

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had a profound impact on our LEA and school community. The school campus closed to onsite learning during the 2019-2020 school year on March 13. This unexpected closure of our onsite campus to students and staff has impacted the emotional, social, physical and educational needs of our students. The COVID-19 pandemic has caused high levels of stress and anxiety which has led to the trauma of our staff, students and their families.

The pandemic and stay at home order which was in place by the Governor and County of San Diego Public Health Department has disrupted the lives of all of our students and families by challenging their ability to access basic services. Our community, as well as the community at large, has faced increased unemployment, food insecurity and limited access to technology and connectivity. Making the challenge even greater for our families is their inability to receive the inperson targeted support they relied on for our English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also created a physical, emotional and social isolation as students are unable to meet with friends in person at school or in their community.

Bella Mente’s 2019-2020 student population was 43% Hispanic, 43% White, 8% Multi Race, 4% Asian, 2% Black or African American and .2% American Indian. Over 37% of our students are identified as socioeconomically disadvantaged and qualify for free or reduced lunch meals.

Bella Mente’s 2020-2021 student population is 51% Hispanic, 34% White, 8% Multi Race, 2% Black or African American and .01% American Indian. Over 42% of our students are identified as socioeconomically disadvantaged and 38% qualify for free or reduced lunch meals. Currently over 7% of our population is experiencing homelessness. 13% of our students have special education needs.

As we develop the Learning Continuity and Attendance Plan, Bella Mente recognizes the pandemic’s disproportionate impacts on students and families who were already experiencing inequity. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American students. This disproportionate impact has led to a magnification of inequities during a time that is already historic in the level of stress it is placing on our entire community.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement is the driving force behind the planning of the Learning Continuity and Attendance Plan. The path to reopening onsite learning for our school began when the California Department of Education (CDE), on July 6, released their CDE Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools.

Bella Mente began obtaining feedback during the spring from its families. A survey was sent on May 15th which asked families about their online experience and shared what went well and where we could improve an online learning offering.

Bella Mente informed stakeholders via text, email and social media of our events. We held our first town hall meetings on July 9th. At this time, the common belief was schools would be able to return to in person learning if social distancing and face masks were required of all staff and students.

Three town hall meetings were held on July 9th for all interested stakeholders. Two of these meetings (10-11am and 5-6pm) were held in English. One meeting (11-12) was held in Spanish.

During these town hall meetings, families were informed of possible return to onsite learning scenarios based on the guidance of the time. Families were then provided the opportunity to comment live, ask questions via the chat box, or send in questions via the school email address. Questions submitted were compiled and placed on the Bella Mente website as an [FAQ](#). During these meetings, families were informed of a survey to be sent home which would gauge their families interest in returning to campus and possible scenarios based on reopening guidance from the California Public Health Department and County of San Diego Health Department.

The survey was sent home to our Bella Mente families. In this survey, we asked stakeholders to share whether they would like to return in an all online format, hybrid format, or 100% on campus.

A town hall meeting with the school Executive Director and Principal was held on July 16th, from 1-2pm for all staff. Staff were then sent a "Staff Reopening Input" survey on the same day and asked to provide unlimited feedback through July 24th. The survey gauged how comfortable they felt returning to campus under the current health guidelines provided by the County of San Diego Health Department guidelines; What do you need to be successful in an online learning platform?; What do you need to be successful in an on-site learning platform?; What would you like us to consider as we plan for reopening on campus?; and anything else they would like to share.

Bella Mente informed stakeholders via text, email and social media of our event. July 30th, the Principal held two town hall meetings with all interested to share plans for online learning including the structure, expectations of students and staff, and curriculum to be used for different grade levels. One was held in English (5-6pm) and one in Spanish (6-7pm).

Questions asked at each of the town hall meetings were compiled in [FAQ](#) pages to be posted on the school website in both English and Spanish.

Bella Mente informed stakeholders via text, email and social media of our event. A live meeting was held 10-11am on August 7th of the school District English Learner Advisory Committee where the Learning Continuity and Attendance Plan was explained. Stakeholders were encouraged to share feedback and ask questions.

Monday, August 10th, a survey was sent to all faculty and staff to gauge how comfortable they felt returning to campus under the current health guidelines provided by the County of San Diego Health Department guidelines and when staff would feel comfortable with the Board of Directors re-evaluating opening to on-site learning. In addition, staff was asked: What do you need to be successful in an online learning platform?; What do you need to be successful in an on-site learning platform?; What would you like us to consider as we plan for reopening on campus?; and anything else they would like to share.

Online learning was presented to our families during our Annual Sneak Peek, which was moved to an online format. During this presentation, the Principal gave a brief overview of online learning and introduced all of the teachers.

A live Reopening Session meeting was held Monday, August 24th from 4:00-5:00pm (English) and 5:00-6:00pm (Spanish). At this session parents received information on reopening and were able to ask chats via the chat box.

On Tuesday, August 25th at 6:30pm, a Special Meeting was held of the Board of Directors where the Learning Continuity and Attendance Plan first draft was presented for public and Board comment. Bella Mente informed stakeholders via text, email and social media of our event.

On September 8th, live meeting was held from 8:00-10:00am on August 7th of the school District English Learner Advisory Committee where the Learning Continuity and Attendance Plan Second Draft was explained. Stakeholders were encouraged to share feedback and ask questions. at Bella Mente informed stakeholders via text, email and social media of our event.

On September 8th, at 6:30pm, at a regularly scheduled meeting of the Board of Directors, the Second Draft of the Learning Continuity and Attendance Plan was presented for public and Board comment. Bella Mente informed stakeholders via text, email and social media of our event.

To guide additional Professional Development, a survey was sent to teachers regarding their scheduled October 12th professional development date. 64% requested additional Aleks Math training. This feedback has led to the scheduling of an additional Aleks training session on this date.

