,230)	(162,189)	604,991	285,885	
Check																	
CASH FLOWS																	
Cash At Beginning of Period			6/30/25 Balance	7,946,001	7,940,535	7,510,322	7,401,793	7,259,503	7,082,463	8,212,907	8,067,395	7,898,472	7,919,699	7,811,135	7,685,612	7,960,913	
Accounts Receivable			(1,137,027)	444,636					692,392								
Accounts Payable			237,830	(237,830)													
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Bella Mente		FY2526 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2526 Cash Flow		Enrollment	428.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
		ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	410.88	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Other Short Term Liabilities	1,044,456					(184,666)						(366,357)	-
															-
		Accrued Liabilities	108,667	(108,667)											-
		Other Assets	(125,940)	125,940											-
		IntraCompany													-
				-											-
		Cash flows from investing activities	(13,187,586)	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
															-
		Cash flows from financing activities	13,470,069												-
															-
															-
		Net Assets	7,535,531	(266,211)	(466,880)	(145,195)	(178,957)	(213,707)	586,051	(182,179)	(205,589)	(15,440)	(145,230)	(162,189)	285,885
		Cash At End of Period	7,946,001	7,940,535	7,510,322	7,401,793	7,259,503	7,082,463	8,212,907	8,067,395	7,898,472	7,919,699	7,811,135	7,685,612	7,960,913

Bella Mente			FY2627 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals		
FY2627 Cash Flow			Enrollment	479.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)						2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%			
			ADA	459.84	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%			
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
8011	00	LCFF Revenue	4,280,726	184,252	184,252	331,654	331,654	331,654	331,654	331,654	450,791	450,791	450,791	450,791	450,791	-		
8012	30	Education Protection Account Revenue	91,968			20,544			20,544			25,440			25,440	-		
8019	00	Prior Year Income/Adjustments	-													-		
8096	00	Charter Schools Funding In-Lieu of Property Tax	2,162,922		115,958	231,916	154,611	154,611	154,611	154,611	154,611	347,332	173,666	173,666	173,666	173,666		
Revenue Limit			6,535,616	184,252	300,210	584,113	486,264	486,264	506,808	486,264	605,401	823,563	624,457	624,457	649,897	173,666		
8181	65	Special Education - IDEA	69,336						34,668							34,668		
8182	66	Special Education - Mental Health	-	-	-	-	-	-	-							-		
8220	47	Federal Child Nutrition Programs	151,742	-	-	-	16,860	16,860	16,860	16,860	16,860	16,860	16,860			33,721		
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-							-		
8291	01	Title I Federal Revenue	103,214	-	-	-	20,643	-		25,804	-			25,804		30,964		
8292	02	Title II Federal Revenue	13,385	-	-	-	2,677	-	-	3,346	-			3,346		4,016		
8293	03	Title III Federal Revenue	13,348	-	-	-	3,337	-	-	3,337	-			-		6,674		
8294	04	Title IV Federal Revenue	11,192				2,798			2,798						5,596		
8295	05	Title V Federal Revenue	-													-		
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-							-		
Total Federal Revenue			362,217	-	-	-	46,315	16,860	51,528	52,145	16,860	16,860	16,860	29,150	-	115,638		
8792	65	Special Education - AB602	410,336	18,125	18,125	32,625	32,625	32,625	32,625	32,625	42,192	42,192	42,192	42,192	42,192	-		
8520	47	State Child Nutrition Program	76,783	-	-	-	7,678	7,678	7,678	7,678	7,678	7,678	7,678	7,678	7,678	7,678		
8550	00	Mandated Block Grant	9,721	-	-	-	9,721	-	-	-						-		
8590	6770	Arts and Music Prop 28	63,383	-	-	-	-	-	31,692						31,692	-		
8560	12	State Lottery Revenue Prop 20	37,707	-	-	-	-	-	9,427				9,427		18,853	-		
8560	22	State Lottery Revenue Unrestricted	87,370	-	-	-	-	-	21,842				21,842		43,685	-		
8590	2600	ELOP	315,000				-	-	157,500						157,500	-		
8590	6546	SPED Mental Health	38,311	-	-	-	-	-	19,156						19,156	-		
8590	7435	Learning Recovery Emergency Block Grant	236,188	-	-	-	-	-	118,094						118,094	-		
8591	6030	SB740	491,625	-	-	-	-	-	245,813						245,813	-		
8590	6266	Educator Effectiveness Grant	-	-	-	-	-	-	-						-	-		
Other State Revenue			1,766,424	18,125	18,125	32,625	50,025	40,304	643,826	40,304	49,870	49,870	81,139	49,870	684,662	7,678		
8634	00	Student Lunch Revenue	-			-	-	-	-	-						-		
8650	00	Rental Income	-													-		
8660	00	Interest Income	150,000						75,000						75,000	-		
8682	00	Foundation Grants/Donations	10,000													10,000		
8684	00	Student Body (ASB) Fundraising Revenue	-													-		
8685	00	School Site Fundraising	25,000						12,500						12,500	-		
8688	00	In Kind Contributions	-													-		
8698	00	E-rate Revenue	-													-		
8699	00	All Other Local Revenue	25,000													25,000		
Local Revenue			210,000	-	-	-	-	-	87,500	-	-	-	-	-	87,500	35,000		
Total Revenue			8,874,257	202,377	318,335	616,739	582,604	543,428	1,289,663	578,713	672,132	890,293	722,456	703,477	1,422,059	331,982		
1100	00	Teachers' Salaries	2,249,297		204,482	204,482	204,482	204,482	204,482	204,482	204,482	204,482	204,482	204,482	204,482	-		
1120	00	Substitute Expense	-		-	-	-	-	-	-	-	-	-	-	-	-		
1200	00	Certificated Pupil Support Salaries	155,361		14,124	14,124	14,124	14,124	14,124	14,124	14,124	14,124	14,124	14,124	14,124	-		
1300	00	Certificated Supervisor and Administrator Salaries	518,989	43,249	43,249	43,249	43,249	43,249	43,249	43,249	43,249	43,249	43,249	43,249	43,249	-		
1900	00	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Certificated Salaries			2,923,647	43,249	261,854	261,854	261,854	261,854	261,854	261,854	261,854	261,854	261,854	261,854	261,854	-		
2100	00	Instructional Aide Salaries	442,119		40,193	40,193	40,193	40,193	40,193	40,193	40,193	40,193	40,193	40,193	40,193	-		
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	160,721		14,611	14,611	14,611	14,611	14,611	14,611	14,611	14,611	14,611	14,611	14,611	-		
2300	00	Classified Supervisor and Administrator Salaries	169,152	14,096	14,096	14,096	14,096	14,096	14,096	14,096	14,096	14,096	14,096	14,096	14,096	-		
2400	00	Clerical, Technical, and Office Staff Salaries	342,305	28,525	28,525	28,525	28,525	28,525	28,525	28,525	28,525	28,525	28,525	28,525	28,525	-		
2900	00	Other Classified Salaries (Noon and Yard Supervisors, etc.)	44,693		4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	-		
Classified Salaries			1,158,989	42,621	101,488	101,488	101,488	101,488	101,488	101,488	101,488	101,488	101,488	101,488	101,488	-		
3101	00	State Teachers' Retirement System	-													-		
3202	00	Public Employees Retirement System	-													-		
3313	00	OASDI	253,123	21,094	21,094	21,094	21,094	21,094	21,094	21,094	21,094	21,094	21,094	21,094	21,094	-		
3323	00	Medicare	59,198	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	-		
3403	00	Health & Welfare Benefits	410,029	34,169	34,169	34,169	34,169	34,169	34,169	34,169	34,169	34,169	34,169	34,169	34,169	-		
3503	00	State Unemployment Insurance	33,443	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	-		
3603	00	Worker Compensation Insurance	86,552	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	-		
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3903	00	Other Employee Benefits	104,422	8,702	8,702	8,702	8,702	8,702	8,702	8,702	8,702	8,702	8,702	8,702	8,702	-		
Employee Benefits			946,768	78,897	78,897	78,897	78,897	78,897	78,897	78,897	78,897	78,897	78,897	78,897	78,897	-		
Total Personnel Expenses			5,029,403	164,768	442,240	442,240	442,240	442,240	442,240	442,240	442,240	442,240	442,240	442,240	442,240	-		

Bella Mente			FY2627 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2627 Cash Flow			Enrollment	479,00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	459.84	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
4100	00	Approved Textbooks and Core Curricula Mater	27,450	6,863	13,725	6,863	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	00	Materials and Supplies	80,935	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	-
4315	00	Classroom Materials and Supplies	35,778	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	2,982	-
4381	00	Housekeeping Supplies	486	41	41	41	41	41	41	41	41	41	41	41	41	-
4400	00	Noncapitalized Equipment	10,375	865	865	865	865	865	865	865	865	865	865	865	865	-
4407	00	Student Educational Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	00	Software and Software Licensing	74,931	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	-
4430	00	Noncapitalized Student Equipment	4,529	377	377	377	377	377	377	377	377	377	377	377	377	-
4700	47	Food and Food Supplies	219,950	18,329	18,329	18,329	18,329	18,329	18,329	18,329	18,329	18,329	18,329	18,329	18,329	-
Books and Supplies			454,435	42,445	49,307	42,445	35,582	35,582	35,582	35,582	35,582	35,582	35,582	35,582	35,582	-
5100	2600	Subagreements for Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	00	Travel and Conferences	1,578	132	132	132	132	132	132	132	132	132	132	132	132	-
5210	00	Training and Development Expense	57,063	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	-
5300	00	Dues and Memberships	40,779	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	3,398	-
5400	00	Insurance	181,731	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	15,144	-
5450	00	Property Taxes	3,835	320	320	320	320	320	320	320	320	320	320	320	320	-
5500	00	Operation and Housekeeping Services/Supplies	176,375	14,698	14,698	14,698	14,698	14,698	14,698	14,698	14,698	14,698	14,698	14,698	14,698	-
5501	00	Utilities	119,313	9,943	9,943	9,943	9,943	9,943	9,943	9,943	9,943	9,943	9,943	9,943	9,943	-
5505	00	Student Transportation/Field Trips	19,153	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	144,707	12,059	12,059	12,059	12,059	12,059	12,059	12,059	12,059	12,059	12,059	12,059	12,059	-
5602	00	Other Space Rental	113	9	9	9	9	9	9	9	9	9	9	9	9	-
5605	00	Equipment Rental/Leasing Expense	1,899	158	158	158	158	158	158	158	158	158	158	158	158	-
5610	00	Equipment Repair	3,532	294	294	294	294	294	294	294	294	294	294	294	294	-
5800	00	Professional/Consulting Services and Operating	108,412	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	9,034	-
5803	00	Banking and Payroll Fees	20,449	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	1,704	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	57,063	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	4,755	-
5806	00	Audit Services	10,441	870	870	870	870	870	870	870	870	870	870	870	870	-
5807	00	Legal Settlements	25,938	2,161	2,161	2,161	2,161	2,161	2,161	2,161	2,161	2,161	2,161	2,161	2,161	-
5809	00	Employee Tuition Reimbursement	7,327	611	611	611	611	611	611	611	611	611	611	611	611	-
5810	00	Educational Consultants	772,938	64,411	64,411	64,411	64,411	64,411	64,411	64,411	64,411	64,411	64,411	64,411	64,411	-
5811	00	Student Field Trips/Activities	3,339	278	278	278	278	278	278	278	278	278	278	278	278	-
5812	00	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	00	Advertising/Recruiting	98,855	8,238	8,238	8,238	8,238	8,238	8,238	8,238	8,238	8,238	8,238	8,238	8,238	-
5820	00	Fundraising Expense	15,930	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	-
5830	00	Field Trip Expenses	16,969	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	-
5836	00	Transportation Services	691	58	58	58	58	58	58	58	58	58	58	58	58	-
5873	00	Financial Services-CSMC	155,625	12,969	12,969	12,969	12,969	12,969	12,969	12,969	12,969	12,969	12,969	12,969	12,969	-
5874	00	Personnel Services-live scan, office temps	388	32	32	32	32	32	32	32	32	32	32	32	32	-
5875	00	District Oversight Fees	65,356	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	5,446	-
5877	00	IT Services	90,781	7,565	7,565	7,565	7,565	7,565	7,565	7,565	7,565	7,565	7,565	7,565	7,565	-
5890	00	Interest Expense / Misc. Fees	9,338	778	778	778	778	778	778	778	778	778	778	778	778	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	10,375	865	865	865	865	865	865	865	865	865	865	865	865	-
5999	00	Expenses Suspense	9,702	808	808	808	808	808	808	808	808	808	808	808	808	-
Services & Other Operating Expenses			2,229,991	185,833	185,833	185,833	185,833	185,833	185,833	185,833	185,833	185,833	185,833	185,833	185,833	-
6900	00	Depreciation Expense	440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
Capital Outlay			440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
7438	65	Debt Service - Interest	690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Other Outgo			690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Total Operational Expenses			3,814,426	306,344	354,606	320,144	313,281	313,281	313,281	313,281	354,681	306,381	306,381	306,381	306,381	-
Total Expenses			8,843,830	471,112	796,846	762,383	755,521	755,521	755,521	755,521	796,921	748,621	748,621	748,621	748,621	-
Net Income			30,428	(268,734)	(478,511)	(145,645)	(172,917)	(212,093)	534,142	(176,808)	(124,789)	141,672	(26,165)	(45,144)	673,438	331,982

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CASH FLOWS																
	Cash At Beginning of Period		6/30/26 Balance	7,960,913	7,866,015	7,424,170	7,315,192	7,178,942	7,003,516	7,723,040	7,582,898	7,494,776	7,673,114	7,683,616	7,675,138	8,267,149
	Accounts Receivable		(285,885)	137,169					148,715							(331,982)
	Accounts Payable		-													
	Other Short Term Liabilities		493,434													
			-													

Bella Mente			FY2627 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2627 Cash Flow		Enrollment	479.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
		ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	459.84	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Accrued Liabilities	-	-												-
		Other Assets	-	-												
		IntraCompany	-													
			-	-												
		Cash flows from investing activities	(12,747,586)	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
			-													
		Cash flows from financing activities	13,470,069													
			-													
			-													
		Net Assets	7,030,881	(268,734)	(478,511)	(145,645)	(172,917)	(212,093)	534,142	(176,808)	(124,789)	141,672	(26,165)	(45,144)	673,438	331,982
		Cash At End of Period	7,960,913	7,866,015	7,424,170	7,315,192	7,178,942	7,003,516	7,723,040	7,582,898	7,494,776	7,673,114	7,683,616	7,675,138	8,267,149	8,267,149

Bella Mente			FY2728 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2728 Cash Flow			Enrollment	518.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	497.28	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	00	LCFF Revenue	4,897,057	214,036	214,036	385,265	385,265	385,265	385,265	385,265	508,532	508,532	508,532	508,532	508,532	-
8012	30	Education Protection Account Revenue	99,456			22,992			22,992			26,736			26,736	-
8019	00	Prior Year Income/Adjustments	-													-
8096	00	Charter Schools Funding In-Lieu of Property Tax	2,339,026		129,775	259,551	173,034	173,034	173,034	173,034	173,034	361,510	180,755	180,755	180,755	180,755
Revenue Limit			7,335,539	214,036	343,812	667,808	558,299	558,299	581,291	558,299	681,565	896,778	689,287	689,287	716,023	180,755
8181	65	Special Education - IDEA	77,962						38,981							38,981
8182	66	Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	47	Federal Child Nutrition Programs	164,097	-	-	-	18,233	18,233	18,233	18,233	18,233	18,233	18,233			36,466
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	01	Title I Federal Revenue	111,618	-	-	-	22,324	-	-	27,905	-	-	-	27,905		33,485
8292	02	Title II Federal Revenue	14,475	-	-	-	2,895	-	-	3,619	-	-	-	3,619		4,342
8293	03	Title III Federal Revenue	14,435	-	-	-	3,609	-	-	3,609	-	-	-	-		7,218
8294	04	Title IV Federal Revenue	12,103				3,026			3,026						6,051
8295	05	Title V Federal Revenue	-													-
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Revenue			394,690	-	-	-	50,086	18,233	57,214	56,391	18,233	18,233	18,233	31,523	-	126,544
8792	65	Special Education - AB602	443,667	18,125	18,125	32,625	32,625	32,625	32,625	32,625	48,858	48,858	48,858	48,858	48,858	-
8520	47	State Child Nutrition Program	83,035	-	-	-	8,303	8,303	8,303	8,303	8,303	8,303	8,303	8,303	8,303	8,303
8550	00	Mandated Block Grant	10,871	-	-	-	10,871	-	-	-	-	-	-	-	-	-
8590	6770	Arts and Music Prop 28	63,383	-	-	-	-	-	31,692						31,692	-
8560	12	State Lottery Revenue Prop 20	40,777	-	-	-	-	-	10,194				10,194		20,388	-
8560	22	State Lottery Revenue Unrestricted	94,483	-	-	-	-	-	23,621				23,621		47,242	-
8590	2600	ELOP	330,750						165,375						165,375	-
8590	6546	SPED Mental Health	41,431	-	-	-	-	-	20,715						20,715	-
8590	7435	Learning Recovery Emergency Block Grant	-	-	-	-	-	-	-						-	-
8590	6762	Arts, Music, and Instructional Materials Block Grant	-	-	-	-	-	-	-						-	-
8591	6030	SB740	491,625	-	-	-	-	-	245,813						245,813	-
Other State Revenue			1,600,021	18,125	18,125	32,625	51,799	40,929	538,338	40,929	57,161	57,161	90,976	57,161	588,386	8,303
8634	00	Student Lunch Revenue	-													-
8650	00	Rental Income	-													-
8660	00	Interest Income	150,000						75,000						75,000	-
8682	00	Foundation Grants/Donations	10,000													10,000
8684	00	Student Body (ASB) Fundraising Revenue	-													-
8685	00	School Site Fundraising	25,000						12,500						12,500	-
8688	00	In Kind Contributions	-													-
8698	00	E-rate Revenue	-													-
8699	00	All Other Local Revenue	25,000													25,000
Local Revenue			210,000	-	-	-	-	-	87,500	-	-	-	-	-	87,500	35,000
Total Revenue			9,540,250	232,161	361,937	700,433	660,185	617,461	1,264,343	655,619	756,960	972,172	798,496	777,971	1,391,909	350,603
1100	00	Teachers' Salaries	2,413,646		219,422	219,422	219,422	219,422	219,422	219,422	219,422	219,422	219,422	219,422	219,422	-
1120	00	Substitute Expense	-		-	-	-	-	-	-	-	-	-	-	-	-
1200	00	Certificated Pupil Support Salaries	161,187		14,653	14,653	14,653	14,653	14,653	14,653	14,653	14,653	14,653	14,653	14,653	-
1300	00	Certificated Supervisor and Administrator Salaries	538,451	44,871	44,871	44,871	44,871	44,871	44,871	44,871	44,871	44,871	44,871	44,871	44,871	-
1900	00	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Certificated Salaries			3,113,283	44,871	278,947	278,947	278,947	278,947	278,947	278,947	278,947	278,947	278,947	278,947	278,947	-
2100	00	Instructional Aide Salaries	508,698		46,245	46,245	46,245	46,245	46,245	46,245	46,245	46,245	46,245	46,245	46,245	-
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	191,748		17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	17,432	-
2300	00	Classified Supervisor and Administrator Salaries	175,495	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	-
2400	00	Clerical, Technical, and Office Staff Salaries	355,141	29,595	29,595	29,595	29,595	29,595	29,595	29,595	29,595	29,595	29,595	29,595	29,595	-
2900	00	Other Classified Salaries (Noon and Yard Supervisors, etc.)	46,369		4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	4,215	-
Classified Salaries			1,277,451	44,220	112,112	112,112	112,112	112,112	112,112	112,112	112,112	112,112	112,112	112,112	112,112	-
3101	00	State Teachers' Retirement System	-													-
3202	00	Public Employees Retirement System	-													-
3313	00	OASDI	272,226	22,685	22,685	22,685	22,685	22,685	22,685	22,685	22,685	22,685	22,685	22,685	22,685	-
3323	00	Medicare	63,666	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	-
3403	00	Health & Welfare Benefits	425,405	35,450	35,450	35,450	35,450	35,450	35,450	35,450	35,450	35,450	35,450	35,450	35,450	-
3503	00	State Unemployment Insurance	34,697	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	-
3603	00	Worker Compensation Insurance	89,798	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	7,483	-
3703	00	Other Post Employment Benefits	-		-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	108,338	9,028	9,028	9,028	9,028	9,028	9,028	9,028	9,028	9,028	9,028	9,028	9,028	-
Employee Benefits			994,129	82,844	82,844	82,844	82,844	82,844	82,844	82,844	82,844	82,844	82,844	82,844	82,844	-
Total Personnel Expenses			5,384,864	171,935	473,903	473,903	473,903	473,903	473,903	473,903	473,903	473,903	473,903	473,903	473,903	-

Bella Mente			FY2728 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2728 Cash Flow			Enrollment	518.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	497.28	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
4100	00	Approved Textbooks and Core Curricula Mater	48,480	12,120	24,240	12,120	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	00	Materials and Supplies	83,970	6,998	6,998	6,998	6,998	6,998	6,998	6,998	6,998	6,998	6,998	6,998	6,998	-
4315	00	Classroom Materials and Supplies	57,120	4,760	4,760	4,760	4,760	4,760	4,760	4,760	4,760	4,760	4,760	4,760	4,760	-
4381	00	Housekeeping Supplies	505	42	42	42	42	42	42	42	42	42	42	42	42	-
4400	00	Noncapitalized Equipment	10,764	897	897	897	897	897	897	897	897	897	897	897	897	-
4407	00	Student Educational Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	00	Software and Software Licensing	77,741	6,478	6,478	6,478	6,478	6,478	6,478	6,478	6,478	6,478	6,478	6,478	6,478	-
4430	00	Noncapitalized Student Equipment	4,699	392	392	392	392	392	392	392	392	392	392	392	392	-
4700	47	Food and Food Supplies	248,198	20,683	20,683	20,683	20,683	20,683	20,683	20,683	20,683	20,683	20,683	20,683	20,683	-
Books and Supplies			531,476	52,370	64,489	52,370	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	40,250	-
5100	2600	Subagreements for Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	00	Travel and Conferences	1,637	136	136	136	136	136	136	136	136	136	136	136	136	-
5210	00	Training and Development Expense	59,202	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	-
5300	00	Dues and Memberships	42,309	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	3,526	-
5400	00	Insurance	188,545	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	15,712	-
5450	00	Property Taxes	3,978	332	332	332	332	332	332	332	332	332	332	332	332	-
5500	00	Operation and Housekeeping Services/Supplies	202,989	16,916	16,916	16,916	16,916	16,916	16,916	16,916	16,916	16,916	16,916	16,916	16,916	-
5501	00	Utilities	123,787	10,316	10,316	10,316	10,316	10,316	10,316	10,316	10,316	10,316	10,316	10,316	10,316	-
5505	00	Student Transportation/Field Trips	19,871	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	150,134	12,511	12,511	12,511	12,511	12,511	12,511	12,511	12,511	12,511	12,511	12,511	12,511	-
5602	00	Other Space Rental	117	10	10	10	10	10	10	10	10	10	10	10	10	-
5605	00	Equipment Rental/Leasing Expense	1,970	164	164	164	164	164	164	164	164	164	164	164	164	-
5610	00	Equipment Repair	3,664	305	305	305	305	305	305	305	305	305	305	305	305	-
5800	00	Professional/Consulting Services and Operating	112,477	9,373	9,373	9,373	9,373	9,373	9,373	9,373	9,373	9,373	9,373	9,373	9,373	-
5803	00	Banking and Payroll Fees	21,216	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	59,202	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	4,934	-
5806	00	Audit Services	10,833	903	903	903	903	903	903	903	903	903	903	903	903	-
5807	00	Legal Settlements	26,910	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	2,243	-
5809	00	Employee Tuition Reimbursement	7,602	633	633	633	633	633	633	633	633	633	633	633	633	-
5810	00	Educational Consultants	921,923	76,827	76,827	76,827	76,827	76,827	76,827	76,827	76,827	76,827	76,827	76,827	76,827	-
5811	00	Student Field Trips/Activities	3,464	289	289	289	289	289	289	289	289	289	289	289	289	-
5812	00	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	00	Advertising/Recruiting	102,562	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	-
5820	00	Fundraising Expense	16,527	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	-
5830	00	Field Trip Expenses	17,606	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-
5836	00	Transportation Services	717	60	60	60	60	60	60	60	60	60	60	60	60	-
5873	00	Financial Services-CSMC	161,461	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	-
5874	00	Personnel Services-live scan, office temps	403	34	34	34	34	34	34	34	34	34	34	34	34	-
5875	00	District Oversight Fees	73,355	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	-
5877	00	IT Services	94,186	7,849	7,849	7,849	7,849	7,849	7,849	7,849	7,849	7,849	7,849	7,849	7,849	-
5890	00	Interest Expense / Misc. Fees	9,688	807	807	807	807	807	807	807	807	807	807	807	807	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	10,764	897	897	897	897	897	897	897	897	897	897	897	897	-
5999	00	Expenses Suspense	10,065	839	839	839	839	839	839	839	839	839	839	839	839	-
Services & Other Operating Expenses			2,459,164	204,930	204,930	204,930	204,930	204,930	204,930	204,930	204,930	204,930	204,930	204,930	204,930	-
6900	00	Depreciation Expense	440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
Capital Outlay			440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
7438	65	Debt Service - Interest	690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Other Outgo			690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Total Operational Expenses			4,120,641	335,367	388,887	349,167	337,047	337,047	337,047	337,047	378,447	330,147	330,147	330,147	330,147	-
Total Expenses			9,505,504	507,301	862,789	823,069	810,949	810,949	810,949	810,949	852,349	804,049	804,049	804,049	804,049	-
Net Income			34,746	(275,140)	(500,852)	(122,636)	(150,765)	(193,488)	453,394	(155,331)	(95,390)	168,123	(5,553)	(26,078)	587,859	350,603
Check			-													
CASH FLOWS																
Cash At Beginning of Period			6/30/27 Balance	8,267,149	8,202,342	7,738,156	7,652,187	7,538,088	7,381,267	8,029,644	7,910,979	7,852,256	8,057,046	8,088,160	8,098,748	8,723,274
Accounts Receivable			(331,982)	173,666					158,316							(350,603)
Accounts Payable			-													
Other Short Term Liabilities			375,340													
			-													

Bella Mente			FY2728 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2728 Cash Flow		Enrollment	518.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)			2nd Principal Apportionment Period		
		ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	497.28	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Accrued Liabilities	-	-												-
		Other Assets	-	-												
		IntraCompany	-													
			-	-												
		Cash flows from investing activities	(12,307,586)	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
			-													
		Cash flows from financing activities	13,470,069													
			-													
			-													
		Net Assets	7,061,308	(275,140)	(500,852)	(122,636)	(150,765)	(193,488)	453,394	(155,331)	(95,390)	168,123	(5,553)	(26,078)	587,859	350,603
			-													
		Cash At End of Period	8,267,149	8,202,342	7,738,156	7,652,187	7,538,088	7,381,267	8,029,644	7,910,979	7,852,256	8,057,046	8,088,160	8,098,748	8,723,274	8,723,274

Bella Mente			FY2829 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2829 Cash Flow			Enrollment	553.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	530.88	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	00	LCFF Revenue	5,490,502	244,853	244,853	440,735	440,735	440,735	440,735	440,735	559,424	559,424	559,424	559,424	559,424	-
8012	30	Education Protection Account Revenue	106,176			24,864			24,864			28,224			28,224	-
8019	00	Prior Year Income/Adjustments	-													-
8096	00	Charter Schools Funding In-Lieu of Property Tax	2,497,068		140,342	280,683	187,122	187,122	187,122	187,122	187,122	380,144	190,072	190,072	190,072	190,072
Revenue Limit			8,093,746	244,853	385,194	746,282	627,857	627,857	652,721	627,857	746,546	967,793	749,496	749,496	777,720	190,072
8181	65	Special Education - IDEA	84,310						42,155							42,155
8182	66	Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	47	Federal Child Nutrition Programs	175,185	-	-	-	19,465	19,465	19,465	19,465	19,465	19,465	19,465			38,930
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	01	Title I Federal Revenue	119,160	-	-	-	23,832	-	-	29,790	-	-	-	29,790		35,748
8292	02	Title II Federal Revenue	15,453	-	-	-	3,091	-	-	3,863	-	-	-	3,863		4,636
8293	03	Title III Federal Revenue	15,410	-	-	-	3,853	-	-	3,853	-	-	-	-		7,705
8294	04	Title IV Federal Revenue	12,921				3,230			3,230						6,460
8295	05	Title V Federal Revenue	-													-
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Revenue			422,438	-	-	-	53,470	19,465	61,620	60,201	19,465	19,465	19,465	33,653	-	135,634
8792	65	Special Education - AB602	473,612	22,183	22,183	39,930	39,930	39,930	39,930	39,930	45,919	45,919	45,919	45,919	45,919	-
8520	47	State Child Nutrition Program	88,645	-	-	-	8,865	8,865	8,865	8,865	8,865	8,865	8,865	8,865	8,865	8,865
8550	00	Mandated Block Grant	11,987	-	-	-	11,987	-	-	-	-	-	-	-	-	-
8590	6770	Arts and Music Prop 28	63,383	-	-	-	-	-	31,692						31,692	-
8560	12	State Lottery Revenue Prop 20	43,532	-	-	-	-	-	10,883				10,883		21,766	-
8560	22	State Lottery Revenue Unrestricted	100,867	-	-	-	-	-	25,217				25,217		50,434	-
8590	2600	ELOP	347,288				-		173,644						173,644	-
8590	6546	SPED Mental Health	44,230	-	-	-	-	-	22,115						22,115	-
8590	7435	Learning Recovery Emergency Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590	6762	Arts, Music, and Instructional Materials Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591	6030	SB740	491,625	-	-	-	-	-	245,813						245,813	-
Other State Revenue			1,665,169	22,183	22,183	39,930	60,782	48,795	558,157	48,795	54,784	54,784	90,883	54,784	600,246	8,865
8634	00	Student Lunch Revenue	-			-	-	-	-	-	-	-	-	-	-	-
8650	00	Rental Income	-													-
8660	00	Interest Income	150,000						75,000						75,000	-
8682	00	Foundation Grants/Donations	10,000													10,000
8684	00	Student Body (ASB) Fundraising Revenue	-													-
8685	00	School Site Fundraising	25,000						12,500						12,500	-
8688	00	In Kind Contributions	-													-
8698	00	E-rate Revenue	-													-
8699	00	All Other Local Revenue	25,000													25,000
Local Revenue			210,000	-	-	-	-	87,500	-	-	-	-	-	-	87,500	35,000
Total Revenue			10,391,354	267,036	407,378	786,212	742,109	696,117	1,359,998	736,853	820,795	1,042,041	859,845	837,933	1,465,466	369,571
1100	00	Teachers' Salaries	2,584,158		234,923	234,923	234,923	234,923	234,923	234,923	234,923	234,923	234,923	234,923	234,923	-
1120	00	Substitute Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200	00	Certificated Pupil Support Salaries	252,231		22,930	22,930	22,930	22,930	22,930	22,930	22,930	22,930	22,930	22,930	22,930	-
1300	00	Certificated Supervisor and Administrator Salaries	558,642	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	46,554	-
1900	00	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Certificated Salaries			3,395,032	46,554	304,407	304,407	304,407	304,407	304,407	304,407	304,407	304,407	304,407	304,407	304,407	-
2100	00	Instructional Aide Salaries	577,775		52,525	52,525	52,525	52,525	52,525	52,525	52,525	52,525	52,525	52,525	52,525	-
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	223,939		20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	20,358	-
2300	00	Classified Supervisor and Administrator Salaries	182,076	15,173	15,173	15,173	15,173	15,173	15,173	15,173	15,173	15,173	15,173	15,173	15,173	-
2400	00	Clerical, Technical, and Office Staff Salaries	368,459	30,705	30,705	30,705	30,705	30,705	30,705	30,705	30,705	30,705	30,705	30,705	30,705	-
2900	00	Other Classified Salaries (Noon and Yard Supervisors, etc.)	48,107		4,373	4,373	4,373	4,373	4,373	4,373	4,373	4,373	4,373	4,373	4,373	-
Classified Salaries			1,400,356	45,878	123,134	123,134	123,134	123,134	123,134	123,134	123,134	123,134	123,134	123,134	123,134	-
3101	00	State Teachers' Retirement System	-													-
3202	00	Public Employees Retirement System	-													-
3313	00	OASDI	297,314	24,776	24,776	24,776	24,776	24,776	24,776	24,776	24,776	24,776	24,776	24,776	24,776	-
3323	00	Medicare	69,533	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	-
3403	00	Health & Welfare Benefits	471,358	39,280	39,280	39,280	39,280	39,280	39,280	39,280	39,280	39,280	39,280	39,280	39,280	-
3503	00	State Unemployment Insurance	35,998	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-
3603	00	Worker Compensation Insurance	93,165	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	7,764	-
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	112,401	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	9,367	-
Employee Benefits			1,079,769	89,981	89,981	89,981	89,981	89,981	89,981	89,981	89,981	89,981	89,981	89,981	89,981	-
Total Personnel Expenses			5,875,156	182,412	517,522	517,522	517,522	517,522	517,522	517,522	517,522	517,522	517,522	517,522	517,522	-

