

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Ensure all teachers are prepared to help all students. Ensure all teachers are prepared to help all students (including LI Newcomers, and FY) successfully meet grade level standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Basic Services, Implementation of State Standards, Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
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Math and ELA proficiency rates will increase by 3% as measured by local interim assessments

Interim Assessments lacked consistency over the last three years. BMA began implementing NWEA MAP assessments for the 2019/20 school year (sy). During the 2019/20 sy MAPs were administered in the Fall and Winter. Kindergarten students were not administered MAPs in the Fall, per recommendation of NWEA. During the 2020/21 sy MAPs was administered Fall, Winter, and Spring, with the exception of Kindergarten in the Fall. In March 2020 BMA closed to on-campus education and moved to virtual classes due to the Covid-19 pandemic. In April 2021 BMA opened hybrid classes along with distance learning only classes. From the 2019 sy to 2021 sy BMA saw a loss of 35% of their student population. With that loss came a 17% gain of students within unduplicated subgroups, such as low income students and English Language Learners. The MAP data demonstrate a decrease of 16% pts in ELA scores from the Winter 2020 to the Winter 2021 MAP assessments, while demonstrating an increase of 8% in math scores averaged out over the K-8 grades.

Math and ELA proficiency rates will increase by 3% as measured by SBAC.

The 2017 California Dashboard demonstrates BMA was 4.7 pts below standard in ELA and 45.7 pts below standard in Mathematics. The 2020 CAASPP was canceled due to the COVID-19 pandemic, the 2019 scores were analyzed as follows: ELA was 10.1 pts below standard and Mathematics was 45.8 pts below standard.

The demographics of BMA changed during this two year period. Our Socioeconomically Disadvantaged population increased from 24.7% to 39%, English Learners increased from 9.5% to 14.5%, and Foster Youth increased from 0.1% to 0.2%. Although the goal was not met, BMA continues to move towards the goal while demographics continually change.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase of Curriculum Materials-ELD	\$21,190.41	\$21,190.41

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds which were budgeted for the 2019-2020 school year were used to support students, families, teachers and staff as expected.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 19-20 school year came with many challenges as we closed our doors to in-person learning on March 13 due to the COVID-19 pandemic. BMA successfully moved to distance learning, providing technology and internet access to families in need, implementing social/emotional support for our students, and professional development for our teachers regarding online instruction.

Goal 2

Decrease the subgroup achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7, 8

Local Priorities: Basic Services, Implementation of State Standards, Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
<p>Math and ELA proficiency rates will increase by 3% as measured by local interim assessments</p>	<p>Interim Assessments lacked consistency over the last three years. BMA began implementing NWEA MAP assessments for the 2019/20 school year (sy). During the 2019/20 sy MAPs were administered in the Fall and Winter. Kindergarten students were not administered MAPs in the Fall, per recommendation of NWEA. During the 2020/21 sy MAPs was administered Fall, Winter, and Spring, with the exception of Kindergarten in the Fall. In March 2020 BMA closed to on-campus education and moved to distance learning classes due to the Covid-19 pandemic. In April 2021 BMA opened hybrid classes along with distance learning classes. From the 2019 sy to 2021 sy BMA saw a loss of 35% of their student population. With that loss came a 17% gain of students within unduplicated subgroups, such as low income students and English Language Learners. The MAP data demonstrates a decrease of 16% pts in ELA scores from the Winter 2020 to the Winter 2021 MAP assessments, while demonstrating an increase of 8% in math scores averaged out over the K-8 grades.</p>
<p>Math and ELA proficiency rates will increase by 3% as measured by SBAC.</p>	<p>The 2017 California Dashboard demonstrates BMA was 4.7 pts below standard in ELA and 45.7 pts below standard in Mathematics. The 2020 CAASPP was canceled due to the COVID-19 pandemic, the 2019 scores were analyzed as follows: ELA was 10.1 pts below standard and Mathematics was 45.8 pts below standard.</p> <p>The demographics of BMA changed during this two year period. Our Socioeconomically Disadvantaged population increased from 24.7% to 39%, English Learners increased from 9.5% to 14.5%, and Foster Youth increased from 0.1% to 0.2%. Although the goal was not met for all subgroups, BMA continues to move towards the goal while demographics continually change. Our English Learners did improve 20.8 pts in mathematics.</p>