On September 17th, a survey was sent to all teachers gauging how comfortable they feel returning to site to teach a small in-person intensive instruction group.

[A description of the options provided for remote participation in public meetings and public hearings.]

Town Hall Meetings were held remote via the GoToWebinar platform. Stakeholders can login to the visual presentation, view the slide and see the presenter live. Stakeholders can also call into the presentation using a phone. During the presentation, stakeholders can submit questions. Questions were answered live during the meeting and posted with answers on the website. Stakeholders were also encouraged to send in their questions and feedback via email at info@bellamentecharter.org

This Learning Continuity and Attendance Plan was presented at a Special Meeting of the Board August 25, 2020 (6:30pm) , the Regular Board Meeting on September 8, 2020 (6:30pm), and a Special Board Meeting on September 29, 2020 (4:00pm). In an attempt to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection, Governor Newsom issued an executive order on March 12, 2020, issuing guidance “limiting attendance at public assemblies, conferences, or other mass events.” In this executive order, the Governor waived the Open Meeting Brown Act requirements that require a majority of board members to physically participate in a public

board meeting at the same location. This means that board members are allowed to participate in board meetings during this time of pandemic remotely (via teleconference).

On March 17, 2020 Governor Newsom issued Executive Order N-29-20, which among other things, specifically withdraws and supersedes Executive Order N-25-20. Under the new order, the requirement to make a physical location available for the public has been eliminated. A Charter School can comply with public attendance and comment requirements holding a meeting via "teleconferencing" and allowing members of the public to observe and comment either telephonically, or otherwise electronically.

The Charter School is doing its part to help in the efforts to reduce the spread of COVID-19 by encouraging members of the public to watch/listen to the Board of Director meeting live online. If members of the public would like to contact the Board of Directors about the agenda, they are asked to send an email to jmeeker@bellamentecharter.org. These comments will be shared with the board members prior to the board meeting. If a stakeholder wishes for a written comment to be read aloud, we ask they indicate this specifically in their communication. Requests for written comments to be read aloud will be honored, subject to the Board's usual time limits on public comment.

[A summary of the feedback provided by specific stakeholder groups.]

The Town Hall meetings with stakeholders, held by the Executive Director and Principal, provided extensive feedback on the success of online learning during the spring and challenges which families experienced. This feedback, along with feedback from our stakeholder surveys is included below.

May 15th Family Survey Feedback

The Montessori Method- The Montessori Method will guide all of our decisions on the campus level. The experience the teachers provide to our students. The curriculum is rigorous and our children really do learn independence through Montessori methods of teaching.

The adjustment of the curriculum to meet the needs of the individual student rather than a blanket curriculum

The teachers are great

The classrooms and the gardens

The teachers are family-oriented

The School was sensitive to the covid outbreak and allowed families to stay home

Thank you for considering our safety

The teachers interest with their students

July 9th Town Hall

Do we have a cleaning and disinfecting plan for each classroom and the other areas of the school? The school is following all requirements as outlined by the CDC, California Department of Public Health and San Diego County Department of Public Health.

Has the school acquired more Chromebooks for each student? 175 chromebooks have been ordered and scheduled to arrive on September 28. 15 chromebooks are expected to arrive mid October. The school has enough chromebooks for all students who have requested a device for home use. Devices which are aging out will be replaced by the school with a newer device if the IT department decides it is necessary.

On average how many hours will the student spend on the computer? Depends on the grade level. Students are expected to complete the number of minutes required by the State of California via synchronous or asynchronous learning methods. Other academic minutes may include reading or exercising which are assigned by the teacher of record.

Will there be on campus care for students whose parents work? We are currently working with STAR Education, our before and after school care contracted provider. At this time, there is not a large enough interest list for the program offered.

Do you have enough PPE? The school has received a portion on PPE from the State of California. In addition it has been stocking its own supplies based on recommended daily needed averages per student and staff counts.

Will students have to wear a mask all day? Yes, students and staff are required to wear masks at all times.

July Survey

What curriculum will we be using and will it be the same for the Virtual vs. in person? Curriculum will be the same no matter whether a student attends in-person or virtual distance learning. Aleks Math (3-8), Wonders/ StudySync ELA, Studies Weekly, Ixl Math (tk-2)

What will the average day, lunch and recess look like?

Will students be wearing uniforms? When students return to campus, they will be required to wear a dress code compliant uniform. This requirement is not active during distance learning.

Need for 100% online program all year and in-person program; 50% of families divided

July 16th Town Hall

July 30 Town Hall

How will you accommodate working families? Will help be available after hours? We have added two additional bilingual general education teachers, working 4-7pm.

Will students and staff be wearing PPE? Who will supply it? Yes. Depending on the PPE, the school will provide if needed.

What is iXL Math? Please visit our website for additional information iXL.

August 7th DELAC- At this meeting, the District English Language Advisory Committee met and discussed the LCP as well as needs for their families and students to be successful this school year.

August 24th Town Hall

What will special education look like and will they have all the services?

How many hours will the kids be online?

Will Bella begin testing for the 20-21 school year? What test will they participate in? MAPs

Is there going to be an orientation for new students and families? Yes, each year Bella Mente is proud to host our annual Sneak Peek where teachers are introduced to students.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Our stakeholder input received throughout the summer months has significantly influenced Bella Mente's Learning Continuity and Attendance Plan.

Valuable insights from the family surveys point out the need for four specific needs to be met:

- (a) daily, live, synchronous instruction,
- (b) increased connection to staff and peers and sense of belonging at school through strong community building, and
- (c) more resources for parents to support their students learning and use of technology, and
- (d) bilingual support for learning after normal school hours.