Bella Mente			FY2829 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2829 Cash Flow			Enrollment	553.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	530.88	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
4100	00	Approved Textbooks and Core Curricula Mater	70,298	17,574	35,149	17,574	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	00	Materials and Supplies	87,119	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	-
4315	00	Classroom Materials and Supplies	79,262	6,605	6,605	6,605	6,605	6,605	6,605	6,605	6,605	6,605	6,605	6,605	6,605	-
4381	00	Housekeeping Supplies	523	44	44	44	44	44	44	44	44	44	44	44	44	-
4400	00	Noncapitalized Equipment	11,168	931	931	931	931	931	931	931	931	931	931	931	931	-
4407	00	Student Educational Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	00	Software and Software Licensing	80,656	6,721	6,721	6,721	6,721	6,721	6,721	6,721	6,721	6,721	6,721	6,721	6,721	-
4430	00	Noncapitalized Student Equipment	4,875	406	406	406	406	406	406	406	406	406	406	406	406	-
4700	47	Food and Food Supplies	277,506	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	-
Books and Supplies			611,406	62,667	80,241	62,667	45,092	45,092	45,092	45,092	45,092	45,092	45,092	45,092	45,092	-
5100	2600	Subagreements for Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	00	Travel and Conferences	1,699	142	142	142	142	142	142	142	142	142	142	142	142	-
5210	00	Training and Development Expense	61,422	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	-
5300	00	Dues and Memberships	43,895	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	-
5400	00	Insurance	195,616	16,301	16,301	16,301	16,301	16,301	16,301	16,301	16,301	16,301	16,301	16,301	16,301	-
5450	00	Property Taxes	4,128	344	344	344	344	344	344	344	344	344	344	344	344	-
5500	00	Operation and Housekeeping Services/Supplies	230,601	19,217	19,217	19,217	19,217	19,217	19,217	19,217	19,217	19,217	19,217	19,217	19,217	-
5501	00	Utilities	128,429	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	10,702	-
5505	00	Student Transportation/Field Trips	20,616	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	1,718	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	155,764	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	12,980	-
5602	00	Other Space Rental	122	10	10	10	10	10	10	10	10	10	10	10	10	-
5605	00	Equipment Rental/Leasing Expense	2,044	170	170	170	170	170	170	170	170	170	170	170	170	-
5610	00	Equipment Repair	3,802	317	317	317	317	317	317	317	317	317	317	317	317	-
5800	00	Professional/Consulting Services and Operating	116,695	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	-
5803	00	Banking and Payroll Fees	22,012	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	1,834	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	61,422	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	-
5806	00	Audit Services	11,239	937	937	937	937	937	937	937	937	937	937	937	937	-
5807	00	Legal Settlements	27,919	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	-
5809	00	Employee Tuition Reimbursement	7,887	657	657	657	657	657	657	657	657	657	657	657	657	-
5810	00	Educational Consultants	1,116,495	93,041	93,041	93,041	93,041	93,041	93,041	93,041	93,041	93,041	93,041	93,041	93,041	-
5811	00	Student Field Trips/Activities	3,594	299	299	299	299	299	299	299	299	299	299	299	299	-
5812	00	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	00	Advertising/Recruiting	106,408	8,867	8,867	8,867	8,867	8,867	8,867	8,867	8,867	8,867	8,867	8,867	8,867	-
5820	00	Fundraising Expense	17,147	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	-
5830	00	Field Trip Expenses	18,266	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	-
5836	00	Transportation Services	744	62	62	62	62	62	62	62	62	62	62	62	62	-
5873	00	Financial Services-CSMC	167,516	13,960	13,960	13,960	13,960	13,960	13,960	13,960	13,960	13,960	13,960	13,960	13,960	-
5874	00	Personnel Services-live scan, office temps	418	35	35	35	35	35	35	35	35	35	35	35	35	-
5875	00	District Oversight Fees	80,937	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	-
5877	00	IT Services	97,718	8,143	8,143	8,143	8,143	8,143	8,143	8,143	8,143	8,143	8,143	8,143	8,143	-
5890	00	Interest Expense / Misc. Fees	10,051	838	838	838	838	838	838	838	838	838	838	838	838	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	11,168	931	931	931	931	931	931	931	931	931	931	931	931	-
5999	00	Expenses Suspense	10,443	870	870	870	870	870	870	870	870	870	870	870	870	-
Services & Other Operating Expenses			2,736,214	228,018	228,018	228,018	228,018	228,018	228,018	228,018	228,018	228,018	228,018	228,018	228,018	-
6900	00	Depreciation Expense	440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
Capital Outlay			440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
7438	65	Debt Service - Interest	690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Other Outgo			690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Total Operational Expenses			4,477,621	368,751	427,726	382,551	364,977	364,977	364,977	364,977	406,377	358,077	358,077	358,077	358,077	-
Total Expenses			10,352,777	551,164	945,248	900,073	882,499	882,499	882,499	882,499	923,899	875,599	875,599	875,599	875,599	-
Net Income			38,577	(284,127)	(537,870)	(113,861)	(140,390)	(186,382)	477,499	(145,646)	(103,104)	166,442	(15,754)	(37,666)	589,867	369,571

CASH FLOWS																
	Cash At Beginning of Period		6/30/28 Balance	8,723,274	8,656,569	8,155,365	8,078,171	7,974,448	7,824,732	8,508,745	8,399,765	8,333,328	8,536,436	8,557,348	8,556,349	9,182,883
	Accounts Receivable		(350,603)	180,755					169,847							(369,571)
	Accounts Payable		-													
	Other Short Term Liabilities		375,340													
			-													

Bella Mente		FY2829 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2829 Cash Flow		Enrollment	553.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)			2nd Principal Apportionment Period		
		ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	530.88	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Accrued Liabilities	-	-											-
		Other Assets	-	-											
		IntraCompany	-												
			-	-											
		Cash flows from investing activities	(11,867,586)	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
			-												
		Cash flows from financing activities	13,470,069												
			-												
			-												
		Net Assets	7,096,054	(284,127)	(537,870)	(113,861)	(140,390)	(186,382)	477,499	(145,646)	(103,104)	166,442	(15,754)	(37,666)	369,571
			-												
		Cash At End of Period	8,723,274	8,656,569	8,155,365	8,078,171	7,974,448	7,824,732	8,508,745	8,399,765	8,333,328	8,536,436	8,557,348	8,556,349	9,182,883

Bella Monte			FY2930 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2930 Cash Flow		Enrollment	576.00	Advance Apportionment Period (July-January)							Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
		ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	552.96	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	00	LCFF Revenue	5,980,329	274,525	274,525	494,145	494,145	494,145	494,145	494,145	592,111	592,111	592,111	592,111	592,111	-
8012	30	Education Protection Account Revenue	110,592			26,544			26,544			28,752			28,752	-
8019	00	Prior Year Income/Adjustments	-													-
8096	00	Charter Schools Funding In-Lieu of Property Tax	2,600,925		149,824	299,648	199,765	199,765	199,765	199,765	199,765	384,208	192,104	192,104	192,104	192,104
Revenue Limit			8,691,846	274,525	424,349	820,337	693,911	693,911	720,455	693,911	791,876	1,005,071	784,215	784,215	812,967	192,104
8181	65	Special Education - IDEA	90,006						45,003							45,003
8182	66	Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	47	Federal Child Nutrition Programs	182,471	-	-	-	20,275	20,275	20,275	20,275	20,275	20,275	20,275			40,549
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	01	Title I Federal Revenue	124,116	-	-	-	24,823			31,029	-		-	31,029		37,235
8292	02	Title II Federal Revenue		-	-	-	3,219	-	-	4,024	-			4,024		4,829
8293	03	Title III Federal Revenue	16,051	-	-	-	4,013	-	-	4,013	-			-		8,026
8294	04	Title IV Federal Revenue	13,458				3,364			3,364						6,729
8295	05	Title V Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Revenue			442,198	-	-	-	55,694	20,275	65,278	62,705	20,275	20,275	20,275	35,053	-	142,370
8792	65	Special Education - AB602	493,244	23,681	23,681	42,625	42,625	42,625	42,625	42,625	46,552	46,552	46,552	46,552	46,552	-
8520	47	State Child Nutrition Program	92,332	-	-	-	9,233	9,233	9,233	9,233	9,233	9,233	9,233	9,233	9,233	9,233
8550	00	Mandated Block Grant	12,486	-	-	-	12,486	-	-	-	-	-	-	-	-	-
8590	6770	Arts and Music Prop 28	63,383	-	-	-	-	-	31,692						31,692	-
8560	12	State Lottery Revenue Prop 20	45,343	-	-	-	-	-	11,336				11,336		22,671	-
8560	22	State Lottery Revenue Unrestricted	105,062	-	-	-	-	-	26,266				26,266		52,531	-
8590	2600	ELOP	364,652			-	-	-	182,326						182,326	-
8590	6546	SPED Mental Health	46,070	-	-	-	-	-	23,035						23,035	-
8590	7435	Learning Recovery Emergency Block Grant	-	-	-	-	-	-	-						-	-
8590	6762	Arts, Music, and Instructional Materials Block	-	-	-	-	-	-	-						-	-
8591	6030	SB740	491,625	-	-	-	-	-	245,813						245,813	-
Other State Revenue			1,714,197	23,681	23,681	42,625	64,344	51,858	572,324	51,858	55,785	55,785	93,386	55,785	613,852	9,233
8634	00	Student Lunch Revenue	-			-	-	-	-	-	-	-	-	-	-	-
8650	00	Rental Income	-													-
8660	00	Interest Income	150,000						75,000						75,000	-
8682	00	Foundation Grants/Donations	10,000													10,000
8684	00	Student Body (ASB) Fundraising Revenue	-													-
8685	00	School Site Fundraising	25,000						12,500						12,500	-
8688	00	In Kind Contributions	-													-
8698	00	E-rate Revenue	-													-
8699	00	All Other Local Revenue	25,000			-	-	-	87,500	-	-	-	-	-	87,500	35,000
Local Revenue			210,000	-	-	-	-	-	87,500	-	-	-	-	-	87,500	35,000
Total Revenue			11,058,240	298,206	448,030	862,962	813,949	766,043	1,445,557	808,474	867,935	1,081,130	897,875	875,052	1,514,319	378,708
1100	00	Teachers' Salaries	2,761,064		251,006	251,006	251,006	251,006	251,006	251,006	251,006	251,006	251,006	251,006	251,006	-
1120	00	Substitute Expense	-		-	-	-	-	-	-	-	-	-	-	-	-
1200	00	Certificated Pupil Support Salaries	346,690		31,517	31,517	31,517	31,517	31,517	31,517	31,517	31,517	31,517	31,517	31,517	-
1300	00	Certificated Supervisor and Administrator Salaries	579,592	48,299	48,299	48,299	48,299	48,299	48,299	48,299	48,299	48,299	48,299	48,299	48,299	-
1900	00	Other Certificated Salaries	-		-	-	-	-	-	-	-	-	-	-	-	-
Certificated Salaries			3,687,345	48,299	330,822	330,822	330,822	330,822	330,822	330,822	330,822	330,822	330,822	330,822	330,822	-
2100	00	Instructional Aide Salaries	649,441		59,040	59,040	59,040	59,040	59,040	59,040	59,040	59,040	59,040	59,040	59,040	-
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	257,336		23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	-
2300	00	Classified Supervisor and Administrator Salaries	188,904	15,742	15,742	15,742	15,742	15,742	15,742	15,742	15,742	15,742	15,742	15,742	15,742	-
2400	00	Clerical, Technical, and Office Staff Salaries	382,276	31,856	31,856	31,856	31,856	31,856	31,856	31,856	31,856	31,856	31,856	31,856	31,856	-
2900	00	Other Classified Salaries (Noon and Yard Supervisors, etc.)	49,911		4,537	4,537	4,537	4,537	4,537	4,537	4,537	4,537	4,537	4,537	4,537	-
Classified Salaries			1,527,869	47,598	134,570	134,570	134,570	134,570	134,570	134,570	134,570	134,570	134,570	134,570	134,570	-
3101	00	State Teachers' Retirement System	-													-
3202	00	Public Employees Retirement System	-													-
3313	00	OASDI	323,343	26,945	26,945	26,945	26,945	26,945	26,945	26,945	26,945	26,945	26,945	26,945	26,945	-
3323	00	Medicare	75,621	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	-
3403	00	Health & Welfare Benefits	489,034	40,753	40,753	40,753	40,753	40,753	40,753	40,753	40,753	40,753	40,753	40,753	40,753	-
3503	00	State Unemployment Insurance	37,348	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	-
3603	00	Worker Compensation Insurance	96,659	8,055	8,055	8,055	8,055	8,055	8,055	8,055	8,055	8,055	8,055	8,055	8,055	-
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	116,616	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	9,718	-
Employee Benefits			1,138,620	94,885	94,885	94,885	94,885	94,885	94,885	94,885	94,885	94,885	94,885	94,885	94,885	-
Total Personnel Expenses			6,353,834	190,783	560,277	560,277	560,277	560,277	560,277	560,277	560,277	560,277	560,277	560,277	560,277	-
4100	00	Approved Textbooks and Core Curricula Materials	72,934	18,233	36,467	18,233	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	00	Materials and Supplies	90,386	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	-

[illegible]

Bella Mente			FY2930 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2930 Cash Flow			Enrollment	576.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)				2nd Principal Apportionment Period	
			ADA %	96%	5%	5%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
			ADA	552.96	6%	12%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
		Cash flows from financing activities	13,470,069													
			-													
			-													
		Net Assets	7,134,631	(277,474)	(556,779)	(96,012)	(126,793)	(174,698)	504,815	(132,268)	(114,206)	147,289	(35,966)	(58,789)	580,477	378,708
			-													
		Cash At End of Period	9,182,883	9,132,147	8,612,035	8,552,690	8,462,564	8,324,532	9,045,513	8,949,912	8,872,372	9,056,328	9,057,028	9,034,906	9,652,050	9,652,050

Bella Mente			FY3031 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY3031 Cash Flow		Enrollment	602.00	Advance Apportionment Period (July-January)						Principal Apportionment Period (February-May)						2nd Principal Apportionment Period
		ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	577.92	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
8011	00	LCFF Revenue	6,227,994	299,016	299,016	538,230	538,230	538,230	538,230	538,230	587,763	587,763	587,763	587,763	587,763	-
8012	30	Education Protection Account Revenue	115,584			27,648			27,648			30,144			30,144	-
8019	00	Prior Year Income/Adjustments	-													-
8096	00	Charter Schools Funding In-Lieu of Property Tax	2,718,328		156,055	312,111	208,074	208,074	208,074	208,074	208,074	403,264	201,632	201,632	201,632	201,632
Revenue Limit			9,061,906	299,016	455,072	877,989	746,304	746,304	773,952	746,304	795,837	1,021,170	789,394	789,394	819,538	201,632
8181	65	Special Education - IDEA	93,750						46,875							46,875
8182	66	Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	47	Federal Child Nutrition Programs	190,707	-	-	-	21,190	21,190	21,190	21,190	21,190	21,190	21,190			42,379
8290	00	All Other Federal Revenues - CSFIG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	00	All Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	01	Title I Federal Revenue	129,718	-	-	-	25,944	-	-	32,430	-	-	-	32,430		38,916
8292	02	Title II Federal Revenue	16,822	-	-	-	3,364	-	-	4,206	-	-	-	4,206		5,047
8293	03	Title III Federal Revenue	16,776	-	-	-	4,194	-	-	4,194	-	-	-	-		8,388
8294	04	Title IV Federal Revenue	14,065	-	-	-	3,516	-	-	3,516	-	-	-	-		7,033
8295	05	Title V Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299	00	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Revenue			461,839	-	-	-	58,208	21,190	68,065	65,535	21,190	21,190	21,190	36,635	-	148,637
8792	65	Special Education - AB602	515,518	24,662	24,662	44,392	44,392	44,392	44,392	44,392	48,847	48,847	48,847	48,847	48,847	-
8520	47	State Child Nutrition Program	96,500	-	-	-	9,650	9,650	9,650	9,650	9,650	9,650	9,650	9,650	9,650	9,650
8550	00	Mandated Block Grant	13,049	-	-	-	13,049	-	-	-	-	-	-	-	-	-
8590	6770	Arts and Music Prop 28	63,383	-	-	-	-	-	31,692	-	-	-	-	-	31,692	-
8560	12	State Lottery Revenue Prop 20	47,389	-	-	-	-	-	11,847	-	-	-	11,847	-	23,695	-
8560	22	State Lottery Revenue Unrestricted	109,805	-	-	-	-	-	27,451	-	-	-	27,451	-	54,902	-
8590	2600	ELOP	364,652	-	-	-	-	-	182,326	-	-	-	-	-	182,326	-
8590	6546	SPED Mental Health	48,149	-	-	-	-	-	24,075	-	-	-	-	-	24,075	-
8590	7435	Learning Recovery Emergency Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590	6762	Arts, Music, and Instructional Materials Block	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591	6030	SB740	491,625	-	-	-	-	-	245,813	-	-	-	-	-	245,813	-
Other State Revenue			1,750,071	24,662	24,662	44,392	67,091	54,042	577,245	54,042	58,497	58,497	97,795	58,497	620,998	9,650
8634	00	Student Lunch Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	00	Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	00	Interest Income	150,000	-	-	-	-	-	75,000	-	-	-	-	-	75,000	-
8682	00	Foundation Grants/Donations	10,000	-	-	-	-	-	-	-	-	-	-	-	-	10,000
8684	00	Student Body (ASB) Fundraising Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8685	00	School Site Fundraising	25,000	-	-	-	-	-	12,500	-	-	-	-	-	12,500	-
8688	00	In Kind Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	00	E-rate Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	00	All Other Local Revenue	25,000	-	-	-	-	-	-	-	-	-	-	-	-	25,000
Local Revenue			210,000	-	-	-	-	-	87,500	-	-	-	-	-	87,500	35,000
Total Revenue			11,483,815	323,679	479,734	922,381	871,603	821,535	1,506,761	865,881	875,523	1,100,857	908,380	884,526	1,528,037	394,919
1100	00	Teachers' Salaries	2,864,604		260,419	260,419	260,419	260,419	260,419	260,419	260,419	260,419	260,419	260,419	260,419	-
1120	00	Substitute Expense	-		-	-	-	-	-	-	-	-	-	-	-	-
1200	00	Certificated Pupil Support Salaries	359,691		32,699	32,699	32,699	32,699	32,699	32,699	32,699	32,699	32,699	32,699	32,699	-
1300	00	Certificated Supervisor and Administrator Salaries	601,326	50,111	50,111	50,111	50,111	50,111	50,111	50,111	50,111	50,111	50,111	50,111	50,111	-
1900	00	Other Certificated Salaries	-		-	-	-	-	-	-	-	-	-	-	-	-
Certificated Salaries			3,825,621	50,111	343,228	343,228	343,228	343,228	343,228	343,228	343,228	343,228	343,228	343,228	343,228	-
2100	00	Instructional Aide Salaries	723,795		65,800	65,800	65,800	65,800	65,800	65,800	65,800	65,800	65,800	65,800	65,800	-
2200	00	Classified Support Salaries (Maintenance, Food Service, etc.)	291,986		26,544	26,544	26,544	26,544	26,544	26,544	26,544	26,544	26,544	26,544	26,544	-
2300	00	Classified Supervisor and Administrator Salaries	195,988	16,332	16,332	16,332	16,332	16,332	16,332	16,332	16,332	16,332	16,332	16,332	16,332	-
2400	00	Clerical, Technical, and Office Staff Salaries	396,611	33,051	33,051	33,051	33,051	33,051	33,051	33,051	33,051	33,051	33,051	33,051	33,051	-
2900	00	Other Classified Salaries (Noon and Yard Support, etc.)	51,783		4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	-
Classified Salaries			1,660,164	49,383	146,435	146,435	146,435	146,435	146,435	146,435	146,435	146,435	146,435	146,435	146,435	-
3101	00	State Teachers' Retirement System	-		-	-	-	-	-	-	-	-	-	-	-	-
3202	00	Public Employees Retirement System	-		-	-	-	-	-	-	-	-	-	-	-	-
3313	00	OASDI	340,119	28,343	28,343	28,343	28,343	28,343	28,343	28,343	28,343	28,343	28,343	28,343	28,343	-
3323	00	Medicare	79,544	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	-
3403	00	Health & Welfare Benefits	507,373	42,281	42,281	42,281	42,281	42,281	42,281	42,281	42,281	42,281	42,281	42,281	42,281	-
3503	00	State Unemployment Insurance	38,748	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	-
3603	00	Worker Compensation Insurance	100,283	8,357	8,357	8,357	8,357	8,357	8,357	8,357	8,357	8,357	8,357	8,357	8,357	-
3703	00	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903	00	Other Employee Benefits	120,989	10,082	10,082	10,082	10,082	10,082	10,082	10,082	10,082	10,082	10,082	10,082	10,082	-
Employee Benefits			1,187,056	98,921	98,921	98,921	98,921	98,921	98,921	98,921	98,921	98,921	98,921	98,921	98,921	-
Total Personnel Expenses			6,672,841	198,415	588,584	588,584	588,584	588,584	588,584	588,584	588,584	588,584	588,584	588,584	588,584	-
4100	00	Approved Textbooks and Core Curricula Materials	75,669	18,917	37,834	18,917	-	-	-	-	-	-	-	-	-	-
4200	00	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	00	Materials and Supplies	93,776	7,815	7,815	7,815	7,815	7,815	7,815	7,815	7,815	7,815	7,815	7,815	7,815	-
4315	00	Classroom Materials and Supplies	85,318	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	-
4381	00	Housekeeping Supplies	563	47	47	47	47	47	47	47	47	47	47	47	47	-

Bella Mente			FY3031 Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY3031 Cash Flow		Enrollment	602.00	Advance Apportionment Period (July-January)			Principal Apportionment Period (February-May)									2nd Principal Apportionment Period
		ADA %	96%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
		ADA	577.92	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Object	Rst	Description	Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
4400	00	Noncapitalized Equipment	12,021	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	-
4407	00	Student Educational Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	00	Software and Software Licensing	86,819	7,235	7,235	7,235	7,235	7,235	7,235	7,235	7,235	7,235	7,235	7,235	7,235	-
4430	00	Noncapitalized Student Equipment	5,247	437	437	437	437	437	437	437	437	437	437	437	437	-
4700	47	Food and Food Supplies	298,709	24,892	24,892	24,892	24,892	24,892	24,892	24,892	24,892	24,892	24,892	24,892	24,892	-
Books and Supplies			658,122	67,455	86,372	67,455	48,538	48,538	48,538	48,538	48,538	48,538	48,538	48,538	48,538	-
5100	2600	Subagreements for Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	00	Travel and Conferences	1,828	152	152	152	152	152	152	152	152	152	152	152	152	-
5210	00	Training and Development Expense	66,115	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	-
5300	00	Dues and Memberships	47,249	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	-
5400	00	Insurance	210,562	17,547	17,547	17,547	17,547	17,547	17,547	17,547	17,547	17,547	17,547	17,547	17,547	-
5450	00	Property Taxes	4,443	370	370	370	370	370	370	370	370	370	370	370	370	-
5500	00	Operation and Housekeeping Services/Supplies	248,221	20,685	20,685	20,685	20,685	20,685	20,685	20,685	20,685	20,685	20,685	20,685	20,685	-
5501	00	Utilities	138,241	11,520	11,520	11,520	11,520	11,520	11,520	11,520	11,520	11,520	11,520	11,520	11,520	-
5505	00	Student Transportation/Field Trips	22,191	1,849	1,849	1,849	1,849	1,849	1,849	1,849	1,849	1,849	1,849	1,849	1,849	-
5600	00	Space Rental/Leases Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	00	Building Maintenance	167,665	13,972	13,972	13,972	13,972	13,972	13,972	13,972	13,972	13,972	13,972	13,972	13,972	-
5602	00	Other Space Rental	131	11	11	11	11	11	11	11	11	11	11	11	11	-
5605	00	Equipment Rental/Leasing Expense	2,200	183	183	183	183	183	183	183	183	183	183	183	183	-
5610	00	Equipment Repair	4,092	341	341	341	341	341	341	341	341	341	341	341	341	-
5800	00	Professional/Consulting Services and Operating Expenses	125,611	10,468	10,468	10,468	10,468	10,468	10,468	10,468	10,468	10,468	10,468	10,468	10,468	-
5803	00	Banking and Payroll Fees	23,693	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	-
5804	00	SPED AB602 Admin Fee to County	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5805	00	Legal Fees	66,115	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	-
5806	00	Audit Services	12,098	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-
5807	00	Legal Settlements	30,052	2,504	2,504	2,504	2,504	2,504	2,504	2,504	2,504	2,504	2,504	2,504	2,504	-
5809	00	Employee Tuition Reimbursement	8,489	707	707	707	707	707	707	707	707	707	707	707	707	-
5810	00	Educational Consultants	1,244,052	103,671	103,671	103,671	103,671	103,671	103,671	103,671	103,671	103,671	103,671	103,671	103,671	-
5811	00	Student Field Trips/Activities	3,868	322	322	322	322	322	322	322	322	322	322	322	322	-
5812	00	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	00	Advertising/Recruiting	114,538	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	9,545	-
5820	00	Fundraising Expense	18,457	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	-
5830	00	Field Trip Expenses	19,662	1,638	1,638	1,638	1,638	1,638	1,638	1,638	1,638	1,638	1,638	1,638	1,638	-
5836	00	Transportation Services	801	67	67	67	67	67	67	67	67	67	67	67	67	-
5873	00	Financial Services-CSMC	180,315	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	15,026	-
5874	00	Personnel Services-live scan, office temps	450	37	37	37	37	37	37	37	37	37	37	37	37	-
5875	00	District Oversight Fees	90,619	7,552	7,552	7,552	7,552	7,552	7,552	7,552	7,552	7,552	7,552	7,552	7,552	-
5877	00	IT Services	105,184	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	-
5890	00	Interest Expense / Misc. Fees	10,819	902	902	902	902	902	902	902	902	902	902	902	902	-
5899	00	CMO Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	00	Communications	12,021	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	-
5999	00	Expenses Suspense	11,241	937	937	937	937	937	937	937	937	937	937	937	937	-
Services & Other Operating Expenses			2,991,026	249,252	249,252	249,252	249,252	249,252	249,252	249,252	249,252	249,252	249,252	249,252	249,252	-
6900	00	Depreciation Expense	440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
Capital Outlay			440,000	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
7438	65	Debt Service - Interest	690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Other Outgo			690,000	41,400	82,800	55,200	55,200	55,200	55,200	55,200	96,600	48,300	48,300	48,300	48,300	-
Total Operational Expenses			4,779,147	394,774	455,091	408,574	389,657	389,657	389,657	389,657	431,057	382,757	382,757	382,757	382,757	-
Total Expenses			11,451,988	593,189	1,043,675	997,158	978,241	978,241	978,241	978,241	1,019,641	971,341	971,341	971,341	971,341	-
Net Income			31,827	(269,510)	(563,941)	(74,777)	(106,638)	(156,705)	528,520	(112,360)	(144,118)	129,516	(62,961)	(86,814)	556,696	394,919

CASH FLOWS																
Cash At Beginning of Period		6/30/30 Balance	9,652,050	9,611,310	9,084,036	9,045,925	8,975,955	8,855,916	9,607,706	9,532,013	9,424,562	9,590,745	9,564,451	9,514,303	10,107,666	
Accounts Receivable		(378,708)	192,104					186,604							(394,919)	
Accounts Payable		-														
Other Short Term Liabilities		375,340														
Accrued Liabilities		-	-													-
Other Assets		-	-													
IntraCompany		-	-													
Cash flows from investing activities		(10,987,586)	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	36,667	-
Cash flows from financing activities		13,470,069														
Net Assets		-														
Net Assets		7,172,934	(269,510)	(563,941)	(74,777)	(106,638)	(156,705)	528,520	(112,360)	(144,118)	129,516	(62,961)	(86,814)	556,696	394,919	

	A	B	C	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	AD
1	Bella Mente																						
2	Budget Assumptions																						
3	Fiscal Year																						
4																							
5																							
6																							
7					Budget FY 2526			Budget FY 2627			Budget FY 2728			Budget FY 2829			Budget FY 2930			Budget FY 3031			
8					ADA by Grade Group	96.00%		ADA by Grade Group	96.00%		ADA by Grade Group	96.00%		ADA by Grade Group	96.00%		ADA by Grade Group	96.00%		ADA by Grade Group	96.00%		
9					ADA TK-3	96.00%		ADA TK-3	96.00%		ADA TK-3	96.00%		ADA TK-3	96.00%		ADA TK-3	96.00%		ADA TK-3	96.00%		
10					ADA 4-6	96.00%		ADA 4-6	96.00%		ADA 4-6	96.00%		ADA 4-6	96.00%		ADA 4-6	96.00%		ADA 4-6	96.00%		
11					ADA 7-8	96.00%		ADA 7-8	96.00%		ADA 7-8	96.00%		ADA 7-8	96.00%		ADA 7-8	96.00%		ADA 7-8	96.00%		
12																							
13					Enrollment	ADA		Enrollment	ADA		Enrollment	ADA		Enrollment	ADA		Enrollment	ADA		Enrollment	ADA		
14																							
15			TK	TK	45	43.20	TK	45	43.20		50	48.00		55	52.80		55	52.80		55	52.80		
16			K	K	75	72.00	K	75	72.00		80	76.80		85	81.60		85	81.60		89	85.44		
17			1	1	51	48.96	1	57	54.72		71	68.16		72	69.12		79	75.84		79	75.84		
18			2	2	48	46.08	2	62	59.52		58	55.68		68	65.28		69	66.24		74	71.04		
19			3	3	31	29.76	3	36	34.56		56	53.76		53	50.88		61	58.56		62	59.52		
20			4	4	38	36.48	4	46	44.16		37	35.52		52	49.92		50	48.00		56	53.76		
21			5	5	25	24.00	5	30	28.80		45	43.20		38	36.48		49	47.04		47	45.12		
22			6	6	42	40.32	6	47	45.12		38	36.48		48	46.08		43	41.28		52	49.92		
23			7	7	36	34.56	7	37	35.52		45	43.20		38	36.48		46	44.16		43	41.28		
24			8	8	37	35.52	8	44	42.24		38	36.48		44	42.24		39	37.44		45	43.20		
25					428	410.88		479	459.84		518	497.28		553	530.88		576	552.96		602	577.92		
26																							
27																							
28																							
29																							
30																							
31			TK-3		250.00	240.00		275.00	264.00		315.00	302.40		333.00	319.68		349.00	335.04		359.00	344.64		
32			4-6		105.00	100.80		123.00	118.08		120.00	115.20		138.00	132.48		142.00	136.32		155.00	148.80		
33			7-8		73.00	70.08		81.00	77.76		83.00	79.68		82.00	78.72		85.00	81.60		88.00	84.48		
34					-	-		-	-		-	-		-	-		-	-		-	-		
35					428.00	410.88		479.00	459.84		518.00	497.28		553.00	530.88		576.00	552.96		602.00	577.92		
36	REVENUE ASSUMPTIONS																						
37	Revenue Item		Object Code																				
38	Federal Special Education (IDEA)		8181-65			69,010			69,661			77,962			84,310			90,006			93,750		
39	Federal Special Education (IDEA)		8182-66			-			-			-			-			-			-		
40	Title 1		8291-01			92,225			103,214			111,618			119,160			124,116			129,718		
41	Title 2		8292-02			11,960			13,385			14,475			15,453			16,096			16,822		
42	Title 3-LEP		8293-03			11,927			13,348			14,435			15,410			16,051			16,776		
43	Title 3-IMM		8293-03			-			-			-			-			-			-		
44	Title 4		8294-04			10,000			11,192			12,103			12,921			13,458			14,065		
45	Mandate Block Grant K-8 Rate		8550-00			20.52			21.14			21.86			22.58			22.58			22.58		
46	Mandate Block Grant K-8 Allocation		8550-00			8,431			9,721			10,871			11,987			12,486			13,049		
47	ELOP		8550-00			300,000			315,000			330,750			347,288			364,652			364,652		
48	State Lottery Restricted Prop 20 Rate		8560-12			82.00			82.00			82.00			82.00			82.00			82.00		
49	State Lottery Restricted Prop 20 Allocation		8560-12			33,692			37,707			40,777			43,532			45,343			47,389		
50	State Lottery Unrestricted Rate		8560-22			190.00			190.00			190.00			190.00			190.00			190.00		
51	State Lottery Unrestricted Allocation		8560-22			78,067			87,370			94,483			100,867			105,062			109,805		
52	ASES		8590-61			-			-			-			-			-			-		
53	Arts and Music Prop 28					63,383.00			63,383.00			63,383.00			63,383.00			63,383.00			63,383.00		
54	State Special Education (AB602) Rate		8791-65			896.89			896.89			896.89			896.89			896.89			896.89		
55	State Special Education (AB602) Allocation					366,444			410,336			443,667			473,612			493,244			515,518		
56	State Special Education (Fee)					3%			3%			3%			3%			3%			3%		
57	Other Items:																						
58	State Special Education (MH) Rate		8590-65			\$83.31			\$83.31			\$83.31			\$83.31			\$83.31			\$83.31		
59	State Special Education (MH) Allocation					34,232			38,311			41,431			44,230			46,070			48,149		
60	Federal Child Nutrition		8220-47			135,586			151,742			164,097			175,185			182,471			190,707		
61	State Child Nutrition		8520-47			68,608			76,783			83,035			88,645			92,332			96,500		
62	Local Child Nutrition		8639-47																				
63	SB740 Rate Per ADA					1,471			1,471			1,471			1,471			1,471			1,471		
64	SB740 Rent					690,000			690,000			690,000			690,000			690,000			690,000		
65	SB740 Allocation					491,625.00			491,625.00			491,625.00			491,625.00			491,625.00			491,625.00		
66	LCFF Calculation																						
67					Per ADA	Total		Per ADA	Total		Per ADA	Total		Per ADA	Total		Per ADA	Total		Per ADA	Total		
68																							
69				State Aide		3,685,041			4,280,726			4,897,057			5,490,502			5,980,329			6,227,994		
70				EPA		82,176			91,968			99,456			106,176			115,592			115,584		
71				ILPT		1,932,632			2,162,922			2,339,026			2,497,068			2,600,925			2,718,328		
72						\$ 5,699,849			\$ 6,535,616			\$ 7,335,539			\$ 8,093,746			\$ 8,691,846			\$ 9,061,906		
73																							

	A	B	C	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	AD
1	Bella Mente																						
2	Budget Assumptions																						
3	Fiscal Year																						
4																							
5																							
6																							
7					Budget FY 2526			Budget FY 2627			Budget FY 2728			Budget FY 2829			Budget FY 2930			Budget FY 3031			
86																							
87																							
88	Notes:											\$70K Certificated Teacher Added			\$70K Certificated Teacher Added			\$70K Certificated Teacher Added			\$70K Certificated Teacher Added		

LCFF Calculator Caveats

v.26.2

8/1/2025

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

NEW
2024-25

On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator **does not** take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

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NEW
2025-26

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

If any of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts with necessary small schools should refer to the Instructions tab. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

NEW
2025-26

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

NEW
2025-26

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for those years.** To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab. If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit.