Regarding our subgroups the scores are as follows:

2017

-ELA

English Learners 75.9 pts below standard

Socioeconomically Disadvantaged 34.1 pts below standard

Students with Disabilities 52.2 pts below standard

-Mathematics

English Learners 102 pts below standard

Socioeconomically Disadvantaged 71.8 pts below standard

Students with Disabilities 96.6 pts below standard

2019

-ELA

English Learners 81.2 pts below standard

Socioeconomically Disadvantaged 36.8 pts below standard

Students with Disabilities 85.5 pts below standard

-Mathematics

English Learners 98.3 pts below standard

Socioeconomically Disadvantaged 72.4 pts below standard

Students with Disabilities 107.7 pts below standard

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 -Intervention classes for both ELA and Math to supplement grade level math classes -Afterschool intense focused instruction for ELA and Math -Additional PD for teachers to assure math curriculum is taught with fidelity -MAP assessment conducted during the school year to inform targeted instruction -Frequent data analysis to inform targeted instruction	\$67,000	Changed
Action 2 - Upper Elementary/ Middle School Reading Specialist	\$50,000	Changed

Action 3 - Go Math! Professional Development	\$2,800	\$2,800
Action 4- Purchase of Go Math! Curriculum	\$24,123.92	\$22,092.13
Action 5- Instructional Assistants- Grades Tk-3	\$400,000	\$139,200.84

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Total funds for the 2019-2020 LCAP school year were \$398,364. The amount of funds written into the plan were in excess of this amount and therefore could not be supported as written. Actions and Services were updated to reflect the amount of funds available.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 19-20 school year came with many challenges as we closed our doors to in-person learning on March 13 due to the COVID-19 pandemic. BMA successfully moved to distance learning, providing technology and internet access to families in need, implementing social/emotional support for our students, and professional development for our teachers regarding online instruction.

Goal 3

Increase the number of students who will have access to a broader based educational program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Basic Services, Implementation of State Standards, Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
<p>Students will have greater access to extracurricular activities, including art and PE.</p>	<p>All students continued to have virtual access to extracurricular activities, including art and PE during distance learning due to the COVID-19 pandemic.</p>
<p>Math and ELA proficiency rates will increase by 3% as measured by local interim assessments</p>	<p>Interim Assessments lacked consistency over the last three years. BMA began implementing NWEA MAP assessments for the 2019/20 school year (sy). During the 2019/20 sy MAPs were administered in the Fall and Winter. Kindergarten students were not administered MAPs in the Fall, per recommendation of NWEA. During the 2020/21 sy MAPs was administered Fall, Winter, and Spring, with the exception of Kindergarten in the Fall. In March 2020 BMA closed to on-campus education and moved to virtual classes due to the Covid-19 pandemic. In April 2021 BMA opened hybrid classes along with virtual classes. From the 2019 sy to 2021 sy BMA saw a loss of 35% of their student population. With that loss came a 17% gain of students within unduplicated subgroups, such as low income students and English Language Learners. The MAP data demonstrates a decrease of 16% pts in ELA scores from the Winter 2020 to the Winter 2021 MAP assessments, while demonstrating an increase of 8% in math scores averaged out over the K-8 grades.</p>
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the goal was not met, BMA continues to move towards the goal while demographics continually change.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 - Physical Education Teacher Bella Mente planned to employee a full time credentialed PE teacher during the 2019/20 school year.	\$70,777.83	\$65,088
Action 2 - Art Teacher Salary Bella Mente planned to employ a full time credentialed art teacher for the 2019/20 school year.	\$83,975.91	\$88,714
Action 3 Garden/Nutrition Teacher Bella Mente planned to employ a full time credentialed garden/nutrition teacher for the 2019/20 school year.	\$86,147.58	\$91,001
Action 4 Coordinator of Curriculum and Instruction Bella Mente planned to employ a full time Coordinator of Curriculum and Instruction for the 2019/20 school year.	\$116,423.68	\$49,199
Action 5 LEAP (Lifelong Enrichment and Arts Program) funding to contract instructors to offer after school enrichment at no cost to students.	\$5,280	\$2,940