This input has influenced the following parts of Bella Mente's Learning Continuity and Attendance Plan:

- (a) Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. Bella Mente has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons or participate in learning at specific times of the day.
- (b) At the last parent survey, over 50% of families do not feel comfortable sending their students to onsite learning and prefer to continue with online learning for the immediate future.
- (c) To support families in supporting their own students' learning, Bella Mente's distance learning plan includes specific expectations for weekly communication from teachers to families. Weekly communications will include the week's learning intentions, schedule of google hangouts/zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of live instruction time, until 4pm. This includes maintaining open communication channels and identifying the times at which support is available and how to contact their teacher for that support.

Valuable insights from the staff surveys point out the need for specific needs to be met:

professional development for online learning

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Bella Mente is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. Bella Mente will continue to align decision-making to public health experts guidance at the state and county level and to orders and guidance provided by Governor Newsom. Included below is Bella Mente’s current planning regarding instructional models, including scheduling and delivery methods. Please be advised that all of our planning is tentative and will continue to be responsive to state and county guidance and Bella Mente’s own monitoring of community conditions and needs.

Currently, our tentative planning includes: Currently, our tentative planning includes: (below are possible models which may not be possible due to staffing constraints or public health guidance)

Instructional Models:

To meet health, safety, and learning needs, the first four weeks of school was offered in a completely distance model. When it becomes safe to do so, Bella Mente will tentatively offer two modes of instruction for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part online distance learning. Students engaging in the blended learning model would receive part of their instruction each week at their school site. Bella Mente is preparing for potential shifts in instructional models as determined by public health conditions or student need. At a Special Meeting of the Board of Directors, August 25th, the Board of Directors unanimously approved the potential start date for onsite learning of February 1, 2021.

a. One current strategy under consideration is the continued use of Google classroom and online curriculum in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts or the entire school needs to return to a full online distance learning model. Lessons occurring in the classroom will be recorded and shown live to students participating in online distance learning, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also support students who need or might benefit from re-watching instruction. During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students during the after hours of 4:00-7:00pm and professional learning with fellow teachers. One cohort

will attend onsite school 2 days and online the other 3 days a week, with an A and B cohort. A-Monday and Tuesday, B- Thursday and Friday, Wednesday-distance learning for all students.

b. Online learning for the remainder of the school year.

Cohorts:

To effectively coordinate with the County of San Diego Health Department's efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff. Arrival/departure plans and lunch plans will be developed in conjunction with school staff to minimize bottlenecks and blending of cohorts. In the middle school setting, teachers will move classrooms rather than students. Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times. Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of Bella Mente's physical space and classrooms have determined that the campus has the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

This would require a dual cohort model of students. Cohort A students would come to campus Monday and Tuesdays for a four hour period. Cohort B students would come to campus Thursday and Friday. This provides time for social distancing between students during possible bottleneck times of dropoff and pickup. In addition, it allows for disinfection between cohorts to ensure the health and safety of staff and students.

Staffing:

Using feedback from our staff, we must consider an onsite plan which incorporates our teachers using distance online learning to present instruction and providing the option to also lead learning in onsite cohorts. If a teacher does not feel comfortable returning to the classroom, a substitute teacher must be hired to supervise the classroom cohort of students while the assigned teacher provides live instruction online.

Classified staff (Instructional Assistants) can provide support to students who need to access the restroom during the school day. To ensure social distancing at all times, the classified staff member, assigned to a wing of students, can escort students to the restroom

Student Supports:

All of Bella Mente's related service providers are able to provide their services in a virtual setting; many of our contracted providers were providing online service during school onsite closures in our prior school year. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic. Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

Bella Mente's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

Face Coverings: Wearing a cloth face covering is required for all Bella Mente staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow: The school will replace all HVAC filters 3 times per year, an increase to the current practice of twice per year. Sites will run HVAC fans continuously throughout the 24 hour cycle. Doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room': The school library has been designated as the area for sick individuals where they can be isolated, assessed, and wait to be taken home. **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. **Materials/supplies sharing** will be limited and individual supplies will be provided at the student's work area when possible.

Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Recess and Play spaces: Students will be scheduled recess times outdoors where they will be able to participate in physical activity without masks while maintaining social distancing of 6 feet. If inclement weather requires students to stay indoors, masks will be required to be worn all day except when eating or drinking.

Sanitation: Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering the school premises are screened with a temperature check and review of signs/symptoms, will be implemented if included in current guidance from the health department. The COVID-19 Liaison will work with the County of San Diego's Health Department to collect and track all illness-related information, support contact tracing, and coordinate a classroom or entire school response as needed. Bella Mente will continue to communicate with parents/guardians and students regarding plans and to solicit their input

regarding the method of instruction that best meets their needs. The school recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

To assess individual student and family preferences/needs, a Learning Model Parent Survey for the 2020-21 school year was sent in July. An additional Technology survey was sent later in the month with questions to assess technology access including need for a chromebook and/or connection to the internet. An additional Learning Model Survey was sent in August to determine current levels of interest in 100% online vs a hybrid program.

The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed Bella Mente’s efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the campus and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Gloves for staff interacting with the public.	\$22,000.00	Y
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$500.00	Y
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$6,000.00	Y
Signage, Posters, and Floor Decals: Visual cues throughout the campus to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$4,200.00	Y
Custodians/Cleaning Service: Maintain staffing at the campus so that, in addition to standard maintenance and cleaning, the campus is routinely disinfected in high-touch areas.	\$50,000.00	Y
Plexiglass Barriers: Plexiglass dividers to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk and at each staff member’s work area including office staff and instructional staff.	\$15,700.00	Y