LCFF Calculator Navigation

v.26.2

8/1/2025

Structure:

- The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- A separate calculation must be prepared for each LEA, either district or charter school.
- Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
 - version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
 - version.2 includes prepopulated PY1-PY3 data from the CDE's P-2 Certification.
 For example, for the 2025-26 projection year, version **v26.1** includes P-1 certification data and version **26.2** includes P-2 certification data.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs.**

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

- Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**
- Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
 - Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23:** For LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), the row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this field **only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

LCFF Calculator Navigation

v.26.2

8/1/2025

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.** If "Enter SCHL LCFF ADA" or "Enter SCHL FTE" is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method, so the calculator can accurately project funding.

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 Review LCFF Calculation and EPA Results: Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 Supporting Calculations: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fq/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fq/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fq/aa/pa/lcffcola.asp

LCFF CALCULATOR

128223

NO

Charter

5 digit District code or 7 digit School code (from the CDS code)
Is this calculation for a new charter school? (select from drop down list)
Projection Type
Projection Date

LEA: Bella Mente Montessori Academy
Projection Title:
Created by:
Email:
Phone:

DATA ONLY - NO CALCULATIONS				PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4			
Bella Mente Montessori Academy (128223)				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(1) UNIVERSAL ASSUMPTIONS														
Supplemental Grant %				20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)				65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension (profiled as calculated by the Department of Finance, DOF)				13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%	3.31%	3.24%	3.24%
Statutory COLA				6.56%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%	3.31%	3.24%	3.24%
Augmentation/(COLA Suspension)				6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)				\$ 2,813	\$ 3,044	\$ 3,077	\$ 5,545	\$ 5,712	\$ 5,907	\$ 6,103	\$ 6,301			
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				12.74780911%	21.98880689%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				12.84814107%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
Local EPA Accrual				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA Miscellaneous Adjustments (P-2 Certification only)				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF														
NEW CHARTER SCHOOLS														
New Charter School Name:														
Year that charter starts operation (select from drop down list):														
(a) TRANSFER OF IN-LIEU PROPERTY TAX														
Note: Charter schools should contact sponsoring district(s) for in-lieu estimate														
In-Lieu of Property Tax				1,400,098	1,710,471	1,913,129	1,932,632	2,162,922	2,339,026	2,497,068	2,600,925			
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)														
A-1, A-2, A-3 Enrollment				459	424	387	402	424	428	479	518	553	576	
B-1, B-2, B-3 Unduplicated Pupil Count				252	274	261	273	285	289	324	349	373	389	
Single Year Unduplicated Pupil Percentage				67.44%	67.91%	67.22%	67.52%	67.54%	67.54%	67.43%	67.49%	67.49%	67.49%	67.49%
C-1 Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				61.97%	66.61%	67.52%	67.54%	67.54%	67.43%	67.49%	67.49%	67.49%	67.49%	67.47%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location														
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.														
D-3 Unduplicated Pupil Percentage (%)				67.48%	65.70%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%
Unduplicated Pupil Percentage: Supplemental Grant				61.97%	66.61%	67.52%	67.54%	67.54%	67.43%	67.49%	67.49%	67.49%	67.49%	67.47%
Unduplicated Pupil Percentage: Concentration Grant				61.97%	65.70%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%	66.30%
(d) AVERAGE DAILY ATTENDANCE (ADA)														
ADA used for the Transitional Kindergarten Add-on ONLY:														
G-4 TK (NEW beginning 2022-23)				14.62	25.11	36.56	43.20	43.20	48.00	52.80	52.80			
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P-2 Data - Note: Charter School ADA is always funded on current year.														
B-1 Grades TK-3				165.34	202.85	228.20	240.00	264.00	302.40	319.68	335.04			
B-2 Grades 4-6				119.33	128.71	101.88	100.80	118.08	115.20	132.48	136.32			
B-3 Grades 7-8				58.35	58.84	80.46	70.08	77.76	79.68	78.72	81.60			
B-4 Grades 9-12				-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL ADA				343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96			
RATIO: ADA to Enrollment				0.89	0.97	0.97	0.96	0.96	0.96	0.96	0.96	0.96	0.96	0.96
(e) OTHER LCFF ADJUSTMENTS														
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.														
H-2 Miscellaneous Adjustments				\$ -	\$ -	\$ -								
J-4 Minimum State Aid Adjustments				\$ -	\$ -	\$ -								
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF														
(a) GENERAL QUESTIONS														
Is your district required to transfer in-lieu taxes to a charter school?														
NO														
Does your district have a necessary small school?														
NO														
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION														
Did your district meet the requirements of funding?														
YES YES YES YES YES YES YES YES YES														
(c) PROPERTY TAXES														
C-1 Estimated Property Taxes (excluding RDA)				\$ -	\$ -	\$ -								
B-5 Redevelopment Agency Local Revenue				\$ -	\$ -	\$ -								
Less In-Lieu Property Tax Transfer				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local Revenue				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(d) OTHER LCFF ADJUSTMENTS														
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.														

Bella Mente Montessori Academy (128223)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
H-2	Miscellaneous Adjustments					\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments					\$ -	\$ -	\$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE													
A-1 / A-3	District Enrollment		-	-	-	-	-	-	-	-	-	-	-
A-2 / A-4	COE Enrollment		-	-	-	-	-	-	-	-	-	-	-
	Total Enrollment		-	-	-	-	-	-	-	-	-	-	-
B-1 / B-3	District Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-	-
B-2 / B-4	COE Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-	-
	Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-	-
	Single Year Unduplicated Pupil Percentage					0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage					0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(f) AVERAGE DAILY ATTENDANCE (ADA)													
ADA used for the Transitional Kindergarten Add-on ONLY:													
G-10	TK (Commencing in 2022-23)					-	-	-					
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.													
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)												
B-1, D-5	Grades TK-3		-	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-	-					
	Grades 7-8		-	-	-	-	-	-					
	Grades 9-12		-	-	-	-	-	-					
	TOTAL CURRENT YEAR ADA		-	-	-	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)												
D-9, E-1	Grades TK-3		-	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-	-					
	Grades 7-8		-	-	-	-	-	-					
	Grades 9-12		-	-	-	-	-	-					
	TOTAL NPS-CDS (Annual)		-	-	-	-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).												
	DISTRICT TOTAL		-	-	-	-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)												
F-2, F-3	Grades TK-3		-	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-	-					
	Grades 7-8		-	-	-	-	-	-					
	Grades 9-12		-	-	-	-	-	-					
	COUNTY TOTAL		-	-	-	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment					0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment					0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT													
If applicable, enter prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). NOTE: *Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.													
	Prior year	Source: Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2021-22 ADA shift reported in 2022-23 PADC ADA report	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report	
A-20	Grades TK-3		-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-	-	-	-	-	-
A-19	Grades TK-3		-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA			-	-	-	-	-	-	-	-	-	-	-
(4) NECESSARY SMALL SCHOOLS ADA													
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.													
1	NSS #1		School Code:										
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	-	-	-	-	-	-	-	-	-	-	-	
A-1, A-11, B-1, B-5	Number of FTE (round up to the full FTE) Is this school eligible for NSS funding? Type of school Best funding option calculated is: Select funding method:		-	-	-		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
							Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
							LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
							LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2	NSS #2		School Code:										
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-

Bella Mente Montessori Academy (128223)

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

2027-28

2028-29

2029-30

TOTAL

A-1, A-11, B-1, B-5

Number of FTE (round up to the full FTE)

Is this school eligible for NSS funding?

Type of school

Best funding option calculated is:

Select funding method:

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Eligible

Eligible

Eligible

Eligible

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NSS #3

School Code:

Current Year P2 ADA:

Grades TK-3

A-2, A-12

A-3, A-13

A-4, A-14

B-2, B-6

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TOTAL

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A-1, A-11, B-1, B-5

Number of FTE (round up to the full FTE)

Is this school eligible for NSS funding?

Type of school

Best funding option calculated is:

Select funding method:

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Eligible

Eligible

Eligible

Eligible

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Eligible

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NSS #4

School Code:

Current Year P2 ADA:

Grades TK-3

A-2, A-12

A-3, A-13

A-4, A-14

B-2, B-6

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TOTAL

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A-1, A-11, B-1, B-5

Number of FTE (round up to the full FTE)

Is this school eligible for NSS funding?

Type of school

Best funding option calculated is:

Select funding method:

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Eligible

Eligible

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5

NSS #5

School Code:

Current Year P2 ADA:

Grades TK-3

A-2, A-12

A-3, A-13

A-4, A-14

B-2, B-6

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TOTAL

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A-1, A-11, B-1, B-5

Number of FTE (round up to the full FTE)

Is this school eligible for NSS funding?

Type of school

Best funding option calculated is:

Select funding method:

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Eligible

Eligible

Eligible

Eligible

Eligible

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(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Use this section to override the calculated in-lieu of property tax results.

1. Clear the prepopulated number '1' from the box located to the right

2. Local calculation of total in-lieu property taxes

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

-

-

-

-

-

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-

2

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

-

-

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-

3

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

-

-

-

-

-

-

-

4

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

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Bella Mente Montessori Academy (128223)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
5	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
6	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
7	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
8	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
9	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
10	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
11	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
12	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
13	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
14	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											

Bella Mente Montessori Academy (128223)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Total ADA				-	-	-	-	-	-	-	-
15	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
16	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
17	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
18	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
19	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
20	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
21	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
22	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
23	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
24	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-

	Bella Mente Montessori Academy (128223)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
25	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
26	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
27	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
28	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
29	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
30	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
31	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
32	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
33	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
34	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
Total ADA		-	-	-	-	-	-	-	-	-	-	-
35	Charter Name											
	Charter ADA by grade span											

Bella Mente Montessori Academy (128223)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
36	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
37	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
38	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
39	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
40	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
41	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
42	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
43	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
44	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
45	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											

Bella Mente Montessori Academy (128223)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
46	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
47	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
48	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
49	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-
50	Charter Name											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA				-	-	-	-	-	-	-	-

Bella Mente Montessori Academy (128223)								
DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	165.34	202.85	228.20	240.00	264.00	302.40	319.68	335.04
Grades 4-6	119.33	128.71	101.88	100.80	118.08	115.20	132.48	136.32
Grades 7-8	58.35	58.84	80.46	70.08	77.76	79.68	78.72	81.60
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
Change in LCFF ADA (excludes NSS ADA)	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	165.34	202.85	228.20	240.00	264.00	302.40	319.68	335.04
Grades 4-6	119.33	128.71	101.88	100.80	118.08	115.20	132.48	136.32
Grades 7-8	58.35	58.84	80.46	70.08	77.76	79.68	78.72	81.60
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year

Bella Mente Montessori Academy (128223)								
DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	165.34	202.85	228.20	240.00	264.00	302.40	319.68	335.04
Grades 4-6	119.33	128.71	101.88	100.80	118.08	115.20	132.48	136.32
Grades 7-8	58.35	58.84	80.46	70.08	77.76	79.68	78.72	81.60
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	165.34	202.85	228.20	240.00	264.00	302.40	319.68	335.04
Grades 4-6	119.33	128.71	101.88	100.80	118.08	115.20	132.48	136.32
Grades 7-8	58.35	58.84	80.46	70.08	77.76	79.68	78.72	81.60
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	14.62	25.11	36.56	43.20	43.20	48.00	52.80	52.80

[illegible]

Bella Mente Montessori Academy (128223)

EDUCATION PROTECTION ACCOUNT

	Calculated* 2022-23	CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT										
A-1 Total ADA for EPA Minimum	343.02	393.52	390.40	410.54	410.54	410.88	459.84	497.28	530.88	552.96
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 68,604	\$ 78,704	\$ 78,080	\$ 82,108	\$ 82,108	\$ 82,176	\$ 91,968	\$ 99,456	\$ 106,176	\$ 110,592
EPA PROPORTIONATE SHARE CAP										
B3,B7 2012-13 Deficit Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B4, B8 Current Year Funded ADA, excluding NSS	343.02		390.40	-	410.54	410.88	459.84	497.28	530.88	552.96
B-11 2012-13 Deficit Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12 Current Year Funded ADA, including NSS	343.02		390.40	-	410.54	410.88	459.84	497.28	530.88	552.96
B9+B13 Adjusted Total Revenue Limit	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B10,B14 Current Year Adjusted NSS Allowance	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-16 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-17 Local Revenue/In-Lieu of Property Taxes	\$ 1,400,098	\$ 1,719,678	\$ 1,710,471	\$ 1,913,129	\$ 1,913,129	\$ 1,932,632	\$ 2,162,922	\$ 2,339,026	\$ 2,497,068	\$ 2,600,925
B-18 EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA PROPORTIONATE SHARE										
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)		21.98880689%		49.68656772%		49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
C-3 EPA Proportionate Share (C-1 * C-2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA ENTITLEMENT										
D-1 EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 68,604	\$ 78,704	\$ 78,080	\$ 82,108	\$ 82,108	\$ 82,176	\$ 91,968	\$ 99,456	\$ 106,176	\$ 110,592
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D-3 Adjusted EPA Entitlement (D-1 + D-2)	68,604	78,704	78,080	82,108	82,108	82,176	91,968	99,456	106,176	110,592
D-4 Prior Year Annual Adjustment	156	\$ -	-	\$ -	(624)	-				
D-5 P2 Entitlement Net of PY Adjustment	68,760	\$ 78,704	78,080	\$ 82,108	81,484	82,176	91,968	99,456	106,176	110,592
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	12.84814107%	22.03836064%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
Adjusted EPA Allocation (used to calculate LCFF Revenue)		\$ 78,704		\$ 82,108		82,176	91,968	99,456	106,176	110,592

*CDE P-2 Certification and Calculated columns can be compared to determine accruals. Enter accrual information on Data Entry tab.

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of is an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Bella Mente Montessori Academy (128223)								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	387	402	424	428	479	518	553	576
Unduplicated Pupil Count (UPC)	261	273	285	289	324	349	373	389
Unduplicated Pupil Percentage (UPP)	61.97%	66.61%	67.52%	67.54%	67.43%	67.49%	67.49%	67.47%
Current Year LCFF Average Daily Attendance (ADA)	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
Funded LCFF ADA	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	\$3,184,745	\$3,918,044	\$4,167,598	\$4,262,057	\$4,914,536	\$5,492,148	\$6,055,773	\$6,511,527
Grade Span Adjustment	157,569	209,341	238,013	256,080	290,136	343,526	375,304	406,069
Adjusted Base Grant	\$3,342,314	\$4,127,385	\$4,405,611	\$4,518,137	\$5,204,672	\$5,835,674	\$6,431,077	\$6,917,596
Supplemental Grant	414,247	549,850	594,934	610,310	701,902	787,699	868,068	933,460
Concentration Grant	151,424	287,059	323,592	331,858	382,284	428,630	472,363	508,097
Total Base, Supplemental and Concentration Grant	\$3,907,985	\$4,964,294	\$5,324,137	\$5,460,305	\$6,288,858	\$7,052,003	\$7,771,508	\$8,359,153
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	41,126	76,435	112,495	239,544	246,758	283,536	322,238	332,693
Total Allowance and Add-On Amounts	\$41,126	\$76,435	\$112,495	\$239,544	\$246,758	\$283,536	\$322,238	\$332,693
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$3,949,111	\$5,040,729	\$5,436,632	\$5,699,849	\$6,535,616	\$7,335,539	\$8,093,746	\$8,691,846
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 3,949,111	\$ 5,040,729	\$ 5,436,632	\$ 5,699,849	\$ 6,535,616	\$ 7,335,539	\$ 8,093,746	\$ 8,691,846
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,513	\$ 12,912	\$ 13,243	\$ 13,872	\$ 14,213	\$ 14,751	\$ 15,246	\$ 15,719
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	3,949,111	5,040,729	5,436,632	5,699,849	6,535,616	7,335,539	8,093,746	8,691,846
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 1,400,098	\$ 1,710,471	\$ 1,913,129	\$ 1,932,632	\$ 2,162,922	\$ 2,339,026	\$ 2,497,068	\$ 2,600,925
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 68,604	\$ 78,704	\$ 82,108	\$ 82,176	\$ 91,968	\$ 99,456	\$ 106,176	\$ 110,592
Net State Aid (excludes Additional State Aid)	\$ 2,480,409	\$ 3,251,554	\$ 3,441,395	\$ 3,685,041	\$ 4,280,726	\$ 4,897,057	\$ 5,490,502	\$ 5,980,329
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 3,949,111	\$ 5,040,729	\$ 5,436,632	\$ 5,699,849	\$ 6,535,616	\$ 7,335,539	\$ 8,093,746	\$ 8,691,846
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$ 2,480,409	\$ 3,251,554	\$ 3,441,395	\$ 3,685,041	\$ 4,280,726	\$ 4,897,057	\$ 5,490,502	\$ 5,980,329
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 68,604	\$ 78,080	\$ 82,108	\$ 82,176	\$ 91,968	\$ 99,456	\$ 106,176	\$ 110,592
(P-2 plus Current Year Accrual)								
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ 156	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)								
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,400,098	1,710,471	1,913,129	1,932,632	2,162,922	2,339,026	2,497,068	2,600,925
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 3,949,111	\$ 5,040,729	\$ 5,436,632	\$ 5,699,849	\$ 6,535,616	\$ 7,335,539	\$ 8,093,746	\$ 8,691,846
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 3,949,111	\$ 5,040,729	\$ 5,436,632	\$ 5,699,849	\$ 6,535,616	\$ 7,335,539	\$ 8,093,746	\$ 8,691,846
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 3,383,440	\$ 4,203,820	\$ 4,518,106	\$ 4,757,681	\$ 5,451,430	\$ 6,119,210	\$ 6,753,315	\$ 7,250,289
Supplemental and Concentration Grant funding in the LCAP year	\$ 565,671	\$ 836,909	\$ 918,526	\$ 942,168	\$ 1,084,186	\$ 1,216,329	\$ 1,340,431	\$ 1,441,557
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 34,944	\$ 66,244	\$ 74,675	\$ 76,583	\$ 88,220	\$ 98,914	\$ 109,007	\$ 117,253
Percentage to Increase or Improve Services	16.72%	19.91%	20.33%	19.80%	19.89%	19.88%	19.85%	19.88%
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
CY ADA (Actual)								

Bella Mente Montessori Academy (128223)									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
Funded ADA for NSS	-	-	-	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #2									
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #3									
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #4									
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #5									
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 11,831.59	\$ 13,171.53	\$ 13,375.57	\$ 13,684.19	\$ 14,094.94	\$ 14,577.29	\$ 15,060.66	\$ 15,548.35	
Grades 4-6	\$ 10,878.66	\$ 12,110.69	\$ 12,298.80	\$ 12,582.01	\$ 12,959.12	\$ 13,403.91	\$ 13,847.40	\$ 14,295.25	
Grades 7-8	\$ 11,201.37	\$ 12,469.12	\$ 12,662.56	\$ 12,954.23	\$ 13,343.37	\$ 13,801.48	\$ 14,258.27	\$ 14,719.40	
Grades 9-12	\$ 13,318.87	\$ 14,826.55	\$ 15,057.79	\$ 15,403.92	\$ 15,866.32	\$ 16,410.48	\$ 16,954.27	\$ 17,502.32	
Base Grants									
Grades TK-3	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,256	\$ 10,566	\$ 10,927	\$ 11,289	\$ 11,655	
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,411	\$ 10,725	\$ 11,092	\$ 11,459	\$ 11,830	
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,719	\$ 11,043	\$ 11,421	\$ 11,799	\$ 12,181	
Grades 9-12	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,423	\$ 12,798	\$ 13,236	\$ 13,674	\$ 14,117	
Grade Span Adjustment									
Grades TK-3	\$ 953	\$ 1,032	\$ 1,043	\$ 1,067	\$ 1,099	\$ 1,136	\$ 1,174	\$ 1,212	
Grades 9-12	\$ 289	\$ 312	\$ 316	\$ 323	\$ 333	\$ 344	\$ 356	\$ 367	
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 10,119	\$ 10,951	\$ 11,068	\$ 11,323	\$ 11,665	\$ 12,063	\$ 12,463	\$ 12,867	
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,411	\$ 10,725	\$ 11,092	\$ 11,459	\$ 11,830	
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,719	\$ 11,043	\$ 11,421	\$ 11,799	\$ 12,181	
Grades 9-12	\$ 11,391	\$ 12,327	\$ 12,460	\$ 12,746	\$ 13,131	\$ 13,580	\$ 14,030	\$ 14,484	
Prorated Base Grants									
Grades TK-3	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,256	\$ 10,566	\$ 10,927	\$ 11,289	\$ 11,655	
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,411	\$ 10,725	\$ 11,092	\$ 11,459	\$ 11,830	
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,719	\$ 11,043	\$ 11,421	\$ 11,799	\$ 12,181	
Grades 9-12	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,423	\$ 12,798	\$ 13,236	\$ 13,674	\$ 14,117	
Prorated Grade Span Adjustment									
Grades TK-3	\$ 953	\$ 1,032	\$ 1,043	\$ 1,067	\$ 1,099	\$ 1,136	\$ 1,174	\$ 1,212	
Grades 9-12	\$ 289	\$ 312	\$ 316	\$ 323	\$ 333	\$ 344	\$ 356	\$ 367	
Supplemental Grant									
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%	
Grades TK-3	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,265	\$ 2,333	\$ 2,413	\$ 2,493	\$ 2,573	
Grades 4-6	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,082	\$ 2,145	\$ 2,218	\$ 2,292	\$ 2,366	
Grades 7-8	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,144	\$ 2,209	\$ 2,284	\$ 2,360	\$ 2,436	
Grades 9-12	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,549	\$ 2,626	\$ 2,716	\$ 2,806	\$ 2,897	
Actual - 1.00 ADA, Local UPP as follows:									
Grades TK-3	\$ 1,254	\$ 1,459	\$ 1,495	\$ 1,530	\$ 1,573	\$ 1,628	\$ 1,682	\$ 1,736	
Grades 4-6	\$ 1,153	\$ 1,341	\$ 1,374	\$ 1,406	\$ 1,446	\$ 1,497	\$ 1,547	\$ 1,596	
Grades 7-8	\$ 1,187	\$ 1,381	\$ 1,415	\$ 1,448	\$ 1,489	\$ 1,542	\$ 1,593	\$ 1,644	
Grades 9-12	\$ 1,412	\$ 1,642	\$ 1,683	\$ 1,722	\$ 1,771	\$ 1,833	\$ 1,894	\$ 1,954	
Concentration Grant (>55% population)									
Maximum - 1.00 ADA, 100% UPP	65%	65%	65%	65%	65%	65%	65%	65%	
Grades TK-3	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,360	\$ 7,582	\$ 7,841	\$ 8,101	\$ 8,364	
Grades 4-6	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,767	\$ 6,971	\$ 7,210	\$ 7,448	\$ 7,690	
Grades 7-8	\$ 6,227	\$ 6,739	\$ 6,811	\$ 6,967	\$ 7,178	\$ 7,424	\$ 7,669	\$ 7,918	
Grades 9-12	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,285	\$ 8,535	\$ 8,827	\$ 9,120	\$ 9,415	
Actual - 1.00 ADA, Local UPP >55% as follows:									
Grades TK-3	\$ 458	\$ 762	\$ 813	\$ 832	\$ 857	\$ 886	\$ 915	\$ 945	
Grades 4-6	\$ 422	\$ 700	\$ 748	\$ 765	\$ 788	\$ 815	\$ 842	\$ 869	
Grades 7-8	\$ 434	\$ 721	\$ 770	\$ 787	\$ 811	\$ 839	\$ 867	\$ 895	
Grades 9-12	\$ 516	\$ 857	\$ 915	\$ 936	\$ 964	\$ 997	\$ 1,031	\$ 1,064	

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA

2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Prior Year Basic Aid Status

1	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bella Mente Montessori Academy (128223)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
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6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bella Mente Montessori Academy (128223)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
183													
184	NSS Add-on per ADA - -												
185	ADA & NSS FTE												
186	2023-24												
187	DISTRICT NSS 1 # NSS 2 # NSS 3 # NSS 4 # NSS 5 # NPS, CDS, & COE operated												
188	Third PY ADA (net of charter shift)												
189	2020-21 Grades TK-3 - - - - -												
190	Grades 4-6 - - - - -												
191	Grades 7-8 - - - - -												
192	Grades 9-12 - - - - -												
193	Third PRIOR YEAR ADA - - - - -												
194	Third PY NUMBER OF FTE - - - - -												
195	Second PY ADA (net of charter shift)												
196	2021-22 Grades TK-3 - - - - -												
197	Grades 4-6 - - - - -												
198	Grades 7-8 - - - - -												
199	Grades 9-12 - - - - -												
200	Second PRIOR YEAR ADA - - - - -												
201	Second PY NUMBER OF FTE - - - - -												
202	PRIOR YEAR ADA (net of charter shift)												
203	2022-23 Grades TK-3 - - - - -												
204	Grades 4-6 - - - - -												
205	Grades 7-8 - - - - -												
206	Grades 9-12 - - - - -												
207	PRIOR YEAR ADA - - - - -												
208	PRIOR YEAR NUMBER OF FTE - - - - -												
209	THREE PRIOR YEAR AVERAGE (net of charter shift)												
210	Grades TK-3 - - - - -												
211	Grades 4-6 - - - - -												
212	Grades 7-8 - - - - -												
213	Grades 9-12 - - - - -												
214	3 PY AVERAGE ADA - - - - -												
215	3 PRIOR YEAR NUMBER OF FTE - - - - -												
216	CURRENT YEAR ADA (before charter shift)												
217	2023-24 Grades TK-3 - - - - -												
218	Grades 4-6 - - - - -												
219	Grades 7-8 - - - - -												
220	Grades 9-12 - - - - -												
221	CURRENT YEAR ADA - - - - -												
222	CURRENT YEAR NUMBER OF FTE - - - - -												
223	NSS FUNDING CALCULATIONS												
224	Eligibility as a NSS NSS 1 NSS 2 NSS 3 NSS 4 NSS 5												
225	Type of NSS school Eligible Eligible Eligible Eligible Eligible												
226	NSS Allowance if funded as NSS & on prior year Not NSS Not NSS Not NSS Not NSS Not NSS												
227	NSS allowance level - - - - -												
228	NSS Allowance using PY - - - - -												
229	NSS Add-on using PY - - - - -												
230	Total NSS Allowance using PY - - - - -												
231	NSS Allowance if funded as NSS & on 3 PY average												
232	NSS allowance level - - - - -												
233	NSS Allowance using 3 PY average - - - - -												
234	NSS Add-on using 3 PY average - - - - -												
235	Total NSS Allowance using 3 PY average - - - - -												
236	NSS Allowance if funded as NSS & on current year												
237	NSS allowance level - - - - -												
238	NSS Allowance using CY - - - - -												
239	NSS Add-on using CY - - - - -												
240	Total NSS Allowance using CY - - - - -												
241	NSS allowance level >0? NO NO NO NO NO												
242	NSS Allowance if funded as NSS is based on Current Yr Current Yr Current Yr Current Yr Current Yr												
243	NSS Funding - - - - -												
244	NSS ADA Grades TK-3 - - - - -												
245	Grades 4-6 - - - - -												
246	Grades 7-8 - - - - -												
247	Grades 9-12 - - - - -												
248	Total - - - - -												
249	NSS allowance Level - - - - -												
250													
251													
252	2023-24												
253	Funded P2 NSS ADA and NSS Allowances NSS 1 # NSS 2 # NSS 3 # NSS 4 # NSS 5 # TOTAL												
254	Best funding option calculated is: LCFF LCFF LCFF LCFF LCFF												
255	Selected funding method: LCFF LCFF LCFF LCFF LCFF												
256	202 NSS Allowance												
257	Third Prior Year 2020-21												
258	NSS ADA												
259	Grades TK-3 - - - - -												
260	Grades 4-6 - - - - -												
261	Grades 7-8 - - - - -												
262	Grades 9-12 - - - - -												
263	P2 NSS ADA - - - - -												
264	Second Prior Year 2021-22												
265	NSS ADA												
266	Grades TK-3 - - - - -												
267	Grades 4-6 - - - - -												
268	Grades 7-8 - - - - -												
269	Grades 9-12 - - - - -												
270	P2 NSS ADA - - - - -												
271	Prior Year 2022-23												