Goal Analysis

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 19-20 school year came with many challenges as we closed our doors to in-person learning on March 13 due to the COVID-19 pandemic. BMA successfully moved to distance learning, providing technology and internet access to families in need, implementing social/emotional support for our students, and professional development for our teachers regarding online instruction.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	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	\$24,096.46	Y
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$500.00	\$173.00	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	\$14,429.25	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	\$4,200.00	\$4,661.32	Y

families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.			
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	\$53,328.21	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	\$7,629.29	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	\$4,973.41	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	\$6,575.70	Y
Handwashing Stations: Rental or purchase of handwashing stations for locations which have limited sink access.	\$12,000.00	\$1,322.79	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.			N
Mechanised Cleaning Equipment to Increase Daily Sanitation Procedure- electrostatic sprayer and floor cleaning equipment	\$11,369.00	\$15,660.59	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

As seen in the expenditures above, the majority of the expenditures were spent as planned. Additional staffing was not required to be funded with this grant as health screenings were not occurring onsite when students returned to campus. A more cost effective

plexiglass option for students was found, therefore only half of the expected funds were expended. To allow for disinfection between cohorts, additional disinfection supplies were purchased.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Bella Mente Board of Directors decided to take a cautious approach to safely reopening after multiple surveys to staff and families.

Bella Mente was able to begin offering in-person instruction to scholars beginning April 12, immediately following Spring Break (3/29-4/9). After speaking with stakeholders and teachers, the Board of Directors decided to delay opening to in-person learning until staff had the opportunity to be fully vaccinated.

On March 2nd, Bella Mente employees became eligible for vaccination and the timeline for reopening began.

The plan was presented to staff and stakeholders at a Board Meeting on March 9th. On March 25th, safety protocols and a schedule were presented on the hybrid learning platform. In our Primary classrooms (tk-k), one teacher was designated to remain 100% virtual and students who chose to remain in the distance learning only format were transferred to this teacher. The remaining students were divided among the other two Primary teachers who taught a morning and afternoon session of in-person instruction. In our Lower Elementary classrooms (1st-3rd grades) students remained assigned to the same teacher whether they chose to continue with distance learning only or participate in hybrid learning. Hybrid students were assigned to a morning or afternoon session to be on campus, Monday-Thursday, and learn virtually when not on campus. In our Upper Elementary classrooms, one teacher was designated to remain 100% virtual and some additional students who chose to remain virtual were transferred to this teacher. Students who were assigned to this teacher and chose hybrid learning were transferred to another teacher on the team to continue the year in the hybrid learning format. In middle school, all students who requested hybrid learning were taught on campus in the morning and all students were virtual distance learning in the afternoon and on Fridays.

Bella Mente introduced new curriculum which was user friendly in a digital format which helped our students learn successfully from their chromebooks. A challenge was ensuring regular attendance from all students. To date the school has a 96.1% positive attendance rate for the 20-21 school year. 8.4% of students were chronically absent with 18 or more absences. 37.2% of students had perfect attendance with zero absences. Students who experience an absence receive an automated phone call from the attendance system. Multiple absences resulted in a followup call from an Instructional Assistant or office staff member. After a phone call, parents received a prior written notice in their native language which shared the importance of positive attendance and supports available from the school including health services, food, housing services, mental health services and tutoring assistance. If students experienced 10 absences, a School Attendance Review Board (SARB) letter was sent which scheduled a meeting to speak with the Principal. If the meeting was missed and additional absences were experienced, a second SARB letter was sent to families.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<i>McGraw Hill Wonders & StudySync</i> are literacy programs for TK-8 grade	\$11,514.00	\$11,686.83	Y
<i>McGraw Hill ALEKS</i> is an artificially intelligent assessment and learning system for math, grades 3-8	\$9,990.00	\$9,684.00	Y
<i>McGraw Hill Big Universe</i> is a K-12 literacy solution offering thousands of leveled eBooks	\$4,500.00	\$8,214.77	Y
<i>IXL</i> is an interactive math program for grades TK-2	\$2,695.00	\$2,943.00	Y
<i>MAPs</i> is an innovative assessment measuring achievement and growth	\$5,700.00	\$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	\$5,723.40	Y
<i>Zoom</i> for live meetings	\$3,900.00	\$2,888.64	Y
Chromebooks made available for all students who need a device to access distance learning at home.	\$53,000.00	\$51,689.16	Y
Internet connectivity provided for all students who need connection to access distance learning at home	\$5,950.00	\$4,191.50	Y
Physical copies of materials/curriculum for students with unique needs who require printed home material	\$2,500.00	\$250.00	Y
DocuSign digital signatures for attendance, individualized education program documentation	\$5,200.00	\$4,100.00	Y