HVAC filters: HVAC filters will be replaced 3 times per year as recommended rather than twice a year as has been procedure.	\$2,100.00	Y
Student Supplies: Additional supplies to limit the number of individuals using shared objects including such items as pencil pouches to be filled with needed supplies including pencils, pens and erasers. Other supplies such as paper notebooks and paper lunch bags to store face masks.	\$4,500.00	Y
Handwashing Stations: Rental or purchase of handwashing stations for locations which limited sink access.	\$12,000.00	Y
Staffing: Additional staffing to ensure social distancing at arrival and between drop-off and the student classroom. Additional staffing to complete mandatory health screening at student arrival. Additional classified staffing to monitor students in the physical classroom setting during live online instruction.		Y
Mechanised Cleaning Equipment to Increase Daily Sanitation Procedure- electrostatic sprayer and floor cleaning equipment	\$11,369.00	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Bella Mente understands the need for continuity of instruction across all methods of delivery. When schools first experienced closure in the Spring of 2020 due to COVID-19, Bella Mente started researching curriculums that would offer high-quality instruction and allow educators to pivot between the classroom and online instruction easily. Bella Mente's Board of Directors approved a temporary adoption of a new curriculum for the 2020/21 school year. Teachers were trained on the curriculum before the end of the 2019/20 school year.

A single sign-on (SSO) program, *Clever*, was implemented to make daily use easy for students and teachers. All programs used are easy to access using this SSO. Teachers conduct live meetings daily with students and conduct small group instruction for struggling students. Instructional live meetings are recorded and posted in Google Classroom for students to refer back to if needed. Students who receive support through special education continue to receive services via live meetings in accordance with their IEP. Students who are English Language Learners receive daily support via a general/special teacher and reading specialist.

The Montessori framework supports multigrade classrooms, which promote peer interaction, collaboration, and leadership skills. Each team has daily live interactions with students to meet their developmental needs. Teachers meet with each grade level for a minimum of 30 minutes daily. This time includes daily instruction regarding assignments and social interactions for students. Daily live meets take into consideration Maria Montessori's Planes of Development and include developmentally appropriate instruction for students. Bella Mente also implements Restorative Practices and teachers schedule Community Circles for students to participate in. To the extent possible, Bella Mente students have the same teacher for three years (grades tk-6). When creating classes for online learning this practice was continued and teacher consistency was maintained when possible.

Daily live meeting times vary among grade levels due to the students' growing developmental requirements. Primary (TK-K) meets with students each morning and then meets with small groups in the afternoon. Lower Elementary (1st-3rd grades) meets three times a day and with small groups as needed. Upper Elementary (4th-6th grades) meets with students each morning and runs small group instruction in the afternoon. Middle School students meet with each one of their teachers. Middle School is on a block schedule so students meet with each teacher every other day with the exception of math. Students are required to live meet at 9am with their math teacher for an hour each day before they go on to meet with their other teachers. Daily live meetings are conducted via Zoom or Google Meets. Links to live meetings are posted in the students Google Classroom.

Bella Mente's Board of Directors approved the following curriculum to assure a seamless transition between the classroom and online instruction. The following curriculum was adopted:

-ELA: *McGraw Hill, Wonders (TK-6), StudySync (7-8)*. *Wonders* is a comprehensive TK-6 literacy solution, designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social-emotional learning skills. Whether in the core classroom, an English language learner, or benefiting from intervention support, *Wonders* provides students equity of access to rich texts and rigorous instruction. *StudySync* is a rigorous, student-centered curriculum that connects learning to students' lives beyond the classroom. *StudySync's* integrated reading and writing routines hone language and reading comprehension skills as students analyze and respond to increasingly complex texts. Every student using *StudySync* has the same opportunity and access regardless of native language, proficiency level, or physical, social, and emotional ability. Both programs pivot easily between classroom or online learning. In addition, *McGraw Hill* offers a library solution for both classroom and online reading. *Big Universe* is a K-12 digital literacy solution with thousands of leveled eBooks for all subjects.

Wonders consumables were purchased on September 25, 2020 after seeing a writing component is crucial for our tk-3rd grade student population. Delivery date is unknown at this time due to COVID.

-Math: *IXL* is offered for grades TK-2nd. *IXL's* skills are aligned to the California Common Core Content Standards, providing comprehensive coverage of math concepts and applications. *IXL* offers a comprehensive portrait of students' knowledge via real-time diagnostics. *McGraw Hill ALEKS (Assessment and LEarning in Knowledge Spaces)* is offered for grades 3-8. *ALEKS* is a web-based, artificially intelligent assessment and learning system. *ALEKS* uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. *ALEKS* courses are very complete in their topic coverage. *ALEKS* is designed to be implemented in either a classroom or online setting.

-Social Studies and Science: *Studies Weekly* is a customized, standards-based curriculum founded on deep learning strategies that increase student knowledge. *Studies Weekly* is a hands-on curriculum where students can highlight, take notes, and complete learning strategies right on the publication. Every student has access to a robust online platform where they delve deeper into learning. Each student at Bella Mente has been provided with the publication and has access to the online platform.

-Art: Art class is available every other week to students TK-6 grade. A credentialed Art Teacher provides activities for students to express their creativity. Art is offered as an elective for students grades 7-8.

-Health: Health class is available every week to students TK-6 grade. A credentialed teacher provides activities in the areas of nutrition, safety, gardening, and fitness. Health is offered as an elective for students grades 7-8. All students are urged to participate in at least 60 minutes of physical activity daily. Physical fitness activities will be available for all students.

-Assessment: MAP (Measure of Academic Performance) Suite assessment and tools are uniquely qualified to support our restart plan. The MAP Suite provides timely insights to educators, including seasonal learning loss and norms. The assessments in the MAP Suite give a thorough picture of student learning: how much they've grown, what they're ready to learn, and the specific skill gaps they need to master.