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NSS Calculation - page 23 of 33

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bella Mente Montessori Academy (128223)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
360	PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	-	
361	THREE PRIOR YEAR AVERAGE (net of charter shift)												
362	Grades TK-3						-	-	-	-	-	-	
363	Grades 4-6						-	-	-	-	-	-	
364	Grades 7-8						-	-	-	-	-	-	
365	Grades 9-12						-	-	-	-	-	-	
366	3 PY AVERAGE ADA						-	-	-	-	-	-	
367	3 PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	-	
368	CURRENT YEAR ADA (before charter shift)												
369	2024-25 Grades TK-3						-	-	-	-	-	-	
370	Grades 4-6						-	-	-	-	-	-	
371	Grades 7-8						-	-	-	-	-	-	
372	Grades 9-12						-	-	-	-	-	-	
373	CURRENT YEAR ADA						-	-	-	-	-	-	
374	CURRENT YEAR NUMBER OF FTE						-	-	-	-	-	-	
375	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
376	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible		
377	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
378	NSS Allowance if funded as NSS & on prior year												
379	NSS allowance level						-	-	-	-	-		
380	NSS Allowance using PY						-	-	-	-	-		
381	NSS Add-on using PY						-	-	-	-	-		
382	Total NSS Allowance using PY						-	-	-	-	-		
383	NSS Allowance if funded as NSS & on 3 PY average												
384	NSS allowance level						-	-	-	-	-		
385	NSS Allowance using 3 PY average						-	-	-	-	-		
386	NSS Add-on using 3 PY average						-	-	-	-	-		
387	Total NSS Allowance using 3 PY average						-	-	-	-	-		
388	NSS Allowance if funded as NSS & on current year												
389	NSS allowance level						-	-	-	-	-		
390	NSS Allowance using CY						-	-	-	-	-		
391	NSS Add-on using CY						-	-	-	-	-		
392	Total NSS Allowance using CY						-	-	-	-	-		
393	NSS allowance level >0?						NO	NO	NO	NO	NO		
394	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
395	NSS Funding						-	-	-	-	-		
396	NSS ADA Grades TK-3						-	-	-	-	-		
397	Grades 4-6						-	-	-	-	-		
398	Grades 7-8						-	-	-	-	-		
399	Grades 9-12						-	-	-	-	-		
400	Total						-	-	-	-	-		
401	NSS allowance Level						-	-	-	-	-		
402													
403													
404													
405													
406	Funded P2 NSS ADA and NSS Allowances						NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL	
407	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF		
408	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF		
409	202 NSS Allowance												
410	Third Prior Year 2021-22												
411	NSS ADA												
412	Grades TK-3						-	-	-	-	-	-	
413	Grades 4-6						-	-	-	-	-	-	
414	Grades 7-8						-	-	-	-	-	-	
415	Grades 9-12						-	-	-	-	-	-	
416	P2 NSS ADA						-	-	-	-	-	-	
417	Second Prior Year 2022-23												
418	NSS ADA												
419	Grades TK-3						-	-	-	-	-	-	
420	Grades 4-6						-	-	-	-	-	-	
421	Grades 7-8						-	-	-	-	-	-	
422	Grades 9-12						-	-	-	-	-	-	
423	P2 NSS ADA						-	-	-	-	-	-	
424	Prior Year 2023-24												
425	NSS ADA												
426	Grades TK-3						-	-	-	-	-	-	
427	Grades 4-6						-	-	-	-	-	-	
428	Grades 7-8						-	-	-	-	-	-	
429	Grades 9-12						-	-	-	-	-	-	
430	P2 NSS ADA						-	-	-	-	-	-	
431	NSS Allowances						-	-	-	-	-	-	
432	Current Year 2024-25												
433	NSS ADA												
434	Grades TK-3						-	-	-	-	-	-	
435	Grades 4-6						-	-	-	-	-	-	
436	Grades 7-8						-	-	-	-	-	-	
437	Grades 9-12						-	-	-	-	-	-	
438	P2 NSS ADA						-	-	-	-	-	-	
439	NSS Allowances						-	-	-	-	-	-	
440	Funded NSS allowance Level						-	-	-	-	-	-	
441	NSS ADA												
442	Grades TK-3						-	-	-	-	-	-	
443	Grades 4-6						-	-	-	-	-	-	
444	Grades 7-8						-	-	-	-	-	-	
445	Grades 9-12						-	-	-	-	-	-	
446	P2 NSS ADA						-	-	-	-	-	-	
447	NSS Allowances						-	-	-	-	-	-	
448	Exclude: LCFF Adjusted Base Funding for NSS ADA						NSS ADA	Rates		Amounts		Total	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bella Mente Montessori Academy (128223)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
449						Base	Grade Span	Base	Grade Span				
450		Grades TK-3			-	10,025	1,043	-	-	-	-	-	
451		Grades 4-6			-	10,177	-	-	-	-	-	-	
452		Grades 7-8			-	10,478	-	-	-	-	-	-	
453		Grades 9-12			-	12,144	316	-	-	-	-	-	
454	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
455	Adjusted NSS Allowance (Deficit) for EPA												
456	Funding at 12-13 levels (deficit)												
457	NSS Allowances												
458	NSS Add-on												
459	NSS Add-on per ADA												
460	Funded ADA												
461	NSS Add-on												
462	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
463													
464													
465													
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470													
471													
472													
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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bella Mente Montessori Academy (128223)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
5	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
538	NSS Allowance using 3 PY average						-	-	-	-	-	-	
539	NSS Add-on using 3 PY average						-	-	-	-	-	-	
540	Total NSS Allowance using 3 PY average						-	-	-	-	-	-	
541	NSS Allowance if funded as NSS & on current year						-	-	-	-	-	-	
542	NSS allowance level						-	-	-	-	-	-	
543	NSS Allowance using CY						-	-	-	-	-	-	
544	NSS Add-on using CY						-	-	-	-	-	-	
545	Total NSS Allowance using CY						-	-	-	-	-	-	
546	NSS allowance level >0?						NO	NO	NO	NO	NO		
547	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
548	NSS Funding						-	-	-	-	-	-	
549	NSS ADA						-	-	-	-	-	-	
550	Grades TK-3						-	-	-	-	-	-	
551	Grades 4-6						-	-	-	-	-	-	
552	Grades 7-8						-	-	-	-	-	-	
553	Grades 9-12						-	-	-	-	-	-	
554	Total						-	-	-	-	-	-	
555	NSS allowance Level						-	-	-	-	-	-	
556													
557													
558	2025-26												
559	Funded P2 NSS ADA and NSS Allowances						NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL	
560	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF		
561	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF		
562	202 NSS Allowance												
563	Third Prior Year						2022-23						
564	NSS ADA												
565	Grades TK-3						-	-	-	-	-	-	
566	Grades 4-6						-	-	-	-	-	-	
567	Grades 7-8						-	-	-	-	-	-	
568	Grades 9-12						-	-	-	-	-	-	
569	P2 NSS ADA						-	-	-	-	-	-	
570	Second Prior Year						2023-24						
571	NSS ADA												
572	Grades TK-3						-	-	-	-	-	-	
573	Grades 4-6						-	-	-	-	-	-	
574	Grades 7-8						-	-	-	-	-	-	
575	Grades 9-12						-	-	-	-	-	-	
576	P2 NSS ADA						-	-	-	-	-	-	
577	Prior Year						2024-25						
578	NSS ADA												
579	Grades TK-3						-	-	-	-	-	-	
580	Grades 4-6						-	-	-	-	-	-	
581	Grades 7-8						-	-	-	-	-	-	
582	Grades 9-12						-	-	-	-	-	-	
583	P2 NSS ADA						-	-	-	-	-	-	
584	NSS Allowances						-	-	-	-	-	-	
585	Current Year						2025-26						
586	NSS ADA												
587	Grades TK-3						-	-	-	-	-	-	
588	Grades 4-6						-	-	-	-	-	-	
589	Grades 7-8						-	-	-	-	-	-	
590	Grades 9-12						-	-	-	-	-	-	
591	P2 NSS ADA						-	-	-	-	-	-	
592	NSS Allowances						-	-	-	-	-	-	
593	NSS allowance Level						-	-	-	-	-	-	
594	NSS ADA												
595	Grades TK-3						-	-	-	-	-	-	
596	Grades 4-6						-	-	-	-	-	-	
597	Grades 7-8						-	-	-	-	-	-	
598	Grades 9-12						-	-	-	-	-	-	
599	P2 NSS ADA						-	-	-	-	-	-	
600	NSS Allowances						-	-	-	-	-	-	
601	Exclude: LCFF Adjusted Base Funding for NSS ADA						NSS ADA	Rates	Amounts			Total	
602								Base	Grade Span	Base	Grade Span		
603	Grades TK-3						-	10,256	1,067	-	-	-	
604	Grades 4-6						-	10,411	-	-	-	-	
605	Grades 7-8						-	10,719	-	-	-	-	
606	Grades 9-12						-	12,423	323	-	-	-	
607	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						-	-	-	-	-	-	
608	Adjusted NSS Allowance (Deficit) for EPA						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
609	Funding at 12-13 levels (deficit)												
610	NSS Allowances						-	-	-	-	-	-	
611	NSS Add-on						-	-	-	-	-	-	
612	NSS Add-on per ADA						-	-	-	-	-	-	
613	Funded ADA						-	-	-	-	-	-	
614	NSS Add-on						-	-	-	-	-	-	
615	TOTAL Adjusted NSS Allowance (Deficit) for EPA						-	-	-	-	-	-	
616													
617													
618													
619	RATES						2026-27	12/13 def. rate +					
620	ADA						Level / # FTE	Allowance	COLA for EPA				
621	Elementary												
622	1 - 24						1	285,836	161,282				
623	25 - 48						2	565,654	322,565				
624	49 - 72						3	845,718	483,846				
625	73 - 96						4	1,125,534	645,128				
626	High School									Funded COLA 2026-27	3.02%		

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Packet page 735
NSS Calculation - page 27 of 33

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bella Mente Montessori Academy (128223)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA												
4	funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span												
5	adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive												
6	amount. Supplemental and Concentration grants are not affected by this calculation.												
7	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
716	Third Prior Year 2023-24												
717	NSS ADA												
718	Grades TK-3												
719	Grades 4-6												
720	Grades 7-8												
721	Grades 9-12												
722	P2 NSS ADA												
723	Second Prior Year 2024-25												
724	NSS ADA												
725	Grades TK-3												
726	Grades 4-6												
727	Grades 7-8												
728	Grades 9-12												
729	P2 NSS ADA												
730	Prior Year 2025-26												
731	NSS ADA												
732	Grades TK-3												
733	Grades 4-6												
734	Grades 7-8												
735	Grades 9-12												
736	P2 NSS ADA												
737	NSS Allowances												
738	Current Year 2026-27												
739	NSS ADA												
740	Grades TK-3												
741	Grades 4-6												
742	Grades 7-8												
743	Grades 9-12												
744	P2 NSS ADA												
745	NSS Allowances												
746	Funded NSS allowance Level												
747	NSS ADA												
748	Grades TK-3												
749	Grades 4-6												
750	Grades 7-8												
751	Grades 9-12												
752	P2 NSS ADA												
753	NSS Allowances												
754	Exclude: LCFF Adjusted Base Funding for NSS ADA												
755	NSS ADA Rates Amounts Total												
756	Base Grade Span Base Grade Span												
757	Grades TK-3 10,566 1,099 - -												
758	Grades 4-6 10,725 - - -												
759	Grades 7-8 11,043 - - -												
760	Grades 9-12 12,798 333 - -												
761	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
762	Adjusted NSS Allowance (Deficit) for EPA												
763	Funding at 12-13 levels (deficit)												
764	NSS Allowances												
765	NSS Add-on												
766	NSS Add-on per ADA												
767	Funded ADA												
768	NSS Add-on												
769	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
770													
771													
772	RATES 2027-28 12/13 def. rate +												
773	ADA Level / # FTE Allowance COLA for EPA												
774	Elementary												
775	1 - 24 1 295,612 166,798												
776	25 - 48 2 584,999 333,597												
777	49 - 72 3 874,642 500,394												
778	73 - 96 4 1,164,027 667,191												
779	High School												
780	1 - 19 1 249,117 135,388												
781	1 - 19 2 355,179 270,776												
782	1 - 19 3 788,968 601,386												
783	20 - 38 4 966,556 736,773												
784	39 - 57 5 1,144,147 872,165												
785	58 - 71 6 1,321,736 1,007,551												
786	72 - 86 7 1,499,326 1,142,940												
787	87 - 100 8 1,676,915 1,278,329												
788	101 - 114 9 1,854,505 1,413,716												
789	115 - 129 10 2,032,093 1,549,104												
790	130 - 143 11 2,209,684 1,684,493												
791	144 - 171 12 2,387,275 1,819,882												
792	172 - 210 13 2,858,423 1,955,270												
793	211 - 248 14 3,374,505 2,090,658												
794	249 - 286 15 3,890,595 2,226,046												
795													
796	NSS Add-on per ADA - -												
797	ADA & NSS FTE												
798	2027-28												
799	DISTRICT NSS 1 # NSS 2 # NSS 3 # NSS 4 # NSS 5 # NPS, CDS, & COE operated												
800	Third PY ADA (net of charter shift)												
801	2024-25												
802	Grades TK-3												
803	Grades 4-6												
804	Grades 7-8												
805	Grades 9-12												
806	Third PRIOR YEAR ADA												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1		Bella Mente Montessori Academy (128223)											
2		NECESSARY SMALL SCHOOLS (NSS)											
3		<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>											
4													
5													
6		SECTION 1: DATA NEEDED TO CALCULATE FUNDING											
805		Third PY NUMBER OF FTE					-	-	-	-	-	-	
806		Second PY ADA (net of charter shift)											
807		2025-26	Grades TK-3	-	-	-	-	-	-	-	-	-	
808			Grades 4-6	-	-	-	-	-	-	-	-	-	
809			Grades 7-8	-	-	-	-	-	-	-	-	-	
810			Grades 9-12	-	-	-	-	-	-	-	-	-	
811		Second PRIOR YEAR ADA					-	-	-	-	-	-	
812		Second PY NUMBER OF FTE					-	-	-	-	-	-	
813		PRIOR YEAR ADA (net of charter shift)											
814		2026-27	Grades TK-3	-	-	-	-	-	-	-	-	-	
815			Grades 4-6	-	-	-	-	-	-	-	-	-	
816			Grades 7-8	-	-	-	-	-	-	-	-	-	
817			Grades 9-12	-	-	-	-	-	-	-	-	-	
818		PRIOR YEAR ADA					-	-	-	-	-	-	
819		PRIOR YEAR NUMBER OF FTE					-	-	-	-	-	-	
820		THREE PRIOR YEAR AVERAGE (net of charter shift)											
821			Grades TK-3	-	-	-	-	-	-	-	-	-	
822			Grades 4-6	-	-	-	-	-	-	-	-	-	
823			Grades 7-8	-	-	-	-	-	-	-	-	-	
824			Grades 9-12	-	-	-	-	-	-	-	-	-	
825		3 PY AVERAGE ADA					-	-	-	-	-	-	
826		3 PRIOR YEAR NUMBER OF FTE					-	-	-	-	-	-	
827		CURRENT YEAR ADA (before charter shift)											
828		2027-28	Grades TK-3	-	-	-	-	-	-	-	-	-	
829			Grades 4-6	-	-	-	-	-	-	-	-	-	
830			Grades 7-8	-	-	-	-	-	-	-	-	-	
831			Grades 9-12	-	-	-	-	-	-	-	-	-	
832		CURRENT YEAR ADA					-	-	-	-	-	-	
833		CURRENT YEAR NUMBER OF FTE					-	-	-	-	-	-	
834		NSS FUNDING CALCULATIONS					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
835		Eligibility as a NSS					Eligible	Eligible	Eligible	Eligible	Eligible		
836		Type of NSS school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
837		NSS Allowance if funded as NSS & on prior year											
838			NSS allowance level	-	-	-	-	-	-	-	-	-	
839			NSS Allowance using PY	-	-	-	-	-	-	-	-	-	
840			NSS Add-on using PY	-	-	-	-	-	-	-	-	-	
841			Total NSS Allowance using PY	-	-	-	-	-	-	-	-	-	
842		NSS Allowance if funded as NSS & on 3 PY average											
843			NSS allowance level	-	-	-	-	-	-	-	-	-	
844			NSS Allowance using 3 PY average	-	-	-	-	-	-	-	-	-	
845			NSS Add-on using 3 PY average	-	-	-	-	-	-	-	-	-	
846			Total NSS Allowance using 3 PY average	-	-	-	-	-	-	-	-	-	
847		NSS Allowance if funded as NSS & on current year											
848			NSS allowance level	-	-	-	-	-	-	-	-	-	
849			NSS Allowance using CY	-	-	-	-	-	-	-	-	-	
850			NSS Add-on using CY	-	-	-	-	-	-	-	-	-	
851			Total NSS Allowance using CY	-	-	-	-	-	-	-	-	-	
852			NSS allowance level >0?										
853		NSS Allowance if funded as NSS is based on					NO	NO	NO	NO	NO		
854			NSS Funding	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
855			NSS ADA	-	-	-	-	-	-	-	-	-	
856			Grades TK-3	-	-	-	-	-	-	-	-	-	
857			Grades 4-6	-	-	-	-	-	-	-	-	-	
858			Grades 7-8	-	-	-	-	-	-	-	-	-	
859			Grades 9-12	-	-	-	-	-	-	-	-	-	
860			Total	-	-	-	-	-	-	-	-	-	
861			NSS allowance Level	-	-	-	-	-	-	-	-	-	
862													
863													
864													
865		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL	
866		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF		
867		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF		

Bella Mente Montessori Academy (128223)

Charts and Graphs

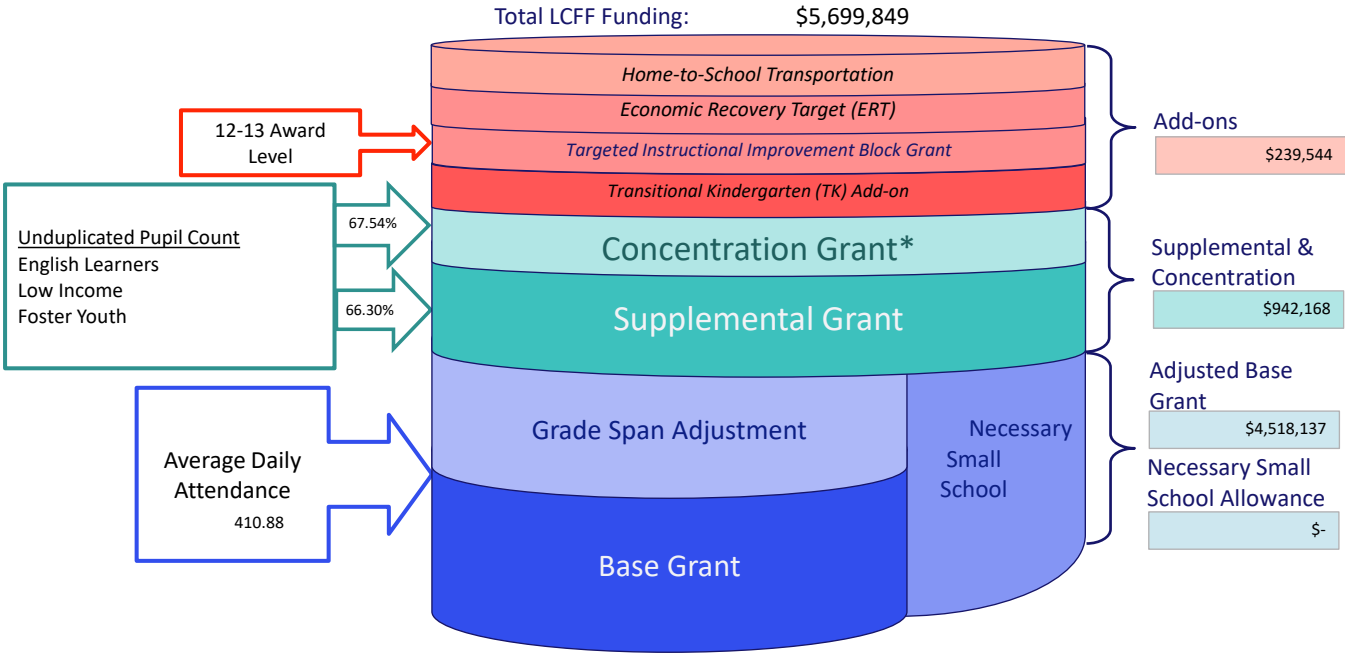
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2025-26

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2025-26	
Base Grant	\$ 4,262,057	410.88 ADA
Grade Span Adjustment	\$ 256,080	\$ 4,518,137 Adjusted Base Grant
Supplemental Grant	\$ 610,310 67.54%	
Concentration Grant	\$ 331,858 66.30%	\$ 942,168 Supplemental & Concentration
Allowance: Necessary Small School	\$ -	\$ - Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -	
Add-on: Home-to-School Transportation	\$ -	
Add-on: Small School District Bus Replacement Program	\$ -	\$ 239,544 Add-ons
Add-on Economic Recovery Target	\$ -	
Add-on: Transitional Kindergarten	\$ 239,544	
Total	\$ 5,699,849	\$ 5,699,849

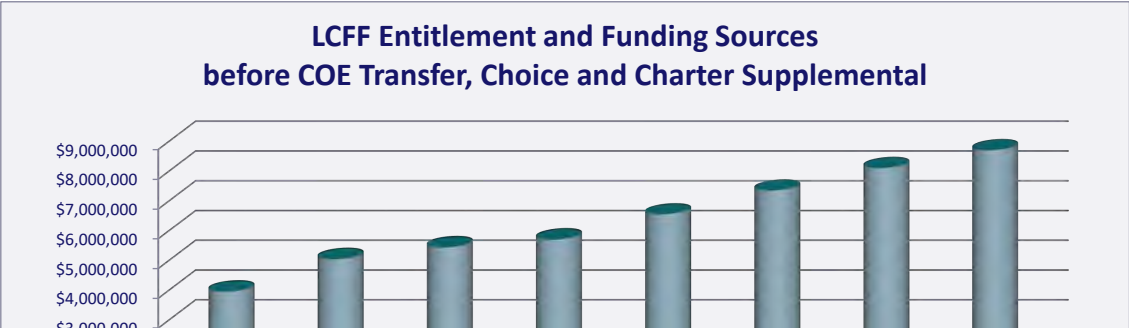


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Supplemental Grant Calculation-EC 42238.02 (e)									
2025-26	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant	
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d = (a+b) x c</i>	<i>e</i>	<i>f = (a+b) x c x e</i>	<i>g</i>	<i>h = f x g</i>	
*Grades TK-3	\$ 10,256	\$ 1,067	20.00%	\$ 2,264.60	67.54%	\$ 1,529.51	240.00	367,083	
Grades 4-6	\$ 10,411	\$ -	20.00%	\$ 2,082.20	67.54%	\$ 1,406.32	100.80	141,757	
Grades 7-8	\$ 10,719	\$ -	20.00%	\$ 2,143.80	67.54%	\$ 1,447.92	70.08	101,470	
*Grades 9-12	\$ 12,423	\$ 323	20.00%	\$ 2,549.20	67.54%	\$ 1,721.73	-	-	
<i>*Base Grant + Grade Span</i>									\$ 610,310

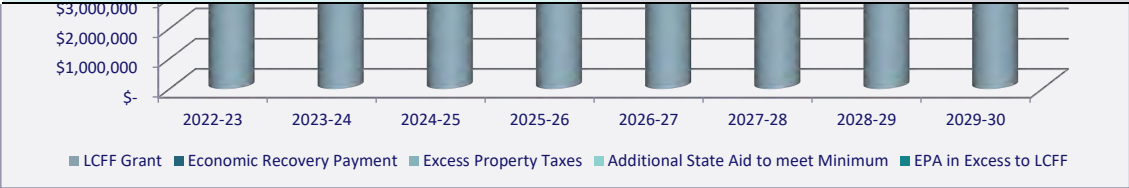
Concentration Grant Calculation-EC 42238.02 (f)									
2025-26	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Maximum Concentration Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant	
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d = (a+b) x c x 45%</i>	<i>e = UPP - 55%</i>	<i>f = (a+b) x c x e</i>	<i>g</i>	<i>h = f x g</i>	
*Grades TK-3	\$ 10,256	\$ 1,067	65.00%	\$ 3,311.98	11.30%	\$ 831.67	240.00	199,602	
Grades 4-6	\$ 10,411	\$ -	65.00%	\$ 3,045.22	11.30%	\$ 764.69	100.80	77,081	
Grades 7-8	\$ 10,719	\$ -	65.00%	\$ 3,135.31	11.30%	\$ 787.31	70.08	55,175	
*Grades 9-12	\$ 12,423	\$ 323	65.00%	\$ 3,728.21	11.30%	\$ 936.19	-	-	
<i>*Base Grant + Grade Span</i>									\$ 331,858

Funding Sources										
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30		
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
LCFF Grant	\$ 3,949,111	\$ 5,040,729	\$ 5,436,632	\$ 5,699,849	\$ 6,535,616	\$ 7,335,539	\$ 8,093,746	\$ 8,691,846		
Total General Purpose Funding	\$ 3,949,111	\$ 5,040,729	\$ 5,436,632	\$ 5,699,849	\$ 6,535,616	\$ 7,335,539	\$ 8,093,746	\$ 8,691,846		

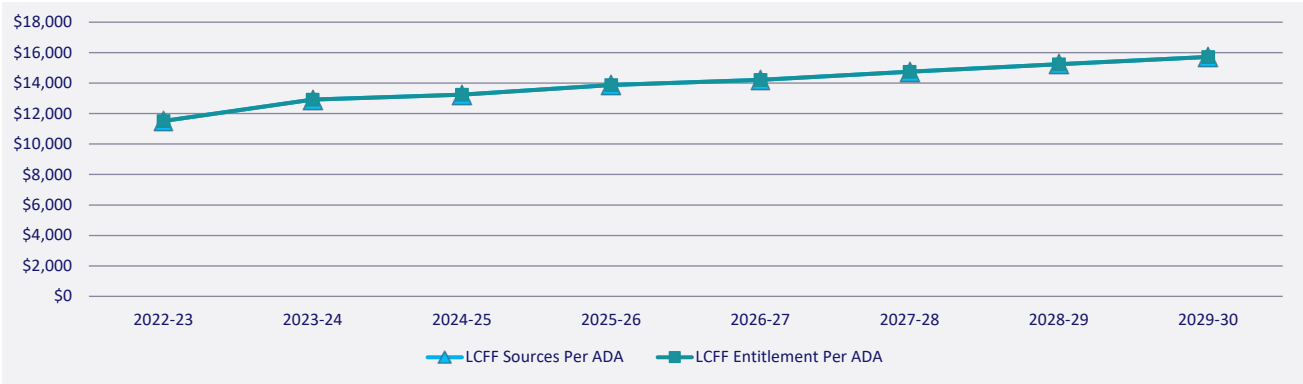


Bella Mente Montessori Academy (128223)

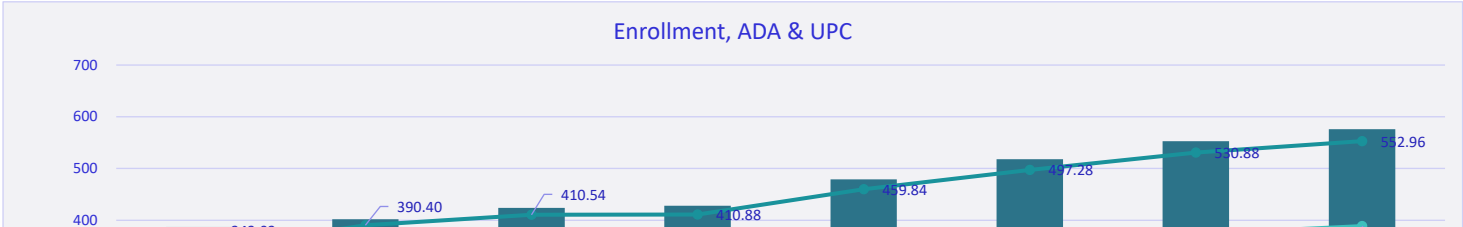
Charts and Graphs



LCFF Entitlement per ADA								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded ADA (LCFF & NSS)	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96
LCFF Sources per ADA, including NSS	\$ 11,512.77	\$ 12,911.70	\$ 13,242.64	\$ 13,872.30	\$ 14,212.80	\$ 14,751.33	\$ 15,245.90	\$ 15,718.76
Net Dollar Change per ADA		\$ 1,398.93	\$ 330.93	\$ 629.66	\$ 340.51	\$ 538.52	\$ 494.58	\$ 472.86
Net Percent Change		12.15%	2.56%	4.75%	2.45%	3.79%	3.35%	3.10%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 11,512.77	\$ 12,911.70	\$ 13,242.64	\$ 13,872.30	\$ 14,212.80	\$ 14,751.33	\$ 15,245.90	\$ 15,718.76
Net Change per ADA		\$ 1,398.93	\$ 330.93	\$ 629.66	\$ 340.51	\$ 538.52	\$ 494.58	\$ 472.86
Net Percent Change		12.15%	2.56%	4.75%	2.45%	3.79%	3.35%	3.10%

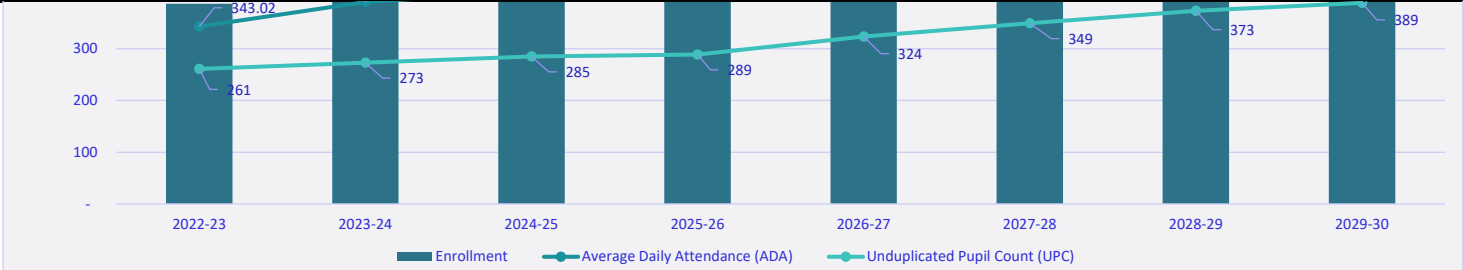


Student Summary, excluding COE								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	387	402	424	428	479	518	553	576
Unduplicated Pupil Count (UPC)	261	273	285	289	324	349	373	389
Average Daily Attendance (ADA)	343.02	390.40	410.54	410.88	459.84	497.28	530.88	552.96



Bella Mente Montessori Academy (128223)

Charts and Graphs



**APPENDIX Q:
JUNE 30, 2024 AUDIT REPORT**



Bella Mente Montessori Academy Charter School

Charter #1515

Financial Statements
June 30, 2024



Bella Mente Montessori Academy Charter School

Financial Statements
Year Ended June 30, 2024

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Independent Auditor's Report

To the Board of Directors
Bella Mente Montessori Academy Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Bella Mente Montessori Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bella Mente Montessori Academy Charter School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Bella Mente Montessori Academy Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Bella Mente Montessori Academy Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Bella Mente Montessori Academy Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Bella Mente Montessori Academy Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Bella Mente Montessori Academy Charter School's financial statements.

The accompanying financial statements by school and additional accompanying supplementary information, as identified in the Table of Contents and as required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Other Information section of the report, as identified in the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 10, 2024 on our consideration of Bella Mente Montessori Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Bella Mente Montessori Academy Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bella Mente Montessori Academy Charter School's internal control over financial reporting and compliance.



El Cajon, California
December 10, 2024

Financial Statements

Bella Mente Montessori Academy Charter School

Statement of Financial Position

June 30, 2024

Assets

Cash and cash equivalents	\$ 10,664,824
Accounts receivable	755,591
Accounts receivable - finance leases	13,806,319
Prepaid expenses	41,431
Other assets cost of issuance	687,574
Property and equipment, net	3,835,223
Right-of-use assets, financing leases	
Facilities and equipment	11,478,222
Accumulated amortization	<u>(2,293,249)</u>
Total Assets	<u><u>\$ 38,975,935</u></u>

Liabilities and Net Assets

Liabilities

Accounts payable - vendors	\$ 1,033,754
Accounts payable - grantor government	590
Accrued payroll expenses	147,595
Unearned revenue	1,201,249
Lease payable	13,806,319
Bonds and notes payable	<u>15,595,006</u>
Total Liabilities	<u>31,784,513</u>

Net Assets

Without donor restrictions	
Undesignated	17,117,488
Invested in property and equipment, net of related debt	<u>(9,971,096)</u>
	<u>7,146,392</u>
With donor restrictions	
Restricted for state programs	12,021
Restricted for other local programs	<u>33,009</u>
	<u>45,030</u>
Total Net Assets	<u>7,191,422</u>
Total Liabilities and Net Assets	<u><u>\$ 38,975,935</u></u>

The accompanying notes are an integral part of this statement.

Bella Mente Montessori Academy Charter School

Statement of Activities Year Ended June 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 3,277,548	\$ -	\$ 3,277,548
Education protection account state aid	78,704	-	78,704
Transfers in lieu of property taxes	1,719,435	-	1,719,435
Total LCFF sources	<u>5,075,687</u>	<u>-</u>	<u>5,075,687</u>
Federal contracts and grants	-	705,486	705,486
State contracts and grants	40,514	1,674,141	1,714,655
Local contracts and grants	148,749	-	148,749
Donations	70,262	-	70,262
Rental income	26,381	-	26,381
FMV adjustment	117,438	-	117,438
Interest income	324,975	-	324,975
Net assets released from restriction -			
Grant restrictions satisfied	<u>2,408,145</u>	<u>(2,408,145)</u>	<u>-</u>
Total revenue, support, and gains	<u>8,212,151</u>	<u>(28,518)</u>	<u>8,183,633</u>
Expenses and Losses			
Program services expense	5,853,148	-	5,853,148
Supporting services expense	<u>2,028,441</u>	<u>-</u>	<u>2,028,441</u>
Total expenses and losses	<u>7,881,589</u>	<u>-</u>	<u>7,881,589</u>
Change in Net Assets	330,562	(28,518)	302,044
Net Assets, Beginning of Year	<u>6,815,830</u>	<u>73,548</u>	<u>6,889,378</u>
Net Assets, End of Year	<u><u>\$ 7,146,392</u></u>	<u><u>\$ 45,030</u></u>	<u><u>\$ 7,191,422</u></u>

The accompanying notes are an integral part of this statement.

Bella Mente Montessori Academy Charter School

Statement of Functional Expenses

Year Ended June 30, 2024

	<u>Program Services</u>	<u>Supporting Services</u>	
	<u>Educational Programs</u>	<u>Management and General</u>	<u>Total</u>
Salaries and wages	\$ 2,371,660	\$ 942,741	\$ 3,314,401
Other employee benefits	322,678	128,265	450,943
Payroll taxes	177,737	70,651	248,388
Fees for services:			
Management	-	287,717	287,717
Legal	-	88,761	88,761
Audit	-	9,225	9,225
Professional consulting	991,066	67,109	1,058,175
District oversight	-	50,825	50,825
Banking and service charges	-	19,781	19,781
Advertising and promotion	-	94,372	94,372
Office expenses	187,180	94,042	281,222
Information technology	15,004	-	15,004
Occupancy	29,691	-	29,691
Bond issue cost amortization	26,825	-	26,825
Conferences, conventions, and meetings	100,308	-	100,308
Debt service interest	755,500	-	755,500
Depreciation and amortization	411,736	-	411,736
Insurance	-	136,405	136,405
Other expenses:			
Books and supplies	430,461	-	430,461
Equipment rental and repair	1,296	-	1,296
Student transportation	32,006	-	32,006
Dues and memberships	-	20,635	20,635
Miscellaneous	-	17,912	17,912
Total expenses by function	<u>5,853,148</u>	<u>2,028,441</u>	<u>7,881,589</u>

The accompanying notes are an integral part of this statement.

Bella Mente Montessori Academy Charter School

Statement of Cash Flows

Year Ended June 30, 2024

Cash Flows from Operating Activities

Receipts from federal, state, and local contracts and grants	\$ 5,286,603
Receipts from property taxes	1,719,435
Receipts from donations and fundraising	70,262
Receipts from rental income	26,381
Receipts from operating interest	442,413
Payments for salaries, benefits and payroll taxes	(3,970,581)
Payments to vendors	(2,226,244)

Net Cash Provided by Operating Activities	<u><u>1,348,269</u></u>

Cash Flows from Investing Activities

Purchases of property and equipment	<u>(261,744)</u>

Net Cash Used for Investing Activities	<u><u>(261,744)</u></u>

Cash Flows from Financing Activities

Payments on bonds	(320,000)
Interest paid	<u>(755,500)</u>

Net Cash Used for Financing Activities	<u><u>(1,075,500)</u></u>

Net Change in Cash and Cash Equivalents	11,025

Cash and Cash Equivalents, Beginning of Year	<u>10,653,799</u>

Cash and Cash Equivalents, End of Year	<u><u>\$ 10,664,824</u></u>

Reconciliation of Change in Net Assets to Net Cash

Used For Operating Activities

Change in net assets	\$ 302,044
Depreciation and amortization	411,736
Interest paid	755,500

Adjustments to reconcile change in net assets to net cash:

(Increase) Decrease in assets

Accounts receivable	(221,635)
Accounts receivable - finance leases	321,251
Prepaid expenses	44,856
Other assets cost of issuance	26,824

Increase (Decrease) in liabilities

Accounts payable - vendors	402,697
Accounts payable - grantor government	(144,952)
Accrued expenses and other liabilities	43,151
Unearned revenue	(271,952)
Leases payable	<u>(321,251)</u>

Net Cash Provided by Operating Activities	<u><u>\$ 1,348,269</u></u>

The accompanying notes are an integral part of this statement.

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements

Year Ended June 30, 2024

A. Principal Activity and Summary of Significant Accounting Policies

Organization

Bella Mente Montessori Academy (the School/Organization) was formed on September 9, 2011, as a charter school pursuant to California Education Code §47600 under a charter agreement with Vista Unified School District (the District). The school became a nonprofit public benefit corporation on September 9, 2011. The charter agreement was approved by Vista Unified School District and submitted to the California Board of Education in May 2013. The school began operations on September 3, 2013.

Bella Mente Montessori is a tuition-free, TK-8 charter school in Vista. Bella Mente is proud to offer a quality Montessori education with classroom limited to a 1:28 teacher/student ratio. An educational atmosphere is provided that encourages socioeconomic diversity by providing all students with the opportunity to obtain a quality public education via Montessori and project-based learning philosophies. The School strives to foster forward thinking students prepared with 21st century skills while enriching and nurturing the whole child.

BM Holdings LLC was created in 2018 in order to finance the purchase of the building the School resides in.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit corporations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The Organization considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of non-interest bearing amounts due to the Organization for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the Organization.

Property and Equipment

The Organization records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2024.

Investments

The Organization's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The Organization's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Prepaid Expenses

Prepaid expenses are recorded to account for expenditures during the benefiting period.

Leases

The Organization leases facilities and equipment which are utilized in its charitable purpose. The Organization determines if an arrangement is a lease at inception. Operating leases are included in the operating lease right-of-use assets, other current liabilities, and operating lease liabilities in the Statement of Financial Position. Financing leases are included in the financing lease right-of-use assets, other current liabilities, and financing lease liabilities in the Statement of Financial Position.

Right-of-use assets represent our right to use an underlying asset for the lease term and lease liabilities represent our obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of our leases do not provide an implicit rate, we use our incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease right-of-use asset also includes any lease payments made and excludes lease incentives. Our lease term may include options to extend or terminate the lease when it is reasonably certain that we will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term.

The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

The Organization has lease agreements with lease and non-lease components, which are generally accounted for separately. The Organization has elected to apply the short-term lease exemption to any leases with terms of 12 months or less or any leases below the threshold of \$5,000.

In evaluating contracts to determine if they qualify as a lease, the Organization considers factors such as whether they have obtained substantially all of the rights to the underlying asset through exclusivity, if the Organization can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

In allocating consideration in the contract to the separate lease components and the non-lease components, the Organization uses the stand-alone prices of the lease and non-lease components. Observable stand-alone prices are used, if available. If the stand-alone price for a component has a high level of variability or uncertainty, this allocation may require significant judgment.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the Organization. Accumulated sick leave benefits are not recognized as liabilities of the Organization. The Organization's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Organization's program services, administering, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2024.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the Organization to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Revenue and Revenue Recognition

The Organization follows the provisions of FASB ASC 958-605 thereby recognizing revenue when applicable performance related barriers have been satisfied and the revenue is earned. A performance-related barrier represents something that must be achieved, performed or delivered in order to receive funds. Performance related barriers are required to be measurable, limit discretion by recipient on the conduct of the activity, and the stipulations are related to the purpose of the agreement or grant. When funds are received and performance-related barriers are not satisfied, the Organization records the funds as unearned revenue.

After the Organization has determined that performance related barriers have been satisfied, the revenue is recognized as either restricted or unrestricted based on the nature of the resources and conditions of the grantor. Restrictions on recognized revenue could constitute allowable uses of the resources that are narrower than the Organization's mission but are not considered performance-related barriers. Restricted resources are released from their restriction once the restricted purpose has been satisfied.

The Organization primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs. In addition, the Organization receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The Organization's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 62.02% of the Organization's revenue.

The LCFF includes the following components applicable to the Organization:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 65 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The Organization is not at risk of losing these funding sources, as long as the school maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Income Taxes

The Organization is a 509(a)(1) publicly supported non-profit Organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Organization is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Organization may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2024, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Organization follows provisions of uncertain tax positions as addressed in ASC 958. The Organization recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2024.

The Organization files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Advertising

Advertising costs are expensed as incurred and approximated \$94,372 during the year ended June 30, 2024.

Financial Instruments and Credit Risk

The Organization manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Organization to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Organization has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the Organization and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year-to-year basis, The Organization believes that the investment policies and guidelines are prudent for the long-term welfare of the Organization.

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2023-24 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i>	Jun-16
FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i>	Jan-17
FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i>	Nov-18
FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i>	Nov-19
FASB Accounting Standards Update 2022-02 - <i>Financial Instruments-Credit Losses (Topic 326): Troubled Debt Restructurings and Vintage Disclosures</i>	Mar-22
FASB Accounting Standards Update 2022-04 - <i>Liabilities-Supplier Finance Programs (Subtopic 405-50): Disclosure of Supplier Finance Program Obligations</i>	Sep-22
FASB Accounting Standards Update 2023-06 - <i>Disclosure Improvements Codification Amendments in Response to the SEC's Disclosure Update and Simplification Initiative</i>	Oct-23

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The Organization has adopted provisions of effective Accounting Standards Updates. The issuance of these standards did not result in a presentation or accounting change that impacted these financial statements.

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through December 10, 2024, the date the financial statements were available to be issued.

B. Liquidity and Availability

The Organization's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	Bella Mente Charter School	BM Holdings LLC	Total
Cash and cash equivalents	\$ 9,462,188	\$ 1,202,636	\$ 10,664,824
Accounts receivable	755,591	-	755,591
Total	<u>\$ 10,217,779</u>	<u>\$ 1,202,636</u>	<u>\$ 11,420,415</u>

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

C. Fair Value Measurements and Disclosures

The Organization reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.
- Level 3: Unobservable inputs for the asset or liability. In these situations, the Organization develops inputs using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the Organization's assessment of the quality, risk, or liquidity profile of the asset or liability.

The following table presents assets measured at fair value on a recurring basis at June 30, 2024:

Assets	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Treasury and Operating investments:				
Cash in county treasury	\$ 8,987,167	\$ -	\$ 8,987,167	\$ -
Money market and equivalent funds (at cost)	1,202,274	1,202,274	-	-
by community foundation	<u>\$ 10,189,441</u>	<u>\$ 1,202,274</u>	<u>\$ 8,987,167</u>	<u>\$ -</u>

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

D. Cash and Investments

The Organization's cash and investments on June 30, 2024, consisted of the following:

	Bella Mente Charter School	BM Holdings LLC	Total
Cash in county treasury	\$ 9,124,719	\$ -	\$ 9,124,719
FMV adjustment	(137,552)	-	(137,552)
Cash in bank accounts	475,021	362	475,383
Investments	-	1,202,274	1,202,274
Total cash and investments	<u>\$ 9,462,188</u>	<u>\$ 1,202,636</u>	<u>\$ 10,664,824</u>

Cash in County Treasury

The Organization is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$9,124,719 as of June 30, 2024). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the Organization's investment in this pool (\$8,987,167 as of June 30, 2024) is reported in the accompanying financial statements at amounts based upon the Organization's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Cash Equivalents and Investments

The Organization maintains a portion of their funds in short term investments, money market funds and mutual funds (\$1,202,274 as of June 30, 2024). These cash equivalents consist of United States Government Money Market Funds. These funds are not FDIC insured and are therefore exposed to custodial credit risk. The Organization does not anticipate any losses as a result of this risk. Cash may be added or withdrawn from the money market accounts without limitation.

Cash in Bank

The remainder of the Organization's cash (\$475,383 as of June 30, 2024) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2024, the Organization held \$228,880 in excess of the FDIC insured amounts. The Organization reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Organization has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

Bella Mente Montessori Academy Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2024

E. Accounts Receivable

As of June 30, 2024, the Organization's accounts receivable consisted of the following:

Federal Government	
Child Nutrition	\$ 63,423
Special Education	63,982
Other Federal Programs	16,238
State Government	
EPA Funding	20,811
Lottery Funding	41,758
SB740	167,408
CALSHAPE	33,653
Child Nutrition	38,298
Local Government	
Property Tax Payments	179,317
Other Local Sources	
Interest	50,983
Other Local Sources	79,720
Total Accounts Receivable	<u>\$ 755,591</u>

F. Prepaid Expenses

As of June 30, 2024, the Organization's prepaid expenses consisted of the following:

Service contracts	\$ 9,743
Software	<u>31,688</u>
Total Prepaid Expenses	<u>\$ 41,431</u>

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

G. Property and Equipment

Property and equipment for the Organization consisted of the following at June 30, 2024:

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Land	\$ 3,352,414	\$ -	\$ -	\$ 3,352,414
Work in Progress	-	154,370	-	154,370
Total Non-Depreciable Capital Assets	<u>3,352,414</u>	<u>154,370</u>	<u>-</u>	<u>3,506,784</u>
Depreciable Capital Assets				
Buildings and Improvements	297,521	96,762	-	394,283
Equipment, Furniture, and Fixtures	45,455	10,612	25,859	30,208
Total Depreciable Capital Assets	<u>342,976</u>	<u>107,374</u>	<u>25,859</u>	<u>424,491</u>
Total Capital Assets	3,695,390	261,744	25,859	3,931,275
Less Accumulated Depreciation	<u>(92,783)</u>	<u>(29,128)</u>	<u>(25,859)</u>	<u>(96,052)</u>
Capital Assets, Net	<u>3,602,607</u>	<u>232,616</u>	<u>-</u>	<u>3,835,223</u>

H. Unearned Revenue

At year end the Organization had performance obligations remaining to expend funds for multiple federal and state grants. As such, unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2024:

Unearned Revenue, beginning of period	\$ 1,473,201
Increases in unearned revenue due to cash received during the period	1,714,742
Decreases in unearned revenue due to performance obligations met during the period	<u>(1,986,694)</u>
Unearned Revenue, end of period	<u>\$ 1,201,249</u>

As of June 30, 2024, unearned revenue consisted of the following:

Federal	
ARP Assistance	\$ 1,783
Child Nutrition	34,385
State	
Learning Recovery Grant	389,353
Arts & Music Grant	216,166
Prop 28	61,312
Kitchen Infrastructure	117,224
Community Schools	70,320
Expanded Learning Opportunities	310,706
Total Unearned Revenue	<u>\$ 1,201,249</u>

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

I. Leases

The School entered into a lease for its building from BM Holdings LLC, a related party, in 2018 after the building was purchased from the previous lessor. At the end of the lease the building will transfer ownership to the School.

The components of the leases were as follows:

Operating lease cost	
Amortization of right-of-use assets	\$ -
Interest on lease liabilities	-
Total operating lease cost	-
Short-term lease cost	1,296
Finance lease cost	
Amortization of right-of-use assets	382,608
Interest on lease liabilities	806,534
Total finance lease cost	1,189,142
Total lease expense	\$ 1,190,438

The following represents additional information related to the Organization's leases:

Right-of-use assets obtained in exchange for lease obligations:	
Operating leases	\$ -
Finance leases	11,478,222
Total	\$ 11,478,222
Weighted average remaining lease term:	
Operating leases	N/A
Finance leases	287 Months
Weighted average discount rate:	
Operating leases	N/A
Finance leases	5.72%

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

Future minimum lease payments on the Organization's leases are as follows:

Year Ended June 30,	Operating Leases	Financing Leases
2025	\$ -	\$ 1,074,354
2026	-	1,072,958
2027	-	1,075,375
2028	-	1,073,042
2029	-	1,035,729
Thereafter	-	20,312,000
Total future minimum lease payments	-	25,643,458
Less imputed interest	-	(11,837,139)
Net future minimum lease payments	<u>\$ -</u>	<u>\$ 13,806,319</u>

J. Bonds Payable

On July 1, 2018, the California Municipal Financing Authority (the Authority) issued \$15,485,000 of Series A 2018 Charter School Lease Revenue Bonds (the Bonds). The Bonds are 30-year serial bonds maturing on July 1, 2048, with Series A rates being 5.00%, provisions for optional and mandatory redemption sinking funds, and a provision for early redemption. Payment of principal and interest on the Bonds is guaranteed by a lease agreement, which provides the Authority with the rights and title to program revenues and is secured by the school building.

Bonds payable consist of the following at June 30, 2024:

Principal amount	\$ 14,790,000
Plus unamortized premium	805,006
	<u>\$ 15,595,006</u>

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal	Interest	Total
2025	335,000	731,125	1,066,125
2026	350,000	714,000	1,064,000
2027	370,000	696,000	1,066,000
2028	390,000	677,000	1,067,000
2029	365,000	658,125	1,023,125
2030-2034	2,345,000	2,963,125	5,308,125
2035-2039	3,000,000	2,298,750	5,298,750
2040-2044	3,820,000	1,450,000	5,270,000
2045-2048	3,815,000	393,125	4,208,125
	<u>\$ 14,790,000</u>	<u>\$ 10,581,250</u>	<u>\$25,371,250</u>

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

K. Net Assets With Donor Restrictions

The School receives grants from federal and state agencies that are restricted for specific purposes. Once the restricted purpose has been fulfilled, the assets are released from restriction. During the 2023-24 fiscal year the School received K-12 Health Education, which are multi-year restricted grants. At June 30, 2024, net assets were restricted for the following purposes:

Restricted for other state programs	
National School Lunch Program	\$ 12,021
Restricted for other local programs	
Other Local Restricted	<u>33,009</u>
Total net assets with donor restrictions	<u>\$ 45,030</u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose as follows for the year ended June 30, 2024.

Beginning restricted net assets	\$ 73,548
Restricted grants received	2,379,627
Net assets released from restriction:	
Restricted purpose satisfied	<u>(2,408,145)</u>
Ending restricted net assets	<u>\$ 45,030</u>

L. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Bella Mente Montessori Academy Charter School and BM Holdings LLC are affiliated through common executive management. The LLC holds part of the building and debt on its books and facilitates the lease for the School. The following represents material transactions between the affiliated organization that occurred during the 2023-24 fiscal year:

<u>Transfer From</u>	<u>Transfer To</u>	<u>Amount</u>	<u>Purpose</u>
Bella Mente Montessori Charter School	BM Holdings LLC	\$ 788,829	Rent and Interest

Bella Mente Montessori Academy Charter School

Notes to the Financial Statements, Continued

Year Ended June 30, 2024

M. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18	2024-25
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19	2024-25
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21	2024-25
FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i>	Mar-22	2024-25
FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i>	Jun-22	2025-26
FASB Accounting Standards Update 2022-05 - <i>Financial Services - Insurance (Topic 944): Transition for Sold Contracts</i>	Dec-22	2025-26
FASB Accounting Standards Update 2023-01 - <i>Leases (Topic 842): Common Control Arrangements</i>	Mar-23	2024-25
FASB Accounting Standards Update 2023-02 - <i>Investments (Topic 323): Accounting for Investments in Tax Credit Structures</i>	Mar-23	2025-26
FASB Accounting Standards Update 2023-05 - <i>Business Combinations - Joint Venture Formations (Subtopic 805-60)</i>	Aug-23	2024-25
FASB Accounting Standards Update 2023-07 - <i>Segment Reporting (Topic 280)</i>	Nov-23	2024-25
FASB Accounting Standards Update 2023-08 - <i>Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)</i>	Dec-23	2025-26
FASB Accounting Standards Update 2023-09 - <i>Income Taxes (Topic 740)</i>	Dec-23	2026-27
FASB Accounting Standards Update 2024-01 - <i>Compensation - Stock Compensation (Topic 718)</i>	Mar-24	2026-27
FASB Accounting Standards Update 2024-02 - <i>Codification Improvements - Amendments to Remove References to the Concepts Statements</i>	Mar-24	2026-27

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the Organization.

Supplementary Information

Bella Mente Montessori Academy Charter School
Combining Statement of Financial Position
June 30, 2024

	Bella Mente Charter School	BM Holdings LLC	Elimination	Total
Assets				
Cash and cash equivalents	\$ 9,462,188	\$ 1,202,636	\$ -	\$ 10,664,824
Accounts receivable	755,591	-	-	755,591
Accounts receivable - finance leases	-	13,806,319	-	13,806,319
Prepaid expenses	41,431	-	-	41,431
Other assets cost of issuance	-	687,574	-	687,574
Property and equipment, net	3,835,223	-	-	3,835,223
Right-of-use assets, financing leases				
Facilities and equipment	11,478,222	-	-	11,478,222
Accumulated amortization	(2,293,249)	-	-	(2,293,249)
Total Assets	<u>\$ 23,279,406</u>	<u>\$ 15,696,529</u>	<u>\$ -</u>	<u>\$ 38,975,935</u>
Liabilities and Net Assets				
Liabilities				
Accounts payable - vendors	\$ 543,387	\$ 490,367	\$ -	\$ 1,033,754
Accounts payable - grantor government	590	-	-	590
Accrued payroll expenses	147,595	-	-	147,595
Unearned revenue	1,201,249	-	-	1,201,249
Leases payable	13,806,319	-	-	13,806,319
Bonds and notes payable	-	15,595,006	-	15,595,006
Total Liabilities	<u>15,699,140</u>	<u>16,085,373</u>	<u>-</u>	<u>31,784,513</u>
Net Assets				
Without donor restrictions				
Undesignated	17,506,332	(388,844)	-	17,117,488
Invested in property and equipment, net of related debt	(9,971,096)	-	-	(9,971,096)
	<u>7,535,236</u>	<u>(388,844)</u>	<u>-</u>	<u>7,146,392</u>
With donor restrictions				
Restricted for state programs	12,021	-	-	12,021
Restricted for other local programs	33,009	-	-	33,009
	<u>45,030</u>	<u>-</u>	<u>-</u>	<u>45,030</u>
Total Net Assets	<u>7,580,266</u>	<u>(388,844)</u>	<u>-</u>	<u>7,191,422</u>
Total Liabilities and Net Assets	<u>\$ 23,279,406</u>	<u>\$ 15,696,529</u>	<u>\$ -</u>	<u>\$ 38,975,935</u>

Bella Mente Montessori Academy Charter School
Combining Statement of Activities
Year Ended June 30, 2024

	Bella Mente Charter School		BM Holdings LLC	Elimination	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	Without Donor Restrictions	Total
Revenue, Support, and Gains					
Local Control Funding Formula (LCFF) sources					
State aid	\$ 3,277,548	\$ -	\$ -	\$ -	\$ 3,277,548
Education protection account state aid	78,704	-	-	-	78,704
Transfers in lieu of property taxes	1,719,435	-	-	-	1,719,435
Total LCFF sources	5,075,687	-	-	-	5,075,687
Federal contracts and grants	-	705,486	-	-	705,486
State contracts and grants	40,514	1,674,141	-	-	1,714,655
Local contracts and grants	148,749	-	-	-	148,749
Donations	70,262	-	-	-	70,262
Rental income	26,381	-	788,829	(788,829)	26,381
FMV adjustment	117,438	-	-	-	117,438
Interest income	324,975	-	-	-	324,975
Net assets released from restriction -					
Grant restrictions satisfied	2,408,145	(2,408,145)	-	-	-
Total revenue, support, and gains	8,212,151	(28,518)	788,829	(788,829)	8,183,633
Expenses and Losses					
Program services expense	5,851,602	-	790,375	(788,829)	5,853,148
Supporting services expense	2,028,441	-	-	-	2,028,441
Total expenses and losses	7,880,043	-	790,375	(788,829)	7,881,589
Change in Net Assets	332,108	(28,518)	(1,546)	-	302,044
Net Assets, Beginning of Year	7,203,128	73,548	(387,298)	-	6,889,378
Net Assets, End of Year	\$ 7,535,236	\$ 45,030	\$ (388,844)	\$ -	\$ 7,191,422

See Accompanying Notes to Supplementary Information

Bella Mente Montessori Academy Charter School
Combining Statement of Functional Expenses
Year Ended June 30, 2024

	Bella Mente Montessori Charter School		BM Holdings LLC		Elimination	Total
	Program Services	Supporting Services	Program Services	Supporting Services		
	Educational Programs	Management and General	Educational Programs	Management and General		
Salaries and Wages	\$ 2,371,660	\$ 942,741	\$ -	\$ -	\$ -	\$ 3,314,401
Other employee benefits	322,678	128,265	-	-	-	450,943
Payroll taxes	177,737	70,651	-	-	-	248,388
Fees for services:						
Management	-	287,717	-	-	-	287,717
Legal	-	88,761	-	-	-	88,761
Audit	-	9,225	-	-	-	9,225
Professional consulting	983,016	67,109	8,050	-	-	1,058,175
District oversight	-	50,825	-	-	-	50,825
Banking and service charges	-	19,781	-	-	-	19,781
Advertising and promotion	-	94,372	-	-	-	94,372
Office expenses	187,180	94,042	-	-	-	281,222
Information technology	15,004	-	-	-	-	15,004
Occupancy	818,520	-	-	-	(788,829)	29,691
Bond issue cost amortization	-	-	26,825	-	-	26,825
Conferences, conventions, and meetings	100,308	-	-	-	-	100,308
Debt service interest	-	-	755,500	-	-	755,500
Depreciation and amortization	411,736	-	-	-	-	411,736
Insurance	-	136,405	-	-	-	136,405
Other expenses:						
Books and supplies	430,461	-	-	-	-	430,461
Equipment rental and repair	1,296	-	-	-	-	1,296
Student transportation	32,006	-	-	-	-	32,006
Dues and memberships	-	20,635	-	-	-	20,635
Miscellaneous	-	17,912	-	-	-	17,912
Total expenses by function	<u>\$ 5,851,602</u>	<u>\$ 2,028,441</u>	<u>\$ 790,375</u>	<u>\$ -</u>	<u>\$ (788,829)</u>	<u>\$ 7,881,589</u>

See Accompanying Notes to Supplementary Information

Additional Supplementary Information

Bella Mente Montessori Academy Charter School
Schedule of Average Daily Attendance
Year Ended June 30, 2024

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	2368C9B4	See Finding 2024-001	B4F709CB	See Finding 2024-001
Classroom Based Attendance				
Grades TK/K-3	192.63	190.39	203.14	201.25
Grades 4-6	121.73	121.73	121.07	121.07
Grades 7-8	57.56	56.70	57.46	56.83
Total Classroom Based Attendance	371.92	368.82	381.67	379.15
Non-Classroom Based Attendance				
Grades TK/K-3	12.48	12.48	11.86	11.86
Grades 4-6	6.98	6.98	6.16	6.16
Grades 7-8	2.14	2.14	1.92	1.92
Total Non-Classroom Based Attendance	21.60	21.60	19.94	19.94
Total ADA	393.52	390.42	401.61	399.09

See accompanying notes to supplementary information.

Bella Mente Montessori Academy Charter School
Schedule of Instructional Time
Year Ended June 30, 2024

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days	Total Instructional Days	Status
Transitional Kindergarten	36,000	55,320	0	55,320	180	0	180	Complied
Kindergarten	36,000	55,320	0	55,320	180	0	180	Complied
1st Grade	50,400	59,940	0	59,940	180	0	180	Complied
2nd Grade	50,400	59,940	0	59,940	180	0	180	Complied
3rd Grade	50,400	59,940	0	59,940	180	0	180	Complied
4th Grade	54,000	59,940	0	59,940	180	0	180	Complied
5th Grade	54,000	59,940	0	59,940	180	0	180	Complied
6th Grade	54,000	59,940	0	59,940	180	0	180	Complied
7th Grade	54,000	64,280	0	64,280	180	0	180	Complied
8th Grade	54,000	64,280	0	64,280	180	0	180	Complied

See accompanying notes to supplementary information.

Bella Mente Montessori Academy Charter School
Schedule of Financial Trends & Analysis
Year Ended June 30, 2024

	Budget 2025 (See Note 1)	2024	2023 (See Note 1)	2022 (See Note 1)
Revenues	\$ 6,182,157	\$ 8,183,633	\$ 7,693,889	\$ 6,390,117
Expenses	8,086,631	7,880,043	7,491,672	5,724,984
Change in Net Assets	<u>(1,904,474)</u>	<u>303,590</u>	<u>202,217</u>	<u>665,133</u>
Ending Net Assets	<u>\$ 5,675,792</u>	<u>\$ 7,580,266</u>	<u>\$ 7,276,676</u>	<u>\$ 7,074,459</u>
Unrestricted Net Assets	<u>\$ 5,675,792</u>	<u>\$ 7,535,236</u>	<u>\$ 7,203,128</u>	<u>\$ 6,982,498</u>
Unrestricted net assets as a percentage of total expenses	<u>70.19%</u>	<u>95.62%</u>	<u>96.15%</u>	<u>121.97%</u>
Total Long Term Debt	<u>\$27,991,971</u>	<u>\$29,401,325</u>	<u>\$30,042,576</u>	<u>\$16,225,014</u>
ADA at P2	<u>427</u>	<u>394</u>	<u>343</u>	<u>420</u>

The School's ending net assets has increased by \$505,807 (7.15%) over the past two fiscal years. The increase is in large due to additional funding received as a result of the COVID-19 pandemic.

Average daily attendance (ADA) has decreased by 30 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

Bella Mente Montessori Academy Charter School
Reconciliation of Unaudited Financial Report with Audited Financial Statements
Year Ended June 30, 2024

June 30, 2024 annual financial alternative form net assets:	\$ 7,476,625
Adjustments and reclassifications:	
Understatement of cash and cash equivalents	117,438
Understatement on unearned revenue	<u>(13,797)</u>
Total adjustments and reclassifications	<u>103,641</u>
June 30, 2024 audited financial statements net assets:	<u>\$ 7,580,266</u>

See accompanying notes to supplementary information.