-Montessori: The instructional philosophy at Bella Mente is based on Dr. Maria Montessori's research regarding student learning. Google Classrooms for grades TK-3 include Montessori activities for students to participate in. Monthly Parent Education meetings are scheduled online for teachers to share with parents ways to implement Montessori activities at home. A group of teachers and instructional assistants are planning a year-long school culture theme of *Cosmic Education*. Dr. Maria Montessori believed that *Cosmic Education* provided children with a framework to understand their world and their place within it. Children learn to respect studies of the past, develop an understanding of ethics, and value the contributions of others. Our team at Bella Mente will incorporate fun activities with learning to promote a positive school climate based on Dr. Montessori's foundational principles.

All curriculums described above were developed to be used in classroom instruction or online learning to ensure continuity of instruction during this fluid time in education.

A large portion of Bella Mente's families have expressed a desire to remain online learning for the 2020/21 school year. When Bella Mente does transition to in-person learning the above instructional tools will allow teachers to continue instruction with both online and blended learning simultaneously.

Bella Mente has developed a comprehensive attendance monitoring system to assure all students have access to learning. A survey was sent before the school year began to find families that need assistance with internet access or a device. Chromebooks were handed out the week before the school year started. The school is working with the San Diego County Office of Education to ensure all students have connectivity to the internet for purposes of distance learning. At no cost to the family, this may include connection to an apartment or house via Cox or Spectrum, a Verizon wireless hotspot, or ViaSat satellite service for those students not served by the other companies. The attendance monitoring system will also assist in monitoring participation and progress. Teachers will record who attends daily live instruction, *Clever* will be used to monitor that students are signing in daily and teachers will monitor and grade assignments through programs. Students who require more support will participate in live small group instruction. Educators document students' participation on each school day for which distance learning is provided and regularly communicate with parents and guardians regarding a pupil's academic progress.

For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law. Teacher grade level teams will work together to determine the time value of all assignments. Grade level teams will be providing the same lessons and assignments according to the recommendations of the curriculum. Curriculum will be implemented with fidelity and Teacher's Edition lesson plans will be implemented.

Measures of Academic Performance (MAPs) assessment was administered during the second and third week of school. MAPs assessments provide educators with timely insight for educators regarding student achievement and assists educators in planning instruction and grouping students for small group learning.

Staff has received professional development (PD) on all new curriculum. In the Spring of 2019/20 school year, all teachers participated in training by SDCOE regarding online learning. Weekly staff meetings will include online training as needed. Surveys will be sent out on a regular basis to determine if staff requires any training to assist in their online instruction. As new training becomes available the opportunities are shared with staff. Bella Mente has an Information Technology (IT) department that is available to all staff for assistance. Below are previous professional development opportunities for staff:

-SDCOE Online PD 5/7/2020 - 5/18/2020 (included 4 one hour trainings)

-Wonders Training 6/12/2020 (4 hour training)

-ALEKS Training 6/10/2020 (3 hour training)

-IXL Training 8/13/2020 (1 hour training)

-ALEKS Training 10/12/2020 (Need determined by Staff Survey)

Future PD's will be determined by survey sent to staff to gain insight on their needs.

With the distance learning model staff responsibilities have changed somewhat. Teachers are recording lessons to be posted on Google Classroom for students to access at a later time in the school day if needed. Instructional assistants work with teachers and offer support to students who are not attending daily or work production is low. Bella Mente has created an attendance team who works with monitoring attendance and supporting families/students who are demonstrating low attendance/participation. The principal's assistant is working with the IT department to assist parents/students with any log-in issues.

At Bella Mente all staff have a focus of student support. Non-classroom staff have been trained in the process of maintaining a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Our school psychologist offers support for Bella Mente staff and families. Office hours are provided on a drop-in basis for students via Zoom. Bella Mente has hired an additional reading specialist. This will allow two reading specialists to be available during the day to run small group instruction for struggling students. In addition, Bella Mente has added two credentialed teachers to work Monday-Thursday from 4pm to 7pm to support students in the evening. All administrators are available to support families and staff. Principal leads weekly staff meetings and supports staff and families. The Principal also oversees instruction by weekly Google Classroom monitoring and joining daily live classroom meetings.

Bella Mente offers additional supports for students with unique needs. All special education services for students continue to be offered via online platform as determined by the IEP team. Families are provided internet access or a Chromebook if they are in need. IT department provides personal assistance for accessing online learning if needed. Bella Mente provided meals for students throughout the summer and continues into the school year. In addition, counseling services are offered throughout the school year for students in need.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

For a successful distance learning experience, our students need to have a reliable device to access the internet as well as internet connectivity which supports video streaming and possibly multiple students in the household. The school sent surveys to all families via email asking whether they need a Chromebook for the 2020-2021 school year and whether they need access to the internet for purposes of distance learning. Families who did not respond to the email were called. The school provided a Chromebook to all students who needed a device before the beginning of the school year. The school currently has 428 working devices for distribution to students. An additional 190 devices have been ordered and are expected in October. 42 non-functional Chromebook devices were repaired over the summer and were returned to service. For optimal learning, students will not be sharing devices with siblings. The school has passed out aging devices which will be collected when the new devices arrive.

Access through Bella Mente owned devices ensures the students have safe, filtered access to the internet. The Securly filter monitors for signs of cyberbullying, suicide, and violence across social networking and web searches. In addition, inappropriate searches are prevented and flagged so students can receive proper adult support.

A student's lack of connectivity will not prevent a student from distance learning. The school began the school year by providing Verizon wifi hotspots to families without internet at no cost to the families. At the same time, the school worked with the San Diego County Office of Education to ensure all students have connectivity to the internet for purposes of distance learning at a competitive price to the school. At the September 8 Board of Directors meeting, a Memorandum of Understanding with the San Diego County Office of Education was approved. Devices were exchanged and provided to students, once again at no cost to the family.

The school uses a single sign-in program, Clever. Clever will allow the school to monitor daily active use of our distance learning curriculum. The individual digital curriculum also allows for daily monitoring of student participation.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Bella Mente has developed a comprehensive attendance monitoring system to assure all students have access to learning.

Teachers record who attends daily live instruction. *Clever* is used to monitor that students are signing in daily. Teachers also monitor and grade assignments through the curricular programs. Students who require more support will participate in live small group instruction. Instruction minutes are based on the value of the assignments given by the teacher and completed by the student. Educators document students' participation on each school day for which distance learning is provided and regularly communicate with parents and guardians regarding a pupil's academic progress.

For distance learning, instructional time is based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law. Teacher grade level teams work together to determine the time value of all assignments. Grade level teams provide the same lessons and assignments according to the recommendations of curriculum. Curriculum is implemented with fidelity and Teacher's Edition lesson plans will be implemented.

Minimum daily requirements are met for all students per Education Code Section 45301 which are delivered through synchronous and/or asynchronous instruction.

TK/K: 180 Daily minutes

1-3: 230 Daily minutes

4-5: 240 Daily minutes

6-8: 240 Daily minutes

MAPs will be administered three times throughout the school year. MAPs assessments provide educators with timely insight for educators regarding student achievement and assists educators in planning instruction and grouping students for small group learning.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff has received professional development (PD) on all new curriculum. In the Spring of 2019/20 school year all teachers participated in training by SDCOE regarding online learning. Weekly staff meetings will include online training as needed. Surveys are sent out on a regular basis to determine if staff requires any training to assist in their online instruction. As new training becomes available the opportunities are shared with staff. Bella Mente has an IT department that is available to all staff for assistance. Below are previous professional development opportunities for staff:

-SDCOE Online PD 5/7/2020 - 5/18/2020 (included 4 one hour trainings)

-Wonders Training 6/12/2020 (4 hour training)

-ALEKS Training 6/10/2020 (3 hour training)

-IXL Training 8/13/2020 (1 hour training)

-Attendance Team attended SDCOE's Strengthening Participation, Attendance, and Re-engagement during Covid (SPARC) 9/3/2020 (1.5 hour training)

-ALEKS Training 10/12/2020

Educators have continued to participate in virtual training as they have become available regarding curriculum, Google Suites, Zoom, and online instruction. Future PD's will be determined by surveying staff to gain insight on their needs. Teams meeting weekly before the Friday Staff Meeting. Principal attends team meetings and leads staff meetings. Teams share their needs for professional development as they continue their planning for the school year.

In response to a teacher survey that was sent out, we have arranged for more training with our Aleks program. The teachers have access to online training, however we have arranged a special training session for October 12th. This professional development will enrich the abilities of our staff with the Aleks curriculum during our online learning sessions.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff in our small charter school. As the pandemic continues to demand new protocols for learning and safety, the responsibilities of staff members may continue to change. As we prepare to reopen our campus for in-person instruction, many roles will see an increase in responsibilities.

Attendance and Engagement

Teachers: Whether our students are 100% distance learning or engaging in future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, login via Clever, login via ALEKS for middle school students, attendance at live morning meetings, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

The Principal's Assistant and designated Instructional Assistants will be continuing all of their regularly assigned duties, though many of these responsibilities may not exist during distance learning. The Principal's Assistant will follow-up with teachers regarding documentation of attendance/engagement and will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the different distance learning engagement possibilities, and outreach per attendance policy to connect students and families to resources in a distanced model and encourage attendance. A key new responsibility of staff assigned attendance duties will be contacting families with greater frequency, per the attendance policy, regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as required by the County of San Diego Health Department. This will include entry of detailed attendance data into PowerSchool.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

Education Specialists will schedule and set-up virtual IEP meetings, including helping participants understand how they can participate using this new platform.

Education Specialists will provide a range of distance learning support for their students including the assessment process, monitoring student progress, and coordinating with instructional aides. They will offer direct support, including coaching, for teachers of their students.

Team Lead and Special Education Assistant will manage DocuSign for signatures on IEP documents.

Instructional Aides will provide assistance with technical support for students, attendance support for teachers by reaching out to families who are not participating in online learning.

Health and Safety Protocols

The roles and responsibilities outlined within this section are part of the Safe Reopening Guidance provided by the [California Department of Public Health](#) and developed in conjunction with the [San Diego County Office of Education](#) and the [County of San Diego Health Department](#).

Broad responsibilities applicable to all staff include:

Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.

Collect and track illness-related information

Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.

Immediately contact the school COVID Liaison if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

Administrative Staff: Actively model and support all required public health measures. Consult with the County of San Diego Health Department and San Diego County Office of Education to verify all information. Provide guidance to facilities staff regarding cleaning and disinfecting. Coordinate school level response to any confirmed diagnoses or exposures to COVID.

Principal: Actively model and support all required public health measures. Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning. Support teachers, students, and families during the school day. Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

Front Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Follow protocols that lower the risk of infectious students being on campus. Follow County of San Diego Health Department guidelines to support contact tracing.

Facilities/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.

Child Nutrition Services Staff: Actively model and support all required public health measures. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Provide a drive-thru process that ensures 6-10 feet of social distancing for staff and community members.

Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.

Psychologist: Actively model and support all required public health measures. Provide telesupports or video conferencing rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children. Prepare and update support services recommendations on the school website for families and students.

Additional Staff Expectations for Distance Learning

Teachers: Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Sneak Peak held in a virtual manner, virtual field trips and school events. Log all communication with parents in PowerSchool.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Two reading specialists including a Bilingual Reading Specialist to help support our English Language Learner population.

Online tutoring services by a bilingual credentialed teacher between the hours of 4 and 7pm will be offered Monday through Thursday during the school calendar year.

Counseling services as needed.

Foster Care

Distance Learning supports specific to Foster Youth will include:

Monitoring of attendance/engagement and communication with teachers and administrators when needed.

Referrals to school and community agencies for additional support/resources as needed.