Bella Mente Montessori Academy Charter School

Notes to Supplementary Information Year Ended June 30, 2024

A. Combining Statement of Financial Position

This schedule provides the information which consolidates the Organization's overall statement of net position, with eliminations for activities between the School and the LLC.

B. Combining Statement of Activities

This schedule provides the information by subdivision which combines into the Organization's overall statement of activities.

C. Combining Statement of Functional Expenses

This schedule provides the information by subdivision which combines into the Organization's overall statement of functional expenses.

D. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the Organization's school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs for each school.

E. Schedule of Instructional Time

This schedule provides the information necessary to determine if the Organization's school has complied with Education Code §47612 & §47612.5 which require the following:

- 1) EC §47612: As a condition of apportionment 175 school days must be offered for traditional calendar. If a multi-track calendar is utilized, each track must offer 175 school days.
- 2) EC §47612.5: As a condition of apportionment the following annual instructional minutes must be offered:
 - To pupils in Kindergarten 36,000 minutes
 - To pupils in grades 1 to 3 50,400 minutes
 - To pupils in grades 4 to 8 54,000 minutes
 - To pupils in grades 9 to 12 64,800 minutes

Compliance with Education Code §47612 involves offering a minimum number of annual instructional minutes as defined by grade level. Non-classroom based charters do not have a requirement for auditing/testing offered instructional minutes, as a result, the offerings are not reported in the schedule of instructional time.

An LEA that closed due to a qualifying emergency in the 2023-24 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The Organization's school did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Bella Mente Montessori Academy Charter School
Notes to Supplementary Information, Continued
Year Ended June 30, 2024

F. Schedule of Financial Trends and Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the Organization's school will not be able to continue operations in the next fiscal year. Based upon the information presented, the Organization's school appear to have sufficient reserves to continue operations for the 2024-25 fiscal year.

G. Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets as reported on the Unaudited Financial Report Alternative Forms prepared by the Organization's school to the net assets reported in the audited financial statements.

Other Information

Bella Mente Montessori Academy Charter School
Organization Structure
Year Ended June 30, 2024

Bella Mente Montessori Academy (Charter #1515) was established in 2013 and serves students TK through eighth grade. The authorizing entity is Vista Unified School District.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Scott Moote	President	Three Year Term Expires June 30, 2025
Dan Niebaum	Treasurer	Three Year Term Expires June 30, 2024
Greg Mcguire	Member	Three Year Term Expires June 30, 2025
Vacant	Member	

ADMINISTRATION

Broughton, Patrick
Director of Compliance & Academic Accountability

Espino, Gladys
Director of Support Services

Feeley, Erin
Superintendent

Roberts, Jocylinn
Director of Special Education

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial
Reporting and on Compliance and Other Matters Based on an
Audit of Financial Statements Performed in Accordance with
Government Auditing Standards

To the Board of Directors of
Bella Mente Montessori Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bella Mente Montessori Academy Charter School (the Organization) which comprise the Organization's statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 10, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or significant deficiencies. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



El Cajon, California
December 10, 2024

Independent Auditor's Report on State Compliance and on
Internal Controls over State Compliance

To the Board of Directors
Bella Mente Montessori Academy Charter School

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Bella Mente Montessori Academy Charter School (the School) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2024.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of their applicable state programs for the year ended June 30, 2024.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the School's compliance with the state laws and regulations applicable to the following items:

	Procedures Performed
<u>School Districts, County Offices of Education, and Charter Schools</u>	
T. Proposition 28 Arts and Music in Schools	Yes
U. After/Before School Education and Safety Program.....	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X. Local Control and Accountability Plan.....	Yes
Y. Independent Study - Course Based.....	N/A
Z. Immunizations.....	Yes
AZ. Educator Effectiveness.....	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G).....	Yes
CZ. Career Technical Education Incentive Grant.....	N/A
DZ. Expanded Learning Opportunities Program (ELO-P)	Yes
EZ. Transitional Kindergarten.....	Yes
<u>Charter Schools</u>	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	Yes
CC. Nonclassroom-Based Instruction/Independent Study.....	Yes
DD. Determination of Funding for Nonclassroom-Based Instruction.....	N/A
EE. Annual Instructional Minutes - Classroom Based.....	Yes
FF. Charter School Facility Grant Program.....	Yes

N/A – The School did not offer the program during the current fiscal year or the requirement applied to a different type of LEA.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance which are required to be reported in accordance with the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 and which are described in the accompanying schedule of findings and questioned costs as item 2024-001. Our opinion on each applicable state program is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over State Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. We did not identify any material weaknesses in internal control over compliance; however, material weaknesses may exist that were not identified.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2024-001 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide. Accordingly, this report is not suitable for any other purpose.



El Cajon, California
December 10, 2024

Auditor's Results, Findings & Recommendations

Bella Mente Montessori Academy Charter School
Schedule of Auditor's Results
Year Ended June 30, 2024

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>	
Internal control over financial reporting:		
One or more material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	<u> </u> Yes	<u> X </u> No
Noncompliance material to financial statements noted?	<u> </u> Yes	<u> X </u> No

STATE AWARDS

Type of auditor's report issued on compliance for state programs:	<u>Unmodified</u>	
Internal control over applicable state programs:		
One or more material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	<u> X </u> Yes	<u> </u> No
Any audit findings disclosed that are required to be reported in accordance with <i>2023-24 Guide for Annual Audits of California K-12 Local Education Agencies</i> ?	<u> X </u> Yes	<u> </u> No

Bella Mente Montessori Academy Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2024

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

<u>Five Digit Code</u>	<u>AB 3627 Finding Type</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. State Award Findings

Finding 2024-001

Immunizations (10000)

Significant Deficiency in Internal Control over Immunizations (40000)

Criteria or Specific Requirement

If the pupil did not receive any doses of a varicella or measles vaccine or does not have a California Pre-Kindergarten and School Immunization Record, CDPH Form 286 on file, verify the pupil was excluded from attendance.

Condition

In our review of Immunization records, we identified 5 students that did not receive the required vaccines while being included in attendance.

Bella Mente Montessori Academy Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2024

Potential Fiscal Impact

The noncompliance was identified in 5 of students out of the 25 students sampled.

<u>Grade Span</u>	<u>Derived Value of ADA</u>	<u>ADA Questioned at P2</u>	<u>ADA Questioned at Annual</u>	<u>Derived Value of ADA Questioned at P2</u>
Grades TK/K - 3	\$ 13,171.53	2.24	1.89	\$ 29,504.23
Grades 7 - 8	12,469.12	0.86	0.63	10,723.44
Total		<u>3.10</u>	<u>2.52</u>	<u>\$ 40,227.67</u>

Cause

The backup documents for five of the students tested indicated that they should have been excluded from attendance.

Effect

The School has overreported average daily attendance.

Recommendation

Establish a review process over Immunization records to ensure students missing required vaccines are not included in attendance.

Views of Responsible Officials

See Corrective Action Plan



December 12, 2024

To Whom it May Concern:

The accompanying Corrective Action Plan has been prepared as required by the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the Education Audit Appeals Panel. The name of the contact person responsible for corrective action, the planned corrective action, and the anticipated completion date for each finding included in the current year's Schedule of Findings and Questioned Costs have been provided.

In addition, we have also prepared the accompanying Summary Schedule of Prior Audit Findings which includes the status of audit findings reported in the prior year's audit.

Sincerely,

Erin Feeley

Superintendent



State Compliance Finding

Finding Number: 2024-001

Description: Immunizations

Contact Person: Gladys Espino, Director of Support Services

Anticipated Completion Date: January 7, 2025

Planned Corrective Action:

To address the finding related to students attending school without the required immunizations, the following corrective actions will be implemented:

1. Staff Retraining:
 - 1.1. The front office staff will undergo retraining on the Immunization Standard Operating Procedure (SOP). This training will cover the review process for student immunization records, the specific immunization requirements for each grade level, and how to identify incomplete records and missing vaccines.
 - 1.2. Training will be provided by Gladys Espino, Director of Support Services
2. Proactive Reporting (prior to first day of school):
 - 2.1. The staff will run immunization reports for all students to ensure compliance.
 - 2.1.1. Reports will verify that students on an immunization schedule are up to date. Any students missing required immunizations will be flagged, and families will be contacted immediately. These students will not be permitted to attend school until the student has received the necessary vaccine(s) and documentation has been provided to the school.
 - 2.1.2. Report compliance will be monitored by Gladys Espino, Director of Support Services.
 - 2.2. 7th Grade TDAP Compliance:
 - 2.2.1. A specific report will be run for all 7th-grade students to confirm receipt of the TDAP vaccine. Any students missing this vaccine will be contacted, and they will not be allowed to attend school until the requirement is fulfilled.



2.2.2. Report compliance will be monitored by Gladys Espino, Director of Support Services.

3. First Day of School Checklist:

- 3.1. A comprehensive checklist will be used on the first day of school to ensure compliance. If any returning students arrive without required immunizations, they will be removed from class, and parents will be contacted to pick them up.

Above procedures will be monitored for compliance by Gladys Espino, Director of Support Services. These steps are designed to ensure compliance with immunization requirements and prevent similar findings in the future. Anticipated completion date: January 7, 2025.

Bella Mente Montessori Academy Charter School
Schedule of Prior Year Audit Findings
Year Ended June 30, 2024

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

**APPENDIX R:
FIRST AND SECOND INTERIMS AND UNAUDITED ACTUALS**

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification**

Charter School Name: Bella Mente Montessori Acade
(continued) _____
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

- x **POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- _____ **QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- _____ **NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

(x) To the entity that approved the charter school:
2024/25 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print
Name: Erin Feeley Title: Executive Director

(x) To the County Superintendent of Schools:
2024/25 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print
Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:

James Pham
Name
Executive Director, Fiscal Services
Title
760-726-2170
Phone
jamespham@vistausd.org
E-mail

For Charter School:

Josh Eng
Name
School Business Manager
Title
951-526-1920
Phone
jeng@csmci.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

ACOE District Advisor

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

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, 9400-9489, and 9660-9669, 9796 and 9797)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	3,678,130.00		3,678,130.00	934,790.00		934,790.00	3,509,091.00		3,509,091.00
Education Protection Account State Aid - Current Year		8012	85,440.00		85,440.00	19,676.00		19,676.00	81,216.00		81,216.00
State Aid - Prior Years		8019	-		-			-			-
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,865,830.00		1,865,830.00	452,141.88		452,141.88	1,773,586.89		1,773,586.89
Other LCFF Transfers		8091, 8097	-		-			-			-
Total, LCFFSources			5,629,400.00	-	5,629,400.00	1,406,607.88	-	1,406,607.88	5,363,893.89	-	5,363,893.89
2. Federal Revenues											
No Child Left Behind/Every Student Succeeds Act		8290		120,049.00	120,049.00		5,913.00	5,913.00		123,382.00	123,382.00
Special Education - Federal		8181, 8182		68,846.00	68,846.00			-		61,232.20	61,232.20
Child Nutrition - Federal		8220		135,586.00	135,586.00			-		135,586.00	135,586.00
Donated Food Commodities		8221			-			-			-
Other Federal Revenues		8110, 8260-8299	-		-			-			-
Total, Federal Revenues			-	324,481.00	324,481.00	-	5,913.00	5,913.00	-	320,200.20	320,200.20
3. Other State Revenues											
Special Education - State		StateRevSE	-	365,790.00	365,790.00		74,120.00	74,120.00		382,399.56	382,399.56
All Other State Revenues		StateRevAO	87,578.00	1,396,308.00	1,483,886.00		17,746.00	17,746.00	85,707.24	1,411,139.56	1,496,846.80
Total, Other State Revenues			87,578.00	1,762,098.00	1,849,676.00	-	91,866.00	91,866.00	85,707.24	1,793,539.12	1,879,246.36
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	228,276.00	-	228,276.00	115,360.94		115,360.94	209,947.17		209,947.17
Total, Local Revenues			228,276.00	-	228,276.00	115,360.94	-	115,360.94	209,947.17	-	209,947.17
5. TOTAL REVENUES			5,945,254.00	2,086,579.00	8,031,833.00	1,521,968.82	97,779.00	1,619,747.82	5,659,548.30	2,113,739.32	7,773,287.62
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	1,872,400.00	500,821.00	2,373,221.00	549,911.19	92,712.64	642,623.83	1,754,330.24	525,000.00	2,279,330.24
Certificated Pupil Support Salaries		1200	144,429.00	-	144,429.00	40,312.56		40,312.56	147,296.61		147,296.61
Certificated Supervisors' and Administrators' Salaries		1300	314,589.00	150,491.00	465,080.00	88,975.08	68,747.66	157,722.74	339,345.62	150,000.00	489,345.62
Other Certificated Salaries		1900	-	-	-			-			-
Total, Certificated Salaries			2,331,418.00	651,312.00	2,982,730.00	679,198.83	161,460.30	840,659.13	2,240,972.47	675,000.00	2,915,972.47
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	34,027.00	280,113.00	314,140.00	85,124.87	13,335.76	98,460.63	166,317.62	150,000.00	316,317.62
Non-certificated Support Salaries		2200	148,589.00	-	148,589.00	44,081.73	7,897.08	51,978.81	86,220.69	75,000.00	161,220.69
Non-certificated Supervisors' and Administrators' Sal.		2300	153,679.00	-	153,679.00	45,992.88	12,903.52	58,896.40	122,357.29	65,000.00	187,357.29
Clerical and Office Salaries		2400	385,738.00	-	385,738.00	98,280.00	12,757.78	111,037.78	222,727.04	95,000.00	317,727.04
Other Non-certificated Salaries		2900	8,366.00	-	8,366.00	2,055.85		2,055.85	6,779.48		6,779.48
Total, Non-certificated Salaries			730,399.00	280,113.00	1,010,512.00	275,535.33	46,894.14	322,429.47	604,402.12	385,000.00	989,402.12
3. Employee Benefits											
STRS		3101-3102	-	-	-			-			-
PERS		3201-3202	-	-	-			-			-
OASDI / Medicare / Alternative		3301-3302	85,422.00	35,132.00	120,554.00	71,976.74	15,776.23	87,752.97	217,671.16	81,090.00	298,761.16
Health and Welfare Benefits		3401-3402	408,256.00	64,526.00	472,782.00	166,065.28	(2,557.30)	163,507.98	314,279.20	117,079.82	431,359.02
Unemployment Insurance		3501-3502	21,338.00	10,896.00	32,234.00	4,145.40	224.00	4,369.40	28,115.87	10,474.13	38,590.00
Workers' Compensation Insurance		3601-3602	64,509.00	19,349.00	83,858.00	46,275.00		46,275.00	59,752.87	22,260.00	82,012.87
OPEB, Allocated		3701-3702	-	-	-			-			-
OPEB, Active Employees		3751-3752	-	-	-			-			-
Other Employee Benefits		3901-3902	141,766.00	12,918.00	154,684.00	17,857.56	7,530.62	25,388.18	64,047.62	23,859.95	87,907.57
Total, Employee Benefits			721,291.00	142,821.00	864,112.00	306,319.98	20,973.55	327,293.53	683,866.72	254,763.90	938,630.62
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	34,868.00	-	34,868.00	23,078.79	354.58	23,433.37	26,458.00		26,458.00
Books and Other Reference Materials		4200	-	-	-			-			-
Materials and Supplies		4300	87,120.00	46,746.00	133,866.00	43,335.05	7,632.95	50,968.00	112,695.00		112,695.00
Noncapitalized Equipment		4400	46,699.00	10,000.00	56,699.00	42,754.93	59,597.57	102,352.50	79,365.00		79,365.00
Food		4700	-	175,796.00	175,796.00			-	187,000.00	25,000.00	212,000.00
Total, Books and Supplies			168,687.00	232,542.00	401,229.00	109,168.77	67,585.10	176,753.87	405,518.00	25,000.00	430,518.00
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	-	-	-			-			-
Travel and Conferences		5200	68,068.00	11,228.00	79,296.00	48,113.05	450.00	48,563.05	55,705.00		55,705.00
Dues and Memberships		5300	22,463.00	-	22,463.00	20,134.95		20,134.95	22,463.00		22,463.00
Insurance		5400	175,162.00	-	175,162.00	149,662.94		149,662.94	153,857.94	25,000.00	178,857.94
Operations and Housekeeping Services		5500	250,352.00	-	250,352.00	103,008.83	353.00	103,361.83	141,656.00	150,000.00	291,656.00
Rentals, Leases, Repairs, and Noncap. Improvements		5600	140,950.00	-	140,950.00	54,627.94		54,627.94	140,950.00		140,950.00
Transfers of Direct Costs		5700-5799	-	-	-			-			-
Professional/Consulting Services and Operating Expend.		5800	343,884.00	899,280.00	1,243,164.00	220,621.22	248,239.72	468,860.94	664,781.94	750,000.00	1,414,781.94
Communications		5900	15,360.00	-	15,360.00	10,751.78		10,751.78	19,350.92		19,350.92
Total, Services and Other Operating Expenditures			1,016,239.00	910,508.00	1,926,747.00	606,920.71	249,042.72	855,963.43	1,198,764.80	925,000.00	2,123,764.80
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)											
Land and Land Improvements		6100-6170			-			-			-
Buildings and Improvements of Buildings		6200			-			-			-
Books and Media for New School Libraries or Major					-			-			-
Expansion of School Libraries		6300			-			-			-
Equipment		6400			-			-			-
Equipment Replacement		6500			-			-			-
Lease Assets		6600			-			-			-
Subscription Assets		6700			-			-			-
Depreciation Expense (for accrual basis only)		6900	401,303.00	-	401,303.00	103,880.04	-	103,880.04	435,000.00		435,000.00
Amortization Expense-Lease Assets		6910			-			-			-
Amortization Expense-Subscription Assets		6920			-			-			-
Total, Capital Outlay			401,303.00	-	401,303.00	103,880.04	-	103,880.04	435,000.00	-	435,000.00
7. Other Outgo											
Tuition to Other Schools		7110-7143	-		-			-			-
Transfers of Pass-through Revenues to Other LEAs		7211-7213	-		-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.		7221-7223SE	-		-			-			-
Transfers of Apportionments to Other LEAs - All Other		7221-7223AO	-		-			-			-
All Other Transfers		7281-7299	-		-			-			-
Transfers of Indirect Costs		7300-7399	-		-			-			-
Debt Service:					-			-			-

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

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, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Interest	7438	796,082.00	-	796,082.00	225,610.70	-	225,610.70	690,000.00		690,000.00
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		796,082.00	-	796,082.00	225,610.70	-	225,610.70	690,000.00	-	690,000.00
8. TOTAL EXPENDITURES		6,165,419.00	2,217,296.00	8,382,715.00	2,306,634.36	545,955.81	2,852,590.17	6,258,524.11	2,264,763.90	8,523,288.01
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(220,165.00)	(130,717.00)	(350,882.00)	(784,665.54)	(448,176.81)	(1,232,842.35)	(598,975.82)	(151,024.58)	(750,000.39)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)				-	(448,176.81)	448,176.81	-	(151,024.58)	151,024.58	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	(448,176.81)	448,176.81	-	(151,024.58)	151,024.58	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(220,165.00)	(130,717.00)	(350,882.00)	(1,232,842.35)	-	(1,232,842.35)	(750,000.40)	0.00	(750,000.39)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	7,476,624.71		7,476,624.71	7,476,624.71		7,476,624.71	7,476,624.71		7,476,624.71
b. Adjustments to Beginning Balance	9793, 9795			-			-			-
c. Adjusted Beginning Balance		7,476,624.71	-	7,476,624.71	7,476,624.71	-	7,476,624.71	7,476,624.71	-	7,476,624.71
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,256,459.71	(130,717.00)	7,125,742.71	6,243,782.36	-	6,243,782.36	6,726,624.31	0.00	6,726,624.32
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790	7,256,459.71	(130,717.00)	7,125,742.71	6,243,782.36	-	6,243,782.36	6,726,624.31	0.00	6,726,624.32

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,678,130.00	934,790.00	3,509,091.00	(169,039.00)	-4.60%
Education Protection Account State Aid - Current Year	8012	85,440.00	19,676.00	81,216.00	(4,224.00)	-4.94%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,865,830.00	452,141.88	1,773,586.89	(92,243.11)	-4.94%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		5,629,400.00	1,406,607.88	5,363,893.89	(265,506.11)	-4.72%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	120,049.00	5,913.00	123,382.00	3,333.00	2.78%
Special Education - Federal	8181, 8182	68,846.00	-	61,232.20	(7,613.80)	-11.06%
Child Nutrition - Federal	8220	135,586.00	-	135,586.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-
Total, Federal Revenues		324,481.00	5,913.00	320,200.20	(4,280.80)	-1.32%
3. Other State Revenues						
Special Education - State	StateRevSE	365,790.00	74,120.00	382,399.56	16,609.56	4.54%
All Other State Revenues	StateRevAO	1,483,886.00	17,746.00	1,496,846.80	12,960.80	0.87%
Total, Other State Revenues		1,849,676.00	91,866.00	1,879,246.36	29,570.36	1.60%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	228,276.00	115,360.94	209,947.17	(18,328.83)	-8.03%
Total, Local Revenues		228,276.00	115,360.94	209,947.17	(18,328.83)	-8.03%
5. TOTAL REVENUES		8,031,833.00	1,619,747.82	7,773,287.62	(258,545.38)	-3.22%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,373,221.00	642,623.83	2,279,330.24	(93,890.76)	-3.96%
Certificated Pupil Support Salaries	1200	144,429.00	40,312.56	147,296.61	2,867.61	1.99%
Certificated Supervisors' and Administrators' Salaries	1300	465,080.00	157,722.74	489,345.62	24,265.62	5.22%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		2,982,730.00	840,659.13	2,915,972.47	(66,757.53)	-2.24%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	314,140.00	98,460.63	316,317.62	2,177.62	0.69%
Non-certificated Support Salaries	2200	148,589.00	51,978.81	161,220.69	12,631.69	8.50%
Non-certificated Supervisors' and Administrators' Sal.	2300	153,679.00	58,896.40	187,357.29	33,678.29	21.91%
Clerical and Office Salaries	2400	385,738.00	111,037.78	317,727.04	(68,010.96)	-17.63%
Other Non-certificated Salaries	2900	8,366.00	2,055.85	6,779.48	(1,586.52)	-18.96%
Total, Non-certificated Salaries		1,010,512.00	322,429.47	989,402.12	(21,109.88)	-2.09%
3. Employee Benefits						
STRS	3101-3102	-	-	-	-	-
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	120,554.00	87,752.97	298,761.16	178,207.16	147.82%
Health and Welfare Benefits	3401-3402	472,782.00	163,507.98	431,359.02	(41,422.98)	-8.76%
Unemployment Insurance	3501-3502	32,234.00	4,369.40	38,590.00	6,356.00	19.72%
Workers' Compensation Insurance	3601-3602	83,858.00	46,275.00	82,012.87	(1,845.13)	-2.20%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	154,684.00	25,388.18	87,907.57	(66,776.43)	-43.17%
Total, Employee Benefits		864,112.00	327,293.53	938,630.62	74,518.62	8.62%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	34,868.00	23,433.37	26,458.00	(8,410.00)	-24.12%
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	133,866.00	50,968.00	112,695.00	(21,171.00)	-15.82%
Noncapitalized Equipment	4400	56,699.00	102,352.50	79,365.00	22,666.00	39.98%
Food	4700	175,796.00	-	212,000.00	36,204.00	20.59%
Total, Books and Supplies		401,229.00	176,753.87	430,518.00	29,289.00	7.30%
5. Services and Other Operating Expenditures						

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	79,296.00	48,563.05	55,705.00	(23,591.00)	-29.75%
Dues and Memberships	5300	22,463.00	20,134.95	22,463.00	-	0.00%
Insurance	5400	175,162.00	149,662.94	178,857.94	3,695.94	2.11%
Operations and Housekeeping Services	5500	250,352.00	103,361.83	291,656.00	41,304.00	16.50%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	140,950.00	54,627.94	140,950.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,243,164.00	468,860.94	1,414,781.94	171,617.94	13.80%
Communications	5900	15,360.00	10,751.78	19,350.92	3,990.92	25.98%
Total, Services and Other Operating Expenditures		1,926,747.00	855,963.43	2,123,764.80	197,017.80	10.23%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Lease Assets	6600	-	-	-	-	
Subscription Assets	6700	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	401,303.00	103,880.04	435,000.00	33,697.00	8.40%
Amortization Expense-Lease Assets	6910	-	-	-	-	
Amortization Expense-Subscription Assets	6920	-	-	-	-	
Total, Capital Outlay		401,303.00	103,880.04	435,000.00	33,697.00	8.40%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	796,082.00	225,610.70	690,000.00	(106,082.00)	-13.33%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		796,082.00	225,610.70	690,000.00	(106,082.00)	-13.33%
8. TOTAL EXPENDITURES		8,382,715.00	2,852,590.17	8,523,288.01	140,573.01	1.68%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(350,882.00)	(1,232,842.35)	(750,000.39)	(399,118.39)	113.75%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(350,882.00)	(1,232,842.35)	(750,000.39)	(399,118.39)	113.75%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	7,476,624.71	7,476,624.71	7,476,624.71	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		7,476,624.71	7,476,624.71	7,476,624.71		
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,125,742.71	6,243,782.36	6,726,624.32		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Bella Mente Montessori Academy
 (continued) _____
 CDS #: 37684520128223
 Charter Approving Entity: Vista Unified
 County: San Diego
 Charter #: 1515
 Fiscal Year: 2024/25

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	7,125,742.71	6,243,782.36	6,726,624.32	(399,118.39)	-5.60%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Bella Mente Montessori Academy
(continued) _____
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

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 / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	3,509,091.00	0.00	3,509,091.00	3,960,891.00	4,351,902.00
Education Protection Account State Aid - Current Year	8012	81,216.00	0.00	81,216.00	87,713.00	92,099.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,773,586.89	0.00	1,773,586.89	1,915,474.00	2,011,248.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		5,363,893.89	0.00	5,363,893.89	5,964,078.00	6,455,249.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	123,382.00	123,382.00	123,382.00	123,382.00
Special Education - Federal	8181, 8182	0.00	61,232.20	61,232.20	63,601.00	72,281.00
Child Nutrition - Federal	8220	0.00	135,586.00	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	0.00	0.00	0.00		
Total, Federal Revenues		0.00	320,200.20	320,200.20	322,569.00	331,249.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	382,399.56	382,399.56	454,309.20	468,360.00
All Other State Revenues	StateRevAO	85,707.24	1,411,139.56	1,496,846.80	1,346,846.80	1,077,133.00
Total, Other State Revenues		85,707.24	1,793,539.12	1,879,246.36	1,801,156.00	1,545,493.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	209,947.17	0.00	209,947.17	150,000.00	150,000.00
Total, Local Revenues		209,947.17	0.00	209,947.17	150,000.00	150,000.00
5. TOTAL REVENUES		5,659,548.30	2,113,739.32	7,773,287.62	8,237,803.00	8,481,991.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,754,330.24	525,000.00	2,279,330.24	2,165,363.73	2,208,671.00
Certificated Pupil Support Salaries	1200	147,296.61	0.00	147,296.61	139,931.78	142,730.42
Certificated Supervisors' and Administrators' Salaries	1300	339,345.62	150,000.00	489,345.62	464,878.34	474,175.91
Other Certificated Salaries	1900	0.00	0.00	0.00	-	0.00
Total, Certificated Salaries		2,240,972.47	675,000.00	2,915,972.47	2,770,173.85	2,825,577.32
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	166,317.62	150,000.00	316,317.62	300,501.74	306,511.77
Non-certificated Support Salaries	2200	86,220.69	75,000.00	161,220.69	153,159.66	156,222.85
Non-certificated Supervisors' and Administrators' Sal.	2300	122,357.29	65,000.00	187,357.29	177,989.43	181,549.21
Clerical and Office Salaries	2400	222,727.04	95,000.00	317,727.04	301,840.69	307,877.50
Other Non-certificated Salaries	2900	6,779.48	0.00	6,779.48	6,440.51	6,569.32
Total, Non-certificated Salaries		604,402.12	385,000.00	989,402.12	939,932.01	958,730.65

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	217,671.16	81,090.00	298,761.16	283,823.10	289,499.56
Health and Welfare Benefits	3401-3402	314,279.20	117,079.82	431,359.02	439,986.20	448,785.92
Unemployment Insurance	3501-3502	28,115.87	10,474.13	38,590.00	39,361.80	40,149.04
Workers' Compensation Insurance	3601-3602	59,752.87	22,260.00	82,012.87	77,912.22	79,470.47
OPEB, Allocated	3701-3702	0.00	0.00	0.00	-	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	-	0.00
Other Employee Benefits	3901-3902	64,047.62	23,859.95	87,907.57	77,912.22	79,470.47

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Bella Mente Montessori Academy
(continued) _____
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

Total, Employee Benefits		683,866.72	254,763.90	938,630.62	918,995.54	937,375.46
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	26,458.00	0.00	26,458.00	26,987.16	28,336.52
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	112,695.00	0.00	112,695.00	114,948.90	120,696.35
Noncapitalized Equipment	4400	79,365.00	0.00	79,365.00	80,952.30	84,999.92
Food	4700	187,000.00	25,000.00	212,000.00	216,240.00	227,052.00
Total, Books and Supplies		405,518.00	25,000.00	430,518.00	439,128.36	461,084.78
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	55,705.00	0.00	55,705.00	56,819.10	59,660.06
Dues and Memberships	5300	22,463.00	0.00	22,463.00	22,912.26	24,057.87
Insurance	5400	153,857.94	25,000.00	178,857.94	182,435.10	191,556.85
Operations and Housekeeping Services	5500	141,656.00	150,000.00	291,656.00	297,489.12	312,363.58
Rentals, Leases, Repairs, and Noncap. Improvements	5600	140,950.00	0.00	140,950.00	143,769.00	150,957.45
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	664,781.94	750,000.00	1,414,781.94	1,239,077.58	1,301,031.46
Communications	5900	19,350.92	0.00	19,350.92	19,737.94	20,724.84
Total, Services and Other Operating Expenditures		1,198,764.80	925,000.00	2,123,764.80	1,962,240.10	2,060,352.10
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Lease Assets	6600	0.00	0.00	0.00		
Subscription Assets	6700	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	435,000.00	0.00	435,000.00	435,000.00	435,000.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00		
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00		
Total, Capital Outlay		435,000.00	0.00	435,000.00	435,000.00	435,000.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	690,000.00	0.00	690,000.00	690,000.00	690,000.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		690,000.00	0.00	690,000.00	690,000.00	690,000.00
8. TOTAL EXPENDITURES		6,258,524.11	2,264,763.90	8,523,288.01	8,155,469.86	8,368,120.31
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(598,975.82)	(151,024.58)	(750,000.39)	82,333.14	113,870.69

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(151,024.58)	151,024.58	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(151,024.58)	151,024.58	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Bella Mente Montessori Academy
(continued) _____
CDS #: 37684520128223 _____
Charter Approving Entity: Vista Unified _____
County: San Diego _____
Charter #: 1515 _____
Fiscal Year: 2024/25 _____

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(750,000.40)	0.00	(750,000.39)	82,333.14	113,870.69
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	7,476,624.71	0.00	7,476,624.71	6,726,624.32	6,808,957.46
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		7,476,624.71	0.00	7,476,624.71	6,726,624.32	6,808,957.46
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,726,624.31	0.00	6,726,624.32	6,808,957.46	6,922,828.14
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Unassigned/Unappropriated Amount	9790	6,726,624.31	0.00	6,726,624.32	6,808,957.46	6,922,828.14

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

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, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description		Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	3,509,091.00		3,509,091.00	1,836,194.00		1,836,194.00	3,509,091.00		3,509,091.00
Education Protection Account State Aid - Current Year		8012	81,216.00		81,216.00	39,352.00		39,352.00	81,216.00		81,216.00
State Aid - Prior Years		8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,773,586.89		1,773,586.89	865,869.72		865,869.72	1,773,586.89		1,773,586.89
Other LCFF Transfers		8091, 8097			-			-			-
Total, LCFFSources			5,363,893.89	-	5,363,893.89	2,741,415.72	-	2,741,415.72	5,363,893.89	-	5,363,893.89
2. Federal Revenues											
No Child Left Behind/Every Student Succeeds Act		8290		123,382.00	123,382.00		57,326.00	57,326.00		123,382.00	123,382.00
Special Education - Federal		8181, 8182		61,232.20	61,232.20			-		61,232.20	61,232.20
Child Nutrition - Federal		8220		135,586.00	135,586.00		60,907.79	60,907.79		135,586.00	135,586.00
Donated Food Commodities		8221			-			-			-
Other Federal Revenues		8110, 8260-8299	-		-			-			-
Total, Federal Revenues			-	320,200.20	320,200.20	-	118,233.79	118,233.79	-	320,200.20	320,200.20
3. Other State Revenues											
Special Education - State		StateRevSE		382,399.56	382,399.56		204,257.00	204,257.00		382,399.56	382,399.56
All Other State Revenues		StateRevAO	85,707.24	1,411,139.56	1,496,846.80	35,315.39	339,619.91	374,935.30	85,707.24	1,411,139.56	1,496,846.80
Total, Other State Revenues			85,707.24	1,793,539.12	1,879,246.36	35,315.39	543,876.91	579,192.30	85,707.24	1,793,539.12	1,879,246.36
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	209,947.17		209,947.17	227,767.72		227,767.72	209,947.17		209,947.17
Total, Local Revenues			209,947.17	-	209,947.17	227,767.72	-	227,767.72	209,947.17	-	209,947.17
5. TOTAL REVENUES			5,659,548.30	2,113,739.32	7,773,287.62	3,004,498.83	662,110.70	3,666,609.53	5,659,548.30	2,113,739.32	7,773,287.62
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	1,754,330.24	525,000.00	2,279,330.24	1,043,085.55	200,565.88	1,243,651.43	1,754,330.24	525,000.00	2,279,330.24
Certificated Pupil Support Salaries		1200	147,296.61		147,296.61	82,446.24		82,446.24	147,296.61		147,296.61
Certificated Supervisors' and Administrators' Salaries		1300	339,345.62	150,000.00	489,345.62	157,590.78	121,865.48	279,456.26	339,345.62	150,000.00	489,345.62
Other Certificated Salaries		1900			-			-			-
Total, Certificated Salaries			2,240,972.47	675,000.00	2,915,972.47	1,283,122.57	322,431.36	1,605,553.93	2,240,972.47	675,000.00	2,915,972.47
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	166,317.62	150,000.00	316,317.62	142,759.30	29,266.16	172,025.46	166,317.62	150,000.00	316,317.62
Non-certificated Support Salaries		2200	86,220.69	75,000.00	161,220.69	76,452.27	13,876.62	90,328.89	86,220.69	75,000.00	161,220.69
Non-certificated Supervisors' and Administrators' Sal.		2300	122,357.29	65,000.00	187,357.29	82,915.13	22,798.00	105,713.13	122,357.29	65,000.00	187,357.29
Clerical and Office Salaries		2400	222,727.04	95,000.00	317,727.04	161,099.67	22,197.93	183,297.60	222,727.04	95,000.00	317,727.04
Other Non-certificated Salaries		2900	6,779.48		6,779.48	3,534.97	-	3,534.97	6,779.48		6,779.48
Total, Non-certificated Salaries			604,402.12	385,000.00	989,402.12	466,761.34	88,138.71	554,900.05	604,402.12	385,000.00	989,402.12
3. Employee Benefits											
STRS		3101-3102			-			-			-
PERS		3201-3202			-			-			-
OASDI / Medicare / Alternative		3301-3302	217,671.16	81,090.00	298,761.16	130,803.22	30,606.34	161,409.56	217,671.16	81,090.00	298,761.16
Health and Welfare Benefits		3401-3402	314,279.20	117,079.82	431,359.02	177,965.17	47,886.90	225,852.07	314,279.20	117,079.82	431,359.02
Unemployment Insurance		3501-3502	28,115.87	10,474.13	38,590.00	12,672.81	1,942.13	14,614.94	28,115.87	10,474.13	38,590.00
Workers' Compensation Insurance		3601-3602	59,752.87	22,260.00	82,012.87	37,951.03	8,323.97	46,275.00	59,752.87	22,260.00	82,012.87
OPEB, Allocated		3701-3702			-			-			-
OPEB, Active Employees		3751-3752			-			-			-
Other Employee Benefits		3901-3902	64,047.62	23,859.95	87,907.57	34,747.26	14,782.92	49,530.18	64,047.62	23,859.95	87,907.57
Total, Employee Benefits			683,866.72	254,763.90	938,630.62	394,139.49	103,542.26	497,681.75	683,866.72	254,763.90	938,630.62
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	26,458.00		26,458.00	23,503.79	354.58	23,858.37	26,458.00		26,458.00
Books and Other Reference Materials		4200			-			-			-
Materials and Supplies		4300	112,695.00		112,695.00	63,262.45	9,652.41	72,914.86	112,695.00		112,695.00
Noncapitalized Equipment		4400	79,365.00		79,365.00	49,355.42	10,741.08	60,096.50	79,365.00		79,365.00
Food		4700	187,000.00	25,000.00	212,000.00		114,126.05	114,126.05	187,000.00	25,000.00	212,000.00
Total, Books and Supplies			405,518.00	25,000.00	430,518.00	136,121.66	134,874.12	270,995.78	405,518.00	25,000.00	430,518.00
5. Services and Other Operating Expenditures											
Subagreements for Services		5100			-			-			-
Travel and Conferences		5200	55,705.00		55,705.00	51,739.95	619.85	52,359.80	55,705.00		55,705.00
Dues and Memberships		5300	22,463.00		22,463.00	21,689.87	-	21,689.87	22,463.00		22,463.00
Insurance		5400	153,857.94	25,000.00	178,857.94	149,662.94		149,662.94	153,857.94	25,000.00	178,857.94
Operations and Housekeeping Services		5500	141,656.00	150,000.00	291,656.00	178,750.48	353.00	179,103.48	141,656.00	150,000.00	291,656.00
Rentals, Leases, Repairs, and Noncap. Improvements		5600	140,950.00		140,950.00	84,451.26	2,900.00	87,351.26	140,950.00		140,950.00
Transfers of Direct Costs		5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.		5800	664,781.94	750,000.00	1,414,781.94	365,309.83	402,541.69	767,851.52	664,781.94	750,000.00	1,414,781.94
Communications		5900	19,350.92		19,350.92	4,340.30		4,340.30	19,350.92		19,350.92
Total, Services and Other Operating Expenditures			1,198,764.80	925,000.00	2,123,764.80	855,944.63	406,414.54	1,262,359.17	1,198,764.80	925,000.00	2,123,764.80
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)											
Land and Land Improvements		6100-6170			-			-			-
Buildings and Improvements of Buildings		6200			-			-			-
Books and Media for New School Libraries or Major					-			-			-
Expansion of School Libraries		6300			-			-			-
Equipment		6400			-			-			-
Equipment Replacement		6500			-			-			-
Lease Assets		6600			-			-			-
Subscription Assets		6700			-			-			-
Depreciation Expense (for accrual basis only)		6900	435,000.00		435,000.00	244,229.36	-	244,229.36	435,000.00		435,000.00
Amortization Expense-Lease Assets		6910			-			-			-
Amortization Expense-Subscription Assets		6920			-			-			-
Total, Capital Outlay			435,000.00	-	435,000.00	244,229.36	-	244,229.36	435,000.00	-	435,000.00
7. Other Outgo											
Tuition to Other Schools		7110-7143	-		-			-			-
Transfers of Pass-through Revenues to Other LEAs		7211-7213	-		-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.		7221-7223SE	-		-			-			-
Transfers of Apportionments to Other LEAs - All Other		7221-7223AO	-		-			-			-
All Other Transfers		7281-7299	-		-			-			-
Transfers of Indirect Costs		7300-7399	-		-			-			-
Debt Service:					-			-			-

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

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, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Interest	7438	690,000.00		690,000.00	394,642.15	-	394,642.15	690,000.00		690,000.00
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		690,000.00	-	690,000.00	394,642.15	-	394,642.15	690,000.00	-	690,000.00
8. TOTAL EXPENDITURES		6,258,524.11	2,264,763.90	8,523,288.01	3,774,961.20	1,055,400.99	4,830,362.19	6,258,524.11	2,264,763.90	8,523,288.01
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(598,975.82)	(151,024.58)	(750,000.39)	(770,462.37)	(393,290.29)	(1,163,752.66)	(598,975.82)	(151,024.58)	(750,000.39)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)										
	8980-8999	(151,024.58)	151,024.58	-	(393,290.29)	393,290.29	-	(151,024.58)	151,024.58	-
4. TOTAL OTHER FINANCING SOURCES / USES		(151,024.58)	151,024.58	-	(393,290.29)	393,290.29	-	(151,024.58)	151,024.58	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(750,000.40)	0.00	(750,000.39)	(1,163,752.66)	-	(1,163,752.66)	(750,000.40)	0.00	(750,000.39)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1.	9791	7,448,561.41	28,063.30	7,476,624.71	7,448,561.41	28,063.30	7,476,624.71	7,448,561.41	28,063.30	7,476,624.71
b. Adjustments to Beginning Balance	9793, 9795	103,641.00		103,641.00	103,641.00		103,641.00	103,641.00		103,641.00
c. Adjusted Beginning Balance		7,552,202.41	28,063.30	7,580,265.71	7,552,202.41	28,063.30	7,580,265.71	7,552,202.41	28,063.30	7,580,265.71
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,802,202.01	28,063.30	6,830,265.32	6,388,449.75	28,063.30	6,416,513.05	6,802,202.01	28,063.30	6,830,265.32
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790	6,802,202.01	28,063.30	6,830,265.32	6,388,449.75	28,063.30	6,416,513.05	6,802,202.01	28,063.30	6,830,265.32

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Bella Mente Montessori Acade
(continued) _____
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

- x **POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print
Name: Erin Feeley Title: Executive Director

To the County Superintendent of Schools:
(x) 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print
Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

For Approving Entity:

James Pham
Name
Executive Director, Fiscal Services
Title
760-726-2170
Phone
jamespham@vistausd.org
E-mail

For Charter School:

Josh Eng
Name
School Business Manager
Title
951-526-1920
Phone
jeng@csmci.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

ACOE District Advisor

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,509,091.00	1,836,194.00	3,509,091.00	-	0.00%
Education Protection Account State Aid - Current Year	8012	81,216.00	39,352.00	81,216.00	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,773,586.89	865,869.72	1,773,586.89	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		5,363,893.89	2,741,415.72	5,363,893.89	-	0.00%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	123,382.00	57,326.00	123,382.00	-	0.00%
Special Education - Federal	8181, 8182	61,232.20	-	61,232.20	-	0.00%
Child Nutrition - Federal	8220	135,586.00	60,907.79	135,586.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-
Total, Federal Revenues		320,200.20	118,233.79	320,200.20	-	0.00%
3. Other State Revenues						
Special Education - State	StateRevSE	382,399.56	204,257.00	382,399.56	-	0.00%
All Other State Revenues	StateRevAO	1,496,846.80	374,935.30	1,496,846.80	-	0.00%
Total, Other State Revenues		1,879,246.36	579,192.30	1,879,246.36	-	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	209,947.17	227,767.72	209,947.17	-	0.00%
Total, Local Revenues		209,947.17	227,767.72	209,947.17	-	0.00%
5. TOTAL REVENUES		7,773,287.62	3,666,609.53	7,773,287.62	-	0.00%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,279,330.24	1,243,651.43	2,279,330.24	-	0.00%
Certificated Pupil Support Salaries	1200	147,296.61	82,446.24	147,296.61	-	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	489,345.62	279,456.26	489,345.62	-	0.00%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		2,915,972.47	1,605,553.93	2,915,972.47	-	0.00%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	316,317.62	172,025.46	316,317.62	-	0.00%
Non-certificated Support Salaries	2200	161,220.69	90,328.89	161,220.69	-	0.00%
Non-certificated Supervisors' and Administrators' Sal.	2300	187,357.29	105,713.13	187,357.29	-	0.00%
Clerical and Office Salaries	2400	317,727.04	183,297.60	317,727.04	-	0.00%
Other Non-certificated Salaries	2900	6,779.48	3,534.97	6,779.48	-	0.00%
Total, Non-certificated Salaries		989,402.12	554,900.05	989,402.12	-	0.00%
3. Employee Benefits						
STRS	3101-3102	-	-	-	-	-
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	298,761.16	161,409.56	298,761.16	-	0.00%
Health and Welfare Benefits	3401-3402	431,359.02	225,852.07	431,359.02	-	0.00%
Unemployment Insurance	3501-3502	38,590.00	14,614.94	38,590.00	-	0.00%
Workers' Compensation Insurance	3601-3602	82,012.87	46,275.00	82,012.87	-	0.00%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	87,907.57	49,530.18	87,907.57	-	0.00%
Total, Employee Benefits		938,630.62	497,681.75	938,630.62	-	0.00%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	26,458.00	23,858.37	26,458.00	-	0.00%
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	112,695.00	72,914.86	112,695.00	-	0.00%
Noncapitalized Equipment	4400	79,365.00	60,096.50	79,365.00	-	0.00%
Food	4700	212,000.00	114,126.05	212,000.00	-	0.00%
Total, Books and Supplies		430,518.00	270,995.78	430,518.00	-	0.00%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	-

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Bella Mente Montessori Academy
(continued)
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Travel and Conferences	5200	55,705.00	52,359.80	55,705.00	-	0.00%
Dues and Memberships	5300	22,463.00	21,689.87	22,463.00	-	0.00%
Insurance	5400	178,857.94	149,662.94	178,857.94	-	0.00%
Operations and Housekeeping Services	5500	291,656.00	179,103.48	291,656.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	140,950.00	87,351.26	140,950.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	1,414,781.94	767,851.52	1,414,781.94	-	0.00%
Communications	5900	19,350.92	4,340.30	19,350.92	-	0.00%
Total, Services and Other Operating Expenditures		2,123,764.80	1,262,359.17	2,123,764.80	-	0.00%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Lease Assets	6600	-	-	-	-	-
Subscription Assets	6700	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	435,000.00	244,229.36	435,000.00	-	0.00%
Amortization Expense-Lease Assets	6910	-	-	-	-	-
Amortization Expense-Subscription Assets	6920	-	-	-	-	-
Total, Capital Outlay		435,000.00	244,229.36	435,000.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-
Debt Service:						
Interest	7438	690,000.00	394,642.15	690,000.00	-	0.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		690,000.00	394,642.15	690,000.00	-	0.00%
8. TOTAL EXPENDITURES		8,523,288.01	4,830,362.19	8,523,288.01	-	0.00%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(750,000.39)	(1,163,752.66)	(750,000.39)	-	0.00%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(750,000.39)	(1,163,752.66)	(750,000.39)	-	0.00%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	7,476,624.71	7,476,624.71	7,476,624.71	-	0.00%
b. Adjustments/Restatements	9793, 9795	103,641.00	103,641.00	103,641.00	-	0.00%
c. Adjusted Beginning Fund Balance		7,580,265.71	7,580,265.71	7,580,265.71		
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,830,265.32	6,416,513.05	6,830,265.32		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-
All Others	9719	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-
c. Committed						

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Bella Mente Montessori Academy
 (continued) _____
 CDS #: 37684520128223
 Charter Approving Entity: Vista Unified
 County: San Diego
 Charter #: 1515
 Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	6,830,265.32	6,416,513.05	6,830,265.32	-	0.00%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Bella Mente Montessori Academy
(continued) _____
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

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 / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	3,509,091.00	0.00	3,509,091.00	3,960,891.00	4,351,902.00
Education Protection Account State Aid - Current Year	8012	81,216.00	0.00	81,216.00	87,713.00	92,099.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,773,586.89	0.00	1,773,586.89	1,915,474.00	2,011,248.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		5,363,893.89	0.00	5,363,893.89	5,964,078.00	6,455,249.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	123,382.00	123,382.00	123,382.00	123,382.00
Special Education - Federal	8181, 8182	0.00	61,232.20	61,232.20	63,601.00	72,281.00
Child Nutrition - Federal	8220	0.00	135,586.00	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	0.00	0.00	0.00		
Total, Federal Revenues		0.00	320,200.20	320,200.20	322,569.00	331,249.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	382,399.56	382,399.56	454,309.20	468,360.00
All Other State Revenues	StateRevAO	85,707.24	1,411,139.56	1,496,846.80	1,346,846.80	1,077,133.00
Total, Other State Revenues		85,707.24	1,793,539.12	1,879,246.36	1,801,156.00	1,545,493.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	209,947.17	0.00	209,947.17	150,000.00	150,000.00
Total, Local Revenues		209,947.17	0.00	209,947.17	150,000.00	150,000.00
5. TOTAL REVENUES		5,659,548.30	2,113,739.32	7,773,287.62	8,237,803.00	8,481,991.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,754,330.24	525,000.00	2,279,330.24	2,165,363.73	2,208,671.00
Certificated Pupil Support Salaries	1200	147,296.61	0.00	147,296.61	139,931.78	142,730.42
Certificated Supervisors' and Administrators' Salaries	1300	339,345.62	150,000.00	489,345.62	464,878.34	474,175.91
Other Certificated Salaries	1900	0.00	0.00	0.00	-	0.00
Total, Certificated Salaries		2,240,972.47	675,000.00	2,915,972.47	2,770,173.85	2,825,577.32
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	166,317.62	150,000.00	316,317.62	300,501.74	306,511.77
Non-certificated Support Salaries	2200	86,220.69	75,000.00	161,220.69	153,159.66	156,222.85
Non-certificated Supervisors' and Administrators' Sal.	2300	122,357.29	65,000.00	187,357.29	177,989.43	181,549.21
Clerical and Office Salaries	2400	222,727.04	95,000.00	317,727.04	301,840.69	307,877.50
Other Non-certificated Salaries	2900	6,779.48	0.00	6,779.48	6,440.51	6,569.32
Total, Non-certificated Salaries		604,402.12	385,000.00	989,402.12	939,932.01	958,730.65

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	217,671.16	81,090.00	298,761.16	283,823.10	289,499.56
Health and Welfare Benefits	3401-3402	314,279.20	117,079.82	431,359.02	439,986.20	448,785.92
Unemployment Insurance	3501-3502	28,115.87	10,474.13	38,590.00	39,361.80	40,149.04
Workers' Compensation Insurance	3601-3602	59,752.87	22,260.00	82,012.87	77,912.22	79,470.47
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	64,047.62	23,859.95	87,907.57	77,912.22	79,470.47

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Bella Mente Montessori Academy
(continued) _____
CDS #: 37684520128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024/25

Total, Employee Benefits		683,866.72	254,763.90	938,630.62	918,995.54	937,375.46
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	26,458.00	0.00	26,458.00	26,987.16	28,336.52
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	112,695.00	0.00	112,695.00	114,948.90	120,696.35
Noncapitalized Equipment	4400	79,365.00	0.00	79,365.00	80,952.30	84,999.92
Food	4700	187,000.00	25,000.00	212,000.00	216,240.00	227,052.00
Total, Books and Supplies		405,518.00	25,000.00	430,518.00	439,128.36	461,084.78
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	55,705.00	0.00	55,705.00	56,819.10	59,660.06
Dues and Memberships	5300	22,463.00	0.00	22,463.00	22,912.26	24,057.87
Insurance	5400	153,857.94	25,000.00	178,857.94	182,435.10	191,556.85
Operations and Housekeeping Services	5500	141,656.00	150,000.00	291,656.00	297,489.12	312,363.58
Rentals, Leases, Repairs, and Noncap. Improvements	5600	140,950.00	0.00	140,950.00	143,769.00	150,957.45
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	664,781.94	750,000.00	1,414,781.94	1,239,077.58	1,301,031.46
Communications	5900	19,350.92	0.00	19,350.92	19,737.94	20,724.84
Total, Services and Other Operating Expenditures		1,198,764.80	925,000.00	2,123,764.80	1,962,240.10	2,060,352.10
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Lease Assets	6600	0.00	0.00	0.00		
Subscription Assets	6700	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	435,000.00	0.00	435,000.00	435,000.00	435,000.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00		
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00		
Total, Capital Outlay		435,000.00	0.00	435,000.00	435,000.00	435,000.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	690,000.00	0.00	690,000.00	690,000.00	690,000.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		690,000.00	0.00	690,000.00	690,000.00	690,000.00
8. TOTAL EXPENDITURES		6,258,524.11	2,264,763.90	8,523,288.01	8,155,469.86	8,368,120.31
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(598,975.82)	(151,024.58)	(750,000.39)	82,333.14	113,870.69

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(151,024.58)	151,024.58	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(151,024.58)	151,024.58	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Bella Mente Montessori Academy
(continued) _____
CDS #: 37684520128223 _____
Charter Approving Entity: Vista Unified _____
County: San Diego _____
Charter #: 1515 _____
Fiscal Year: 2024/25 _____

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(750,000.40)	0.00	(750,000.39)	82,333.14	113,870.69
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	7,448,561.41	28,063.30	7,476,624.71	6,830,265.32	6,912,598.46
b. Adjustments/Restatements	9793, 9795	103,641.00	0.00	103,641.00		
c. Adjusted Beginning Balance		7,552,202.41	28,063.30	7,580,265.71	6,830,265.32	6,912,598.46
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,802,202.01	28,063.30	6,830,265.32	6,912,598.46	7,026,469.14
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Unassigned/Unappropriated Amount	9790	6,802,202.01	28,063.30	6,830,265.32	6,912,598.46	7,026,469.14

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name:	<u>Bella Mente Montessori Academy</u>
(name continued)	
CDS #:	<u>37-68452-0128223</u>
Charter Approving Entity:	<u>Vista Unified</u>
County:	<u>San Diego</u>
Charter #:	<u>1515</u>
Fiscal Year:	<u>2024-25</u>

(x) To the entity that approved the charter school:
2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____	Date: _____
Charter School Official (Original signature required)	
Print Name: _____	Title: _____

(x) To the County Superintendent of Schools:
2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____	Date: _____
Authorized Representative of Charter Approving Entity (Original signature required)	
Print Name: _____	Title: _____

For additional information on the BUDGET, please contact:

For Approving Entity:

<u>James Pham</u>
Name
<u>Executive Director, Fiscal Services</u>
Title
<u>760-726-2170</u>
Telephone
<u>jamespham@vistausd.org</u>
E-mail address

For Charter School:

<u>Janina Arruda</u>
Name
<u>School Business Manager</u>
Title
<u>951-514-9431</u>
Telephone
<u>jarruda@csmcj.com</u>
E-mail address

() 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____	Date: _____
ACOE District Advisor	

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Bella Mente Montessori Academy
(name continued) _____

CDS #: 37-68452-0128223

Charter Approving Entity: Vista Unified

County: San Diego

Charter #: 1515

Budgeting Period: 2024-25

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.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,221,895.00	3,678,130.00	0.00	3,678,130.00
Education Protection Account State Aid - Current Year	8012	77,204.00	85,440.00	0.00	85,440.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,685,973.00	1,865,830.00		1,865,830.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, LCFF Sources		4,985,072.00	5,629,400.00	0.00	5,629,400.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	120,049.00		120,049.00	120,049.00
Special Education - Federal	8181, 8182	68,363.00		68,846.00	68,846.00
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	338,293.00		0.00	0.00
Total, Federal Revenues		662,291.00	0.00	324,481.00	324,481.00
3. Other State Revenues					
Special Education - State	StateRevSE	330,341.00		365,790.00	365,790.00
All Other State Revenues	StateRevAO	1,462,535.00	87,578.00	1,396,308.00	1,483,886.00
Total, Other State Revenues		1,792,876.00	87,578.00	1,762,098.00	1,849,676.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	437,780.00	228,276.00	0.00	228,276.00
Total, Local Revenues		437,780.00	228,276.00	0.00	228,276.00
5. TOTAL REVENUES		7,878,019.00	5,945,254.00	2,086,579.00	8,031,833.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,997,528.00	1,872,400.00	500,821.00	2,373,221.00
Certificated Pupil Support Salaries	1200	116,433.00	144,429.00	0.00	144,429.00
Certificated Supervisors' and Administrators' Salaries	1300	326,704.00	314,589.00	150,491.00	465,080.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,440,665.00	2,331,418.00	651,312.00	2,982,730.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	369,846.00	34,027.00	280,113.00	314,140.00
Non-certificated Support Salaries	2200	169,321.00	148,589.00	0.00	148,589.00
Non-certificated Supervisors' and Administrators' Sal.	2300	149,931.00	153,679.00	0.00	153,679.00
Clerical and Office Salaries	2400	370,587.00	385,738.00	0.00	385,738.00
Other Non-certificated Salaries	2900	15,142.00	8,366.00	0.00	8,366.00

Revised 5/8/19

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Bella Mente Montessori Academy

(name continued)

Total, Non-certificated Salaries		1,074,827.00	730,399.00	280,113.00	1,010,512.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	248,935.00	85,422.00	35,132.00	120,554.00
Health and Welfare Benefits	3401-3402	332,127.00	408,256.00	64,526.00	472,782.00
Unemployment Insurance	3501-3502	36,575.00	21,338.00	10,896.00	32,234.00
Workers' Compensation Insurance	3601-3602	42,537.00	64,509.00	19,349.00	83,858.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	66,572.00	141,766.00	12,918.00	154,684.00
Total, Employee Benefits		726,746.00	721,291.00	142,821.00	864,112.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	34,868.00	34,868.00	0.00	34,868.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	133,866.00	87,120.00	46,746.00	133,866.00
Noncapitalized Equipment	4400	56,699.00	46,699.00	10,000.00	56,699.00
Food	4700	175,796.00	0.00	175,796.00	175,796.00
Total, Books and Supplies		401,229.00	168,687.00	232,542.00	401,229.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	79,296.00	68,068.00	11,228.00	79,296.00
Dues and Memberships	5300	22,463.00	22,463.00	0.00	22,463.00
Insurance	5400	148,805.00	175,162.00	0.00	175,162.00
Operations and Housekeeping Services	5500	250,352.00	250,352.00	0.00	250,352.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	140,950.00	140,950.00	0.00	140,950.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	1,462,722.00	343,884.00	899,280.00	1,243,164.00
Communications	5900	15,360.00	15,360.00	0.00	15,360.00
Total, Services and Other Operating Expenditures		2,119,948.00	1,016,239.00	910,508.00	1,926,747.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual basis only)	6900	401,303.00	401,303.00	0.00	401,303.00
Total, Capital Outlay		401,303.00	401,303.00	0.00	401,303.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00

Revised 5/8/19

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Bella Mente Montessori Academy

(name continued)

Debt Service:					
Interest	7438	796,082.00	796,082.00	0.00	796,082.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		796,082.00	796,082.00	0.00	796,082.00
8. TOTAL EXPENDITURES		7,960,800.00	6,165,419.00	2,217,296.00	8,382,715.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(82,781.00)	(220,165.00)	(130,717.00)	(350,882.00)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
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		(130,717.00)	130,717.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(130,717.00)	130,717.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(82,781.00)	(350,882.00)	0.00	(350,882.00)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	7,531,661.91	7,193,890.91		7,193,890.91
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(254,990.00)			0.00
c. Adjusted Beginning Balance		7,276,671.91	7,193,890.91	0.00	7,193,890.91
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,193,890.91	6,843,008.91	0.00	6,843,008.91
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	7,193,890.91	6,843,008.91	0.00	6,843,008.91

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Bella Mente Montessori Academy
 (name continued)
CDS #: 37-68452-0128223
Charter Approving Entity: Vista Unified
County: San Diego
Charter #: 1515
Fiscal Year: 2024-25

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	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	3,678,130.00	0.00	3,678,130.00	4,223,067.00	4,540,481.00
Education Protection Account State Aid - Current Year	8012	85,440.00	0.00	85,440.00	93,120.00	96,000.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,865,830.00	0.00	1,865,830.00	2,033,545.00	2,096,438.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		5,629,400.00	0.00	5,629,400.00	6,349,732.00	6,732,919.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	120,049.00	120,049.00	123,651.00	127,360.00
Special Education - Federal	8181, 8182	0.00	68,846.00	68,846.00	70,911.00	73,039.00
Child Nutrition - Federal	8220	0.00	135,586.00	135,586.00	139,654.00	143,843.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	324,481.00	324,481.00	334,216.00	344,242.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	365,790.00	365,790.00	376,764.00	423,159.00
All Other State Revenues	StateRevAO	87,578.00	1,396,308.00	1,483,886.00	1,382,181.00	1,495,995.00
Total, Other State Revenues		87,578.00	1,762,098.00	1,849,676.00	1,758,945.00	1,919,154.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	228,276.00	0.00	228,276.00	235,124.00	242,178.00
Total, Local Revenues		228,276.00	0.00	228,276.00	235,124.00	242,178.00
5. TOTAL REVENUES						
		5,945,254.00	2,086,579.00	8,031,833.00	8,678,017.00	9,238,493.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,872,400.00	500,821.00	2,373,221.00	2,444,417.00	2,517,750.00
Certificated Pupil Support Salaries	1200	144,429.00	0.00	144,429.00	148,762.00	153,224.00
Certificated Supervisors' and Administrators' Salaries	1300	314,589.00	150,491.00	465,080.00	479,032.00	493,404.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,331,418.00	651,312.00	2,982,730.00	3,072,211.00	3,164,378.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	34,027.00	280,113.00	314,140.00	323,564.00	333,271.00
Non-certificated Support Salaries	2200	148,589.00	0.00	148,589.00	153,046.00	157,638.00
Non-certificated Supervisors' and Administrators' Sal.	2300	153,679.00	0.00	153,679.00	158,290.00	163,038.00
Clerical and Office Salaries	2400	385,738.00	0.00	385,738.00	397,311.00	409,229.00
Other Non-certificated Salaries	2900	8,366.00	0.00	8,366.00	8,616.00	8,875.00
Total, Non-certificated Salaries		730,399.00	280,113.00	1,010,512.00	1,040,827.00	1,072,051.00

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Bella Mente Montessori Academy

(name continued)

OASDI / Medicare / Alternative	3301-3302	85,422.00	35,132.00	120,554.00	124,170.00	127,895.00
Health and Welfare Benefits	3401-3402	408,256.00	64,526.00	472,782.00	486,967.00	501,575.00
Unemployment Insurance	3501-3502	21,338.00	10,896.00	32,234.00	33,201.00	34,197.00
Workers' Compensation Insurance	3601-3602	64,509.00	19,349.00	83,858.00	86,373.00	88,965.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	141,766.00	12,918.00	154,684.00	159,324.00	164,104.00
Total, Employee Benefits		721,291.00	142,821.00	864,112.00	890,035.00	916,736.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	34,868.00	0.00	34,868.00	35,915.00	36,992.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	87,120.00	46,746.00	133,866.00	137,882.00	142,019.00
Noncapitalized Equipment	4400	46,699.00	10,000.00	56,699.00	58,399.00	60,151.00
Food	4700	0.00	175,796.00	175,796.00	181,070.00	186,502.00
Total, Books and Supplies		168,687.00	232,542.00	401,229.00	413,266.00	425,664.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	68,068.00	11,228.00	79,296.00	81,674.00	84,124.00
Dues and Memberships	5300	22,463.00	0.00	22,463.00	23,137.00	23,831.00
Insurance	5400	175,162.00	0.00	175,162.00	180,417.00	185,829.00
Operations and Housekeeping Services	5500	250,352.00	0.00	250,352.00	257,862.00	265,598.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	140,950.00	0.00	140,950.00	145,178.00	149,534.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	343,884.00	899,280.00	1,243,164.00	1,285,975.00	1,326,482.00
Communications	5900	15,360.00	0.00	15,360.00	15,821.00	16,296.00
Total, Services and Other Operating Expenditures		1,016,239.00	910,508.00	1,926,747.00	1,990,064.00	2,051,694.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	401,303.00	0.00	401,303.00	401,303.00	401,303.00
Total, Capital Outlay		401,303.00	0.00	401,303.00	401,303.00	401,303.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	796,082.00	0.00	796,082.00	796,082.00	796,082.00
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		796,082.00	0.00	796,082.00	796,082.00	796,082.00
8. TOTAL EXPENDITURES		6,165,419.00	2,217,296.00	8,382,715.00	8,603,788.00	8,827,908.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(220,165.00)	(130,717.00)	(350,882.00)	74,229.00	410,585.00

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(130,717.00)	130,717.00	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Bella Mente Montessori Academy

(name continued)

4. TOTAL OTHER FINANCING SOURCES / USES						
		(130,717.00)	130,717.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(350,882.00)	0.00	(350,882.00)	74,229.00	410,585.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791			0.00	(350,882.00)	(276,653.00)
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		0.00	0.00	0.00	(350,882.00)	(276,653.00)
2. Ending Fund Balance, June 30 (E + F.1.c.)		(350,882.00)	0.00	(350,882.00)	(276,653.00)	133,932.00
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted		9740		0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	(350,882.00)	0.00	(350,882.00)	(276,653.00)	133,932.00

BELLA MENTE CHARTER SCHOOL- AGENDA ITEM F2

TO: Board of Directors

FROM: Superintendent

DATE: 10/14/25

SUBJECT: Conversion of School Chase Credit Card to Corporate Liability Card

ISSUE: The school currently maintains a Chase credit card account that was originally established under the personal responsibility and guarantee of the Superintendent. At the time of opening, Bella Mente Montessori Academy did not possess sufficient institutional credit history to qualify for a corporate liability credit card without a personal guarantor.