Online tutoring services by a credentialed teacher between the hours of 4 and 7pm will be offered to eligible foster youth, Monday through Thursday during the school calendar year.

Counseling services as needed.

Homelessness

Distance Learning supports specific to Homeless Youth will include:

Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

Provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies when health, or welfare needs are identified.

Coordination with San Diego County Office of Education Homeless Liaison to provide continuity of educational services as students transfer.

Online tutoring services by a bilingual credentialed teacher between the hours of 4 and 7pm will be offered Monday through Thursday during the school calendar year.

Counseling services as needed.

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days. All IEPs will include an Emergency Contingency Plan created by the IEP Team to support students with disabilities when in the classroom or other learning scenarios such as online instruction or blended learning.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Student IEP assessments will be conducted on-site, with appropriate safety protocol, to meet the timeline assessment dates of students' IEP document.

Bella Mente understands that communication with families is key to learning progress. Families with students with unique needs may need additional support and communication via different formats depending on need. Bella Mente reaches out to families via email, phone, and virtual meetings to support students and families.

Online tutoring services by a bilingual credentialed teacher between the hours of 4 and 7pm will be offered Monday through Thursday during the school calendar year.

Counseling services as needed.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<i>McGraw Hill Wonders & StudySync</i> are literacy programs for TK-8 grade	\$11,514.00	Y
<i>McGraw Hill ALEKS</i> is an artificially intelligent assessment and learning system for math, grades 3-8	\$9,990.00	Y
<i>McGraw Hill Big Universe</i> is a K-12 literacy solution offering thousands of leveled eBooks	\$4,500.00	Y
<i>IXL</i> is an interactive math program for grades TK-2	\$2,695.00	Y
<i>MAPs</i> is an innovative assessment measuring achievement and growth	\$5,700.00	Y
<i>Studies Weekly</i> is a standards-based consumable textbook that is paired with a robust online platform for Social Studies & Science.	\$5,800.00	Y
<i>Zoom</i> for live meetings	\$3,900.00	Y
Chromebooks made available for all students who need a device to access distance learning at home.	\$53,000.00	Y
Internet connectivity provided for all students who need connection to access distance learning at home	\$5,950.00	Y
Physical copies of materials/curriculum for students with unique needs who require printed home material	\$2,500.00	Y
DocuSign digital signatures for attendance, individualized education program documentation	\$5,200.00	Y
Handwriting Without Tears for grades tk-3	\$860.00	Y
Wonders home materials for grades tk-3	\$3,200.00	Y
Materials for at home learning (pencils, paper, computer mice, white boards, markers, erasers, etc.)	\$3,500.00	Y
Verizon Hotspots while waiting for SDCOE MOU	\$750.00	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Bella Mente assessed all students using MAPs the second week of the school year to ascertain any learning loss that might have occurred. MAPs will be administered three times during the school year. The ELA and Math curriculum will also assess students' learning placement and identify gaps in learning. Teachers will analyze data from all assessments to inform instruction.

Bella Mente's two reading specialists will work with our English language learners and struggling readers to assist in progressive movement to grade level standards. Our second reading specialist is bilingual to better assist our English Learner population. Bella Mente is providing two credentialed bilingual teachers for the hours of 4-7pm to assist all students. Teachers will be working in a small group instruction model with all students, with a special focus on those students who show learning loss and those who are not currently working at grade level.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All students will be assessed three times during the school year using MAPs assessment. ELA and Math curriculum also assess progress weekly.

Reading specialists will implement the ELD/ELL portion of Wonders/StudySync to support our English language learners. Small group instruction will occur to support language development.

Bella Mente is implementing live instruction as a class in the morning and small group instruction will occur later in the day to accelerate learning progress for students who experienced learning loss.

Interventions may include a regularly scheduled 30-minute session with an intervention provider or specialist through video conference, scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or checkins, time management supports, or maintaining a daily written agenda. Students in upper grade levels may be offered guidance for monitoring their own progress and implementing interventions independently, if appropriate. For example, students can implement supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management. (please see [Stronger Together](#) for more information)

Low-income, foster youth, and homeless students are supported by our Community Liaison. Bella Mente continually checks that students have access to learning resources through maintaining internet connection and device maintenance. These students have first availability to tutors and reading specialists. In addition, Bella Mente offers counseling services four days a week. Parents or teachers can refer students to receive services.

To support students during after school hours, two bilingual credentialed teachers were hired to be available from 4pm to 7pm, Monday through Thursday. Teachers are available via a Zoom Room for students to access via Google Classroom. Our core teachers are in communication with our 4-7 teachers regarding students who would benefit for support during this time of the day. If a student is missing live meets and not progressing in work completion our 4-7 teachers will reach out to the students to assist in instruction. Bella Mente realizes that due to COVID-19 many families have various schedules and need instructional support outside school hours. In addition, assignments' final due date for each week is on Sundays at 11:59pm to allow students the opportunity to work on assignments during the weekend if needed, accommodating differing family schedules.

Students identified per section 42238.01 are personally directed to these additional instructional supports by their teacher of record.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the MAPs assessments to be administered three times during the school year. Teachers will also conduct formative assessments to measure progress.

Provide professional learning for teachers on diagnostic assessments.

Curriculum can provide opportunities to assign students quiz-style assessments that they can complete synchronously (in real time through distance learning) or asynchronously (learning same material at different times/locations). Students can be permitted to complete the assessment multiple times to allow for reteaching. (please see [Stronger Together](#) for more information).

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Addition of one Bilingual Reading Specialist	\$73,120.00	Y
Addition of two 4 to 7 pm Bilingual Credential Teachers	\$31,000.00	Y
Bilingual Community Liaison	\$25,368.00	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Social Emotional Learning is built into our curriculum.