The school now has a well-established credit history and financial standing, allowing for the conversion of the existing account to a Corporate Liability Card, thereby removing the personal responsibility requirement for the Superintendent.

BACKGROUND: When Bella Mente Montessori Academy opened, a personal guarantee was required to secure a school credit card account with Chase Bank due to the absence of an organizational credit profile. This arrangement placed personal liability on the Superintendent for any charges made under the school's account.

The school's fiscal stability, demonstrated through consistent financial management, compliance with state and federal reporting requirements, and the development of an independent credit history, now qualifies the organization to transition from a personally guaranteed card to a corporate liability account.

This conversion will align with best practices in nonprofit financial management by ensuring that financial obligations of the school remain under the institution's responsibility, not an individual employee's.

FISCAL IMPACT/ FUNDING SOURCE: There is no anticipated fiscal impact from the conversion. The credit card will continue to be used for approved school-related purchases under existing fiscal policies. All expenditures will remain subject to oversight through established financial controls and authorization procedures.

RECOMMENDATION: It is recommended that the Board of Directors approve the conversion of the existing Bella Mente Montessori Academy Chase Credit Card from a personal liability account held under the Superintendent's personal guarantee to a Corporate Liability Card under the school's Tax ID Number.

This action will remove personal liability from the Superintendent while maintaining continuity of financial operations and access to credit for authorized school purposes.

Respectfully Submitted,

Erin Feeley
Superintendent

Chase Ink Business Premier®

Key features & benefits

- **Get \$1,200 cash back** after you spend \$10,000 on purchases in the first 3 months after account opening.*
- **Unlimited 2% cash back**

Turn all your business expenses into rewards with unlimited 2% cash back on business purchases.*
- **Unlimited 2.5% cash back on larger purchases**

Get more out of your larger purchases with a total of 2.5% cash back on every purchase of \$5,000 or more—that's \$250 on a purchase of \$10,000 when redeemed.*
- **Unlimited 5% cash back on travel purchased through Chase TravelSM***
- **Pay in Full card that helps your business go further**
Chase Ink Business Premier provides a high credit limit to increase your buying power and help your business make its next big move.



Chase Ink Business Premier®

A Pay in Full Card with built-in flexibility when you need it

Get the buying power you need to make large purchases, cover unexpected expenses and help your business grow. Your Ink Premier card comes built with two ways to access your credit line – Pay in Full and Flex for Business. While you must pay your Pay in Full balance each month, your Flex for Business balance can be paid over time with interest.

Your purchases will automatically be included in your Flex for Business balance until you reach its limit. After that, any additional purchases will be charged to your Pay in Full balance.*

Why is Ink Business Premier right for your business?

Ink Business Premier is built for business spend and limitless Cash Back rewards in mind.

- Earn unlimited 2% cash back on business purchases and a total of 2.5% cash back on purchases of \$5,000 or more.*
- Limitless opportunities for rewards and no minimum redemption amount. Redeem for cash back, travel, gift cards to 175+ brands, and more. Note: Points earned with Ink Business Premier cannot be moved to other Chase cards or transferred to Chase Travel Partners.
- Add employee cards with confidence on a card built with business spend in mind. Plus, there's no additional cost for employee cards.*

Key rates and fees

- \$195 annual fee.* Get premium benefits on a card that helps you to do more for your business.
- No foreign transaction fees.*

Protections built for business

- **Cell Phone Protection:** Get up to \$1,000 per claim in cell phone protection against covered theft or damage for cell phones listed on your monthly cell phone bill when you pay it with your eligible credit card. Maximum of 3 claims in a 12-month period with a \$100 deductible per claim.*
- **Fraud Protection, Purchase Protection,* Zero Liability Protection,* Extended Warranty Protection***
- **Dedicated customer service line**

Chase Ink Business Premier®

Key features & benefits

- **Get \$1,200 cash back** after you spend \$10,000 on purchases in the first 3 months after account opening.*
- **Unlimited 2% cash back**
Turn all your business expenses into rewards with unlimited 2% cash back on business purchases.*
- **Unlimited 2.5% cash back on larger purchases**
Get more out of your larger purchases with a total of 2.5% cash back on every purchase of \$5,000 or more—that's \$250 on a purchase of \$10,000 when redeemed.*
- **Unlimited 5% cash back on travel purchased through Chase Travel™**
- **Pay in Full card that helps your business go further**
Chase Ink Business Premier provides a high credit limit to increase your buying power and help your business make its next big move.

Chase Ink Business Premier® Credit Card

* Offer Details

Offers may vary depending on where you apply, for example online or in a branch, and can change over time. To take advantage of this particular offer now, apply through the method provided in this advertisement. Review offer details before you apply.

\$1,200 Cash Back After You Spend \$10,000 On Purchases In The First 3 Months From Account Opening: You will receive 120,000 bonus points with this bonus offer, which can be redeemed for \$1,200 cash back. To qualify and receive your bonus, you must make Purchases totaling \$10,000 or more during the first 3 months from account opening. ("Purchases" do not include balance transfers, cash advances, travelers checks, foreign currency, money orders, wire transfers or similar cash-like transactions, lottery tickets, casino gaming chips, race track wagers or similar betting transactions, any checks that access your account, interest, unauthorized or fraudulent charges, and fees of any kind, including an annual fee, if applicable.) After qualifying, please allow 6 to 8 weeks for bonus points to post to your account. To be eligible for this bonus offer, account must be open and not in default at the time of fulfillment.

Flex for Business: We may assign a portion of your Credit Access Line for use with Flex for Business. Flex for Business allows a portion of your Credit Access Line to be used for purchases over time, with interest. You can avoid interest on new Flex for Business purchases if you pay your entire statement New Balance by the due date and time. Buying products and services with your card, in most cases, will count as a purchase; however, the following types of transactions won't count: balance transfers, cash advances and other cash-like transactions, (such as travelers checks, foreign currency, money orders, or wire transfers, lottery tickets, casino gaming chips, race track wagers or similar betting transactions), any checks that access your account, interest, unauthorized or fraudulent charges, and fees of any kind, including an annual fee, if applicable. When you use your card for purchases, they will automatically be included in your Flex for Business balance, provided there is enough available credit in your Flex for Business limit for the entire purchase amount. We will post your Flex for Business limit on your Card Account Details page on chase.com. We may cancel, change or restrict your Flex for Business limit at any time.

Earning in the Rewards Program: "Cash Back rewards" are the rewards you earn under the program. Cash Back rewards are tracked as points and each \$1 in Cash Back rewards earned is equal to 100 points. **How you can earn points:** You'll earn points on purchases of products and services, minus returns or refunds, made with an Ink Business Premier credit card by you or an authorized user of the account. Buying products and services with your card, in most cases, will count as a purchase; however, the following types of transactions won't count and won't earn points: balance transfers, cash advances and other cash-like transactions, lottery tickets, casino gaming chips, race track wagers or similar betting transactions, any checks that access your account, interest, unauthorized or fraudulent charges, and fees of any kind, including an annual fee, if applicable. **2% Cash Back:** You'll earn 2% Cash Back rewards for each \$1 spent. **2.5% Cash Back:** You'll earn 2.5% Cash Back rewards total for each \$1 spent on every purchase totaling \$5,000 or more (0.5% additional Cash Back rewards on top of the 2% Cash Back rewards earned on each purchase). Each purchase must bill and post to your account in an amount that is equal to or greater than \$5,000 in order to earn a total of 2.5% Cash Back rewards; for example, purchases with items that ship at different times and bill in amounts less than \$5,000 will only qualify for earning 2% Cash Back rewards. **5% Cash Back:** You'll earn 5% Cash Back rewards total for each \$1 spent on purchases made using your card through Chase Travel (3% additional Cash Back rewards on top of the 2% Cash Back rewards earned on each purchase). **How you can use your points:** You can use your points to redeem for any available reward options, including cash, gift cards, travel, and pay with points for products or services made available through the program or directly from third parties. Redemption values for reward options vary. **Points expiration/losing points:** Your points don't expire as long as your account remains open, however, you will immediately lose all your points if your account status changes, or your account is closed for program misuse, fraudulent activities, or other reasons described in the terms of the Rewards Program Agreement. For important information about Chase rewards categories, see chase.com/RewardsCategoryFAQs. For more information about the Ink Business Premier rewards program, you can see the latest Rewards Program Agreement at chase.com/inkbusinesspremier/rewardsagreement and it will also be available for cardmembers after logging in to chase.com/ultimaterewards and will be mailed for new or changed accounts.

Adding An Employee Card: If any employees are allowed to use the account, they will be authorized users and will have equal charging privileges unless individual spending limits are established for them. You, as the Authorizing Officer, together with the business are responsible for any use of the account by you, an authorized user or anyone else permitted to use the account. You, together with the business, are responsible for repaying all balances on the account. All correspondence, including statements and notifications, will be sent to you as the Authorizing Officer. By requesting to add an employee cardholder to the account, you represent all information provided is accurate and is for persons with which the business has a relationship. You also represent that the business has permission to provide the employee information to Chase and to add the employee as a cardholder. If Chase determines any information provided is fraudulent, Chase has the right to close the account.

Pricing: APRs are based on creditworthiness. Flex for Business APR is 18.49% – 26.49% variable. Variable APRs change with the market based on the Prime Rate, which was 7.50% on 04/30/25. Minimum Interest Charge: None. Annual fee: \$195. Cash Advance Fee: 5% of the amount of each advance, but not less than \$15. Foreign Transaction Fee: None. Credit cards are issued by JPMorgan Chase Bank, N.A. Member FDIC. Subject to credit approval. You should contact Chase to obtain information on any changes to these terms after the date above by writing to Cardmember Service, P.O. Box 15043, Wilmington, DE 19850-5043.

Travel And Purchase Protection: These benefits are available when you use your card. Restrictions, limitations and exclusions apply. Most benefits are provided by unaffiliated companies who are solely responsible for the administration and claims. There are specific time limits and documentation requirements. For full coverage details, cardmembers can refer to their Guide to Benefits, provided after account opening, or call the number on the back of their card for assistance.

Zero Liability: Zero Liability Protection does not apply to use of an account by an authorized user without the approval of the primary cardmember. If you think someone used your account without permission, tell us immediately by calling the Cardmember Services number on your card or billing statement.

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BELLA MENTE CHARTER SCHOOL- AGENDA ITEM F3

TO: Board of Directors

FROM: Superintendent

DATE: 10/14/25

SUBJECT: Expanded Learning Opportunities Program (ELOP) Plan

ISSUE: To provide an overview and recommendation regarding Bella Mente Montessori Academy's participation in California's Expanded Learning Opportunities Program (ELOP), including the partnership with the Boys and Girls Club of Vista to provide onsite before- and after-school enrichment and support services.

BACKGROUND: The Expanded Learning Opportunities Program (ELOP) is a state-funded initiative established under California Education Code (EC) Section 46120. The program's goal is to offer students—especially those who are English learners, foster youth, and eligible for free or reduced-price meals—access to high-quality learning experiences beyond the traditional school day and school year.

ELOP programs emphasize the development of the whole child by combining academic support, physical wellness, and social-emotional growth opportunities. Participating schools must offer a total of at least nine hours per day of combined instructional and expanded learning time, as well as 30 non-school days of programming per year. Activities must complement, not duplicate, the regular school day curriculum and promote hands-on, experiential learning that supports creativity, curiosity, and connection.

To meet these goals, Bella Mente Montessori Academy partners with the Boys and Girls Club of Vista, Inc. (BGCV) to provide all Expanded Learning Opportunities onsite. This collaboration ensures that Bella Mente students receive consistent, high-quality care and enrichment in a familiar and safe environment on campus. BGCV manages the daily operations of the ELOP program, including staff hiring, supervision, and training in areas such as child development, positive behavior supports, emergency procedures, and mandated reporting.

Program Options:

The Boys and Girls Club of Vista offers a robust range of before- and after-school program options aligned with ELOP's core components and Bella Mente's Montessori philosophy. Activities are designed to be developmentally appropriate, engaging, and inclusive, focusing on four major enrichment areas:

1. Academic Support and Homework Assistance – Daily time for homework completion and tutoring in core subjects such as reading, writing, and mathematics.
2. STEM and Project-Based Learning – Hands-on science, technology, engineering, and math activities, including robotics, coding, and environmental projects that reinforce critical thinking and problem-solving.
3. Arts, Culture, and Creativity – Music, art, and cultural exploration programs that encourage self-expression, creativity, and appreciation for diversity.

4. Health, Fitness, and Social-Emotional Learning – Structured play, team-building activities, nutrition education, and mindfulness exercises that promote wellness and positive social relationships.

In addition, BGCV provides enrichment during non-school days, such as school breaks and intersessions, ensuring continuity of learning and care. The program's design aligns with Bella Mente's LCAP goals of supporting student achievement, promoting health and well-being, and fostering a safe and inclusive school culture.

FISCAL IMPACT/ FUNDING SOURCE: The Expanded Learning Opportunities Program is funded through state allocations determined by average daily attendance (ADA). For the 2024–2025 school year, Bella Mente Montessori Academy has been allocated \$418,000 in ELOP funding. These funds are dedicated to supporting the partnership with the Boys and Girls Club of Vista, covering staffing, supplies, materials, and program implementation costs. The funding is contingent upon continued state allocation and adherence to all California Department of Education (CDE) ELOP compliance requirements, including attendance tracking, staff training, and enrichment quality standards.

RECOMMENDATION: It is recommended that the Board of Directors approve the updated ELOP plan of Bella Mente Montessori Academy, maintaining its existing partnership with the Boys and Girls Club of Vista for the 2025–2026 school year. This partnership ensures high-quality, accessible, and enriching before- and after-school programs for Bella Mente students, directly supporting the school's mission to nurture the whole child and promote academic, social, and emotional growth beyond the classroom.

Respectfully Submitted,

Erin Feeley
Superintendent

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 seals and the name of their program.

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: FeesBella Mente Montessori Academy

Contact Name: Gladys Espino

Contact Email: gespino@bellamentecharter.org

Contact Title: Director of Support Services

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.

Governing Board Approval Date: June 14, 2022

Review/Revision Date: 10/14/2025

Review/Revision Date:

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The ELOP is held onsite at Bella Mente Montessori Academy, ensuring continuity of care in a familiar, secure environment. The Boys and Girls Club of Vista (BGCV) maintains all required staff-to-student ratios (1:20, and 1:10 for TK/K). All BGCV staff complete fingerprint clearance, background checks, and mandated reporter training. Staff also receive first aid/CPR certification and emergency preparedness training. Daily attendance, health logs, and incident reports are maintained according to school and state requirements. The program uses Bella Mente's secure check-in/out system and adheres to all campus safety protocols.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The program fosters emotional well-being through a focus on Positive Behavior Intervention and Supports (PBIS) and restorative practices aligned with Bella Mente's Montessori principles. Students participate in community-building circles and social-emotional learning (SEL) activities designed to build self-awareness, empathy, and confidence. The program promotes a culture of belonging and mutual respect between staff and students.

2—Active and Engaged Learning

Explain 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.

ELOP offers hands-on, project-based enrichment that complements the Montessori instructional day without duplication. Students engage in STEM challenges, arts, music, gardening, and recreation-based learning that build creativity and problem-solving skills. Learning occurs through discovery and movement—reflecting Montessori’s whole-child approach—while promoting academic reinforcement through real-world applications. Activities are designed to keep students physically and mentally active, fostering curiosity and sustained engagement.

3—Skill Building

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

The program emphasizes 21st-century skill development, including collaboration, leadership, communication, and critical thinking. Through BGCV’s structured modules and mentorship model, students practice goal setting, responsibility, and self-management. Homework support and tutoring sessions focus on literacy and math fluency, while enrichment projects build perseverance and creativity. Students’ progress is documented and shared with families and teachers to ensure alignment with academic and behavioral goals.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Youth input shapes the program through student advisory meetings and feedback surveys. Students are encouraged to lead group activities, mentor younger peers, and participate in program improvement discussions. Leadership opportunities include organizing community service projects, managing club activities, and facilitating peer-recognition events. This structure builds ownership, empowerment, and self-confidence, aligning with Bella Mente’s emphasis on student independence and leadership.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The ELOP integrates daily nutrition education and physical activity. Students receive healthy snacks compliant with USDA and CDE standards and are encouraged to make mindful eating choices. Physical activity is incorporated daily through organized sports, dance, yoga, and outdoor play. SEL lessons emphasize healthy relationships,

self-regulation, and stress management. These elements support Bella Mente's Local School Wellness Policy, which models balanced, active living for staff and students alike.

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. Include how the ELO-P will provide access for students with disabilities.

The program promotes inclusivity by providing equitable access to all students, especially English learners, students with disabilities, and those from low-income or military-connected families. Materials and communications are available in multiple languages, and staff receive training in cultural competence and differentiated support. ELOP integrates diverse cultural celebrations and global awareness projects that reflect the school's value of diversity and equity within a Montessori learning environment.

7—Quality Staff

Staff Engagement

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

BGCV staff members are trained educators and youth development professionals who embody Bella Mente's values of compassion, patience, and respect. They model positive interactions and maintain consistent relationships with students and families.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All program staff meet or exceed instructional aide qualifications per Bella Mente policy and complete DOJ background checks, TB screening, and CPR/First Aid certification.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Ongoing staff development is a cornerstone of the program's quality assurance plan.

Professional learning for BGCV staff incorporates both foundational safety and enrichment training as well as specialized youth development instruction that supports the whole child. The professional development sequence includes:

- Foundations: Preventing Abuse in Youth-Serving Organizations – Training on mandated reporting, maintaining professional boundaries, and creating environments that protect students from physical or emotional harm.
- Social Media Safety – Guidance on maintaining confidentiality, appropriate use of technology, and professional conduct on social platforms.
- Emotional Intelligence – Instruction on identifying and managing emotions in oneself and others to promote empathy and positive relationships with students.
- Trauma-Informed Training – Strategies for recognizing and supporting students impacted by trauma, fostering resilience and emotional regulation.
- ABCPR and First Aid – Certification-level training ensuring staff readiness to respond to medical emergencies and maintain a safe environment.
- Youth Mental Health First Aid (in partnership with Girl Scouts of America) – A new training initiative launching this year to equip staff with the skills to identify, understand, and respond to signs of mental health challenges in youth. Staff who complete the course will earn a three-year certification.

In addition to these, BGCV provides Program Management 101 sessions that focus on structured engagement, youth leadership, and classroom management strategies that prevent behavioral incidents and maintain active participation

Program Management 101 for Club...

. Staff also participate in reflection meetings, peer mentoring, and continuous quality improvement (CQI) evaluations aligned with the California Quality Standards for Expanded Learning.

Together, these comprehensive training components ensure that BGCV and Bella Mente's ELOP staff are well-prepared, highly qualified, and consistently improving in their ability to deliver enriching, developmentally appropriate experiences that align with Bella Mente's mission and the Expanded Learning Opportunities Program goals.

8—Clear Vision, Mission, and Purpose

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

Vision:

To provide a safe, nurturing, and stimulating environment beyond the school day that extends Montessori principles of independence, curiosity, and lifelong learning.

Mission:

To deliver equitable access to high-quality, developmentally appropriate enrichment opportunities that support academic growth, social-emotional development, and physical wellness for all Bella Mente scholars.

Purpose:

The purpose of the ELOP is to complement the instructional day through meaningful, hands-on experiences that inspire creativity, collaboration, and curiosity. The program supports Bella Mente's LCAP goals by promoting academic growth, health and wellness, and strong school-family-community connections.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Families and students contributed to the development of the ELOP through surveys, meetings, and ongoing feedback. Family events and showcases celebrate student participation and invite input on future enrichment offerings.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Bella Mente's partnership with the Boys and Girls Club of Vista ensures program quality, staffing, and enrichment delivery. Collaboration also extends to local groups such as the Kiwanis Club, +Box, and community wellness organizations that contribute to the program's nutrition, garden, and service-learning initiatives. These partnerships align with Community School and MTSS frameworks to ensure holistic support for each child.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Program effectiveness is evaluated using student attendance, SEL surveys, behavior data, and family feedback. Staff conduct reflection meetings to assess program

impact and identify growth areas. BGCV and Bella Mente jointly use the California Quality Standards for Expanded Learning to guide CQI processes. Adjustments are made annually based on performance indicators, ensuring the program remains responsive and evidence-based.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

All documentation—including enrollment forms, attendance, incident reports, and health records—is maintained in compliance with Bella Mente and CDE requirements. Policies are reviewed annually to ensure compliance with safety, supervision, and equity standards.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The 2025–2026 ELOP budget totals \$418,000, allocated primarily to staffing, materials, enrichment activities, nutrition, and training. All expenditures are reviewed to ensure they are reasonable, necessary, and allowable under CDE and Education Code guidelines. The budget reflects the needs of Bella Mente’s diverse community, prioritizing support for students from historically underserved backgrounds.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Bella Mente Montessori Academy (LEA) is committed to ensuring that all components of the Expanded Learning Opportunities Program (ELOP) are properly implemented in accordance with California Education Code Section 46120(b)(2), CDE Quality Standards for Expanded Learning, and all applicable laws, regulations, and program guidelines. To achieve full compliance and effective program delivery, the following multi-tiered systems of oversight, monitoring, and quality assurance are in place:

1. Governance and Oversight

- The Superintendent and Director of Support Services oversee all aspects of ELOP implementation, ensuring that activities, staffing, and fiscal practices align with state requirements and Bella Mente’s Local Control and Accountability Plan (LCAP)

goals.

- The Director of Support Services serves as the primary liaison between Bella Mente Montessori Academy and the Boys and Girls Club of Vista (BGCV). This role includes monitoring program fidelity, reviewing data reports, conducting site observations, and ensuring timely communication between partners.
- The program is reviewed quarterly by Bella Mente's administrative team and annually by the Governing Board, as required by the California Department of Education (CDE). The ELOP plan is posted publicly within 30 days of board approval and updated at least every three years—or sooner if substantive changes occur.

2. Contracted Partner Accountability

- BGCV operates the program under a Memorandum of Understanding (MOU) that clearly defines roles, responsibilities, compliance expectations, and communication protocols.
- The MOU includes specific provisions for:
 - o Staff training and qualifications (including mandated reporter certification and background clearance);
 - o Health, safety, and emergency procedures;
 - o Incident reporting and follow-up timelines;
 - o Data sharing for attendance and student outcomes;
 - o Regular program audits and evaluations.
- BGCV participates in scheduled site walkthroughs to ensure quality standards are met.

3. Staff Recruitment, Training, and Compliance

- All program staff must meet or exceed instructional aide qualifications per Bella Mente policy and Education Code 46120(b)(2)(D).
- Staff participate in comprehensive onboarding that includes:
 - o Foundations: Preventing Abuse in Youth-Serving Organizations
 - o Social Media Safety
 - o Emotional Intelligence
 - o Trauma-Informed Training
 - o ABCPR and First Aid
 - o Youth Mental Health First Aid (Girl Scouts of America certification)

- Bella Mente’s administration verifies that all staff maintain current certifications and compliance documentation, including background checks, TB tests, and CPR/First Aid credentials. Training logs are maintained and reviewed semiannually.

4. Safety, Supervision, and Environment

- Programs operate onsite at Bella Mente Montessori Academy to ensure a safe, familiar environment.
- Campus facilities are inspected daily by BGCV site leads, and monthly by Bella Mente’s Operations Team, to ensure compliance with safety and sanitation standards.
- BGCV maintains a 1:20 staff-to-student ratio (1:10 for TK/K) at all times. Attendance is tracked using a digital check-in/check-out system.
- Incident and injury reports are completed immediately, reviewed by the site supervisor, and submitted to BGCV leadership and kept on file.

5. Program Design and Quality Monitoring

- The program design follows the California Quality Standards for Expanded Learning to ensure alignment with best practices in youth development, SEL, and academic enrichment.
- Activities are structured to include both educational and enrichment elements daily, such as homework support, STEM projects, art, music, physical fitness, and social-emotional learning.
- The LEA conducts Continuous Quality Improvement (CQI) cycles that include:
 - o Staff and student surveys on engagement and safety;
 - o Observations using the CDE’s Quality Standards Rubric;
 - o Reflection meetings for program improvement;
 - o Annual data review on attendance, academic progress, and behavioral indicators.

6. Fiscal Oversight and Reporting

- The LEA’s Director of Support Services oversees fiscal compliance to ensure all expenditures are reasonable, necessary, and allowable.

- The ELOP budget (\$418,000) is maintained in accordance with CDE funding guidelines and Education Code requirements.
- Financial reports are reviewed quarterly by the administration and annually by the Governing Board.
- All documentation, including invoices, payroll records, and program expenditures, is retained for a minimum of five years and made available for audits as required under EC Section 41020.

7. Communication, Family Engagement, and Accessibility

- The LEA and BGCV maintain open communication with families through newsletters, email updates, and parent meetings. Enrollment materials and program information are available in English and Spanish to ensure equitable access.
- Families are invited to participate in periodic feedback sessions, helping guide program adjustments and identify emerging student needs.

8. Continuous Improvement and Sustainability

- Bella Mente Montessori Academy uses feedback from staff, families, and students to refine the ELOP annually.
- Data from attendance, engagement surveys, and academic progress is analyzed to guide program development and ensure alignment with the school's long-term mission to support the whole child through academic, emotional, and physical growth.
- The school's partnership with BGCV is reviewed annually to ensure sustainability, performance, and ongoing adherence to CDE and LEA standards.

In summary, Bella Mente Montessori Academy ensures proper implementation of ELOP requirements through strong administrative oversight, ongoing staff development, formalized partner accountability, fiscal transparency, and a deep commitment to continuous improvement. This structure ensures that all program elements consistently reflect the school's mission and state expectations for quality expanded learning.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st 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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

n/a

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. (See [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?

Bella Mente Montessori Academy will maintain a 10:1 pupil-to-staff ratio at all times in Transitional Kindergarten (TK) and Kindergarten, in alignment with ELO-P requirements

ELOP Program Guide Update Boys ...

. Staffing plans prioritize experienced early-childhood paraeducators and BGCV youth development professionals who meet or exceed instructional aide qualifications and are trained in foundations of child safety, trauma-informed practices, emotional intelligence, and ABCPR/First Aid.

Schedule & Environment (developmentally informed):

- TK/K groups follow a shorter, gentler rotation (20–30 minutes) emphasizing hands-on exploration, movement, songs, stories, and sensory activities.
- Quiet corners and calm-down tools are available; daily visual schedules and first/then supports promote smooth transitions.
- Play-based learning integrates pre-literacy and numeracy with Montessori-aligned practical life activities, fine-motor centers, and outdoor gross-motor play.

Recruitment & Preparation:

- Hiring is staged two months ahead of program launch to ensure complete clearances and training.
- Staff receive targeted onboarding for TK/K (communication with emergent learners, toileting/hygiene protocols, SB 792 health/safety expectations), plus side-by-side coaching the first two weeks.
- Ratios are safeguarded through a floating support staffer scheduled during peak hours; substitutes are pre-cleared to prevent ratio breaks.

Maintaining the 10:1 ratio:

- Rosters are capped to preserve staffing buffers; digital attendance alerts notify leads if group sizes approach thresholds.
- Site leads verify headcounts at each transition (arrival, rotations, dismissal) and document ratio checks.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Bella Mente will offer ELO-P universally and communicate access in culturally and linguistically responsive ways consistent with program guidance

ELOP Program Guide Update Boys ...

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Family Communications:

- Multichannel outreach (school website, ParentSquare/email, paper flyers in backpacks, front office postings) in English and Spanish; additional language support available upon request.
- “What to Expect” one-pagers describe hours, sample schedules, nutrition, and pick-up procedures.
- Enrollment windows are announced four weeks before session start; rolling enrollment continues as capacity allows, with priority for EL, foster, and FRPM-eligible students.

Enrollment Process & Records:

- Families may enroll online or via paper forms; assistance is offered in person

at the office.

- Required information: emergency contacts, medical/allergy notes, authorized pick-ups; forms stored in locked cabinets and secure student information systems per FERPA.
- Attendance is captured by digital check-in/out (with photo ID verification). Absences and late pick-ups follow published procedures.

Equity & Accommodations:

- Collaboration with the Support Services team ensures 504/IEP accommodations carry into ELO-P (e.g., behavior plans, health plans).
- Program fees, if charged, are waived for FRPM-eligible, homeless, and foster youth; sliding-scale options may apply as permitted.
- Accessibility includes visual schedules, translation at family nights, and staff trained in inclusive practices.

Transportation:

- ELO-P is onsite at Bella Mente; students transition directly from classrooms. If transportation is provided for specific needs or events, it follows LEA policies and vendor compliance requirements.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips are not part of the educational model.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Fees are based on the HUD Exchange HOME Income limits scale for San Diego County.

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

BELLA MENTE DAILY SCHEDULE- Primary:

Monday Morning:

6:30am-7:30am: Free Play Engineering (Legos, Blocks, Magnetic Building)

7:30am-8am: Morning Zen Mindfulness

8am-9am: Club Hour/Activity Hour (Homework, Coloring, and Crafts)

9am-9:15am: Clean Up Time and Depart for School

Tuesday-Friday Morning:

6:30am-7:15am: Free Play Engineering (Legos, Blocks, Magnetic Building)

7:15am-8am: Club Hour/Activity Hour (Coloring and Crafts)

8am-8:15am: Clean Up Time and Depart for School

BELLA MENTE DAILY SCHEDULE: Elementary and Middle School

Monday Morning:

6:30am-7:15am: Free Play Games (Board Games and Building)

7:15am-7:45am: Morning Zen Mindfulness (Journaling)

7:45am-8:45am: Club Hour/Activity Hour

8:45am-9am: Clean Up Time and Depart for School

Tuesday-Friday Morning:

6:30am-7:15am: Free Play Games (Board Games and Building)

7:15am-7:45am: Club Hour/Activity Hour

7:45am-8am: Clean Up Time and Depart for School

BELLA MENTE DAILY SCHEDULE- Primary:

Monday-Friday Afternoon:

2:45pm-3:00pm: Snack and Check In

3:00pm-3:15pm: Club Assembly

3:15pm-4:00pm: Club Hour/Activity Hour

4:00pm-4:30pm: Power Hour (Homework/Academic Hour)

4:30pm-5:00pm: 2nd Snack and Playground Time (Recess)

5:00pm-6pm: Free Play Engineering (Legos, Blocks, Magnetic Building)

BELLA MENTE DAILY SCHEDULE: Elementary and Middle School

Monday-Friday Afternoon:

3:10pm-3:25pm: Snack and Check In

3:25pm-3:30pm: Club Assembly

3:30pm-4:30pm: Club Hour/Activity Hour

4:30pm-5:00pm: Power Hour (Homework/Academic Hour)/Outside

5:00pm-6pm: Free Play Games (Board Games, Art, and Building)

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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 school sites, 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

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

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.