During back to school training and on-boarding, staff received information on mental health and emotional well-being supports available to staff through the school sponsored health insurance plan.

During our live online learning sessions with their teacher, students participate in a daily community circle where teachers can monitor mental health and social and emotional well-being.. The school psychologist provided training for our teachers during scheduled Professional Days in September. In addition, the school psychologist presented a parent training session regarding mental health and social and emotional well-being in September (In English and Spanish). The school psychologist also has office hours for students to join her virtually to talk and a safe space if needed. The school psychologist visits classrooms for check-ins and collaborates with teachers to support students' social emotional wellness.

In addition, our school offers Health and Physical Education curriculum to students in all grade levels. Students learn such topics from healthy eating and nutrition and are prompted to participate in daily activity aligned to physical education standards to keep their body and mind strong while working towards creating lifelong healthy habits. In addition students have videotaped lessons and other resources

available for both students and their families as well as an opportunity to participate in virtual school wide events which would have occurred if students were on campus.

As a result of the COVID-19 pandemic, we recognize our students may be experiencing high levels of stress and anxiety. All students and families have access to resources which were compiled on our [website](#) by our school psychologist. Here students and their families can locate resources on supporting children’s mental health, building resiliency and coping with changes resulting from COVID-19. Resources also include a list of crisis hotlines for immediate support.

Families who feel their child would benefit from additional support can reach out to their child’s teacher for a counseling referral. The school has contracted for counseling services with Vista Community Clinic two days a week and Palomar Family Counseling an additional two days.

Also available for intensive support is our school psychologist.

In addition to support for students, our school psychologist offers virtual office hours for staff and provides virtual parent workshops.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Attendance outreach to families starts with teachers. The focus is on support rather than punitive measures. Restorative Practices and Attendance Works offers positive ways to increase attendance. In addition, Bella Mente has a group of staff members who are facilitating online school activities with the focus on Cosmic Education.

The school has added a Community Liaison position to its staff. This individual offers direct support to families in both English and Spanish. Feedback from the DELAC committee made us aware of a large underserved population of families who are unable to receive information through email without assistance. The committee was able to share the best mode of communication is through WhatsApp for these families. This new route of communication is used to ensure these students are meeting compulsory education requirements or for those at risk of learning loss. Students in need of additional support will receive additional support from their General Education teacher and be referred to our after hours tutoring support provided by bilingual credentialed teachers.

In addition, Bella Mente is partnering with SDCOE in two attendance networks. Strengthening Participation, Attendance and Re-engagement during COVID-19 (SPARC) and Improving Chronic Absence (iCan) Network are both arenas where Bella Mente can work with neighboring education communities to develop ways in which to support students and families.

Students who are absent from distance learning are first contacted by their General Education teacher, then an Instructional Assistant, the school office, the Community Liaison, and then the School Principal.

Additional support may be utilized depending on the individual student's needs. Students may be referred to counseling, or required to attend synchronous learning sessions with their general education teacher, attend tutoring sessions with out 4-7pm General Education teachers, or potentially attend in-person small group sessions if approved by the Board of Directors and allowed by health officials.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

For our families in need, Child Nutrition Services continues implementation of their operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment(PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 30, 2020, Bella Mente opened on August 18, 2020, with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to students enrolled at Bella Mente only.

This provision was eventually dropped and again allowed for summer meal flexibility through December 31, 2020. All children, aged 18 or below can receive, for no charge, 5 breakfasts and 5 lunches in a Grab-and-Go format, weekly on Tuesday, 11-12. Children are not required to be present to pick up their meals.

When Bella Mente moves to a blended learning program, Child Nutrition Services will provide breakfast and lunch for students daily for all students, those 100% online and those who attend in person, adhering to all social distancing requirements. The LEA will provide daily meals Monday through Wednesday. On Thursday, meals will be served for Thursday and Friday. Families who choose to be off site 100% will have the opportunity to place an order and pick up a 5-day meal package on Monday to limit our staff's community exposure.

All onsite students will consume meals in the outdoors per school schedule. For our on-site service, meals will be provided during each class assigned meal time. Meals will be prepped (meals will be separated by class then placed in a cart- each grade group will have separate carts) ahead of time. Meals will be delivered to each class assigned eating area. Students will receive the following day's breakfast with their delivered lunch. Students will consume breakfast at home before arriving at school the next day.

In planning the return of students and staff to the school site, Child Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online through the Titan system.

In addition to the Child Nutrition Program, the school works with local 501c3 organization Vista Teen Outreach to create Food Bags that consist of dry goods and bread. Families may request Food Bags on a weekly basis.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students		
8.17%	\$397,197		

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The school has adopted a holistic approach and is providing increased services for all students. A focus has been placed on foster youth, English Learners and Low-Income students. Bella Mente purchased additional and distributed chromebooks to ensure all students have access to distance learning. For students lacking connectivity, the school is working with the San Diego County Office of Education to ensure all students have connectivity to the internet for purposes of distance learning. At no cost to the family, this may include connection to the internet via a Verizon wireless hotspot. Students in these identified categories have been contacted to ensure they have the technology needed to be successful in distance learning.

Additional surveys have been sent to our foster youth, English Learners and Low-income students to ensure the school is working with families to ensure barriers to education are removed. All students received back to school welcome bags which included tools for learning including paper and writing utensils. Our Community Liaisons are reaching out to the above listed populations to supplement other needs including transportation, personal care items, counseling, meal support and additional school supplies.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

-Bilingual credentialed teachers will be available four days a week from 4pm to 7pm.

-Wonders curriculum includes specific materials for ELL and ELD learners.

- Team meetings weekly to analyze data and collaborate on strategies for supporting at-risk students.
- Community Liaisons providing dedicated support to these populations in English and Spanish.
- Classroom Instructional Assistants providing individualized support
- Additional bi-lingual Reading Specialist to serve students