Handwriting Without Tears for grades tk-3	\$860.00	\$855.79	Y
Wonders home materials for grades tk-3	\$3,200.00	See above	Y
Materials for at home learning (pencils, paper, computer mice, white boards, markers, erasers, etc.)	\$3,500.00	\$3,548.14	Y
Verizon Hotspots while waiting for SDCOE MOU	\$750.00	\$1,160.03	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

As seen above, the majority of funds were spent as planned in the original presentation of the budget.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

At the beginning of the 2020/21 school year BMA implemented curricula that are easily taught via in-person or distance learning models. Our educators were trained in the new curricula and also took training from SDCOE on online instructional strategies. All students had access to Chromebooks and the internet if needed. Attendance was monitored closely and BMA utilized phone calls, virtual meetings, and letters home to increase student engagement. BMA's school psychologist added virtual meeting times to meet the needs of all students and support social emotional learning. Students with disabilities were provided all supports and services via virtual sessions or hybrid sessions. Assessments were mostly conducted on the school site maintaining strict COVID-19 health guidelines.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of one Bilingual Reading Specialist	\$73,120.00	\$61,158.00	Y
Addition of two 4 to 7 pm Bilingual Credential Teachers	\$31,000.00	\$16,249.66	Y
Bilingual Community Liaison	\$25,368.00	\$41,730.05	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The school was able to fulfill the budgeted expenditures for addressing pupil learning loss. A bilingual reading specialist was hired to work with students in Upper Elementary and Middle School. Two bilingual credentialed teachers were hired to work as tutors, available to students Monday-Thursday evenings after normal school hours. A bilingual community liaison worked with our spanish speaking population to ensure students and their families were able to communicate effectively with their scholar's teacher as well as receive any resources necessary such as mental health services, housing services, food services or medical services.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

BMA implemented a rigorous standard based curriculum that had the ability to pivot between distance learning or in-person learning. When BMA opened to hybrid learning, distance and hybrid learners were learning the same content at the same time. MAPs assessments were administered either virtually or in-person once BMA opened to hybrid learners. We have yet to analyze Spring assessments.

The various supports that were added to mitigate Pupil Learning Loss during the 2020-21 sy were:

-Additional reading specialist

- Two 4pm-7pm bilingual credentialed teachers to assist in work completion
- Comprehensive attendance monitoring system
- Continued MAP assessments
- Lessons recorded and posted on Google Classroom for students to view at a later time if needed
- IT Department provides personal assistance to families

The biggest single challenge BMA has experienced is attendance and engagement. Our students who participate in their Zoom classes and are engaged in their learning have seen positive results as shown by progress reports, report cards, and assessments. BMA has worked closely with SDCOE and participated in their SPARKS network regarding attendance. Some of the strategies have demonstrated positive results for families and students began participating in distance learning or hybrid learning. There are some families who have not returned multiple phone calls checking in, emails, and letters to encourage student attendance.

In analyzing our efforts to address Pupil Learning Loss we see that students who have attended and participated have mitigated learning loss to a minimum. Students who, even with all our interventions, continued to not attend will have learning loss to address next school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

BMA continues to support the mental health and social-emotional well-being of students, families, and staff through various efforts virtually: parent training, staff training, creating and continually updating social-emotional and behavioral resource webpage, providing access to the school psychologist via virtual office hours (for students, families, and staff), classroom observations, and collaborative consultations.

BMA continues the implementation of the MTSS model to support students. Using the MTSS model, students who struggle with attendance, academic performance, social-emotional and behavioral functioning are identified. The attendance team closely monitors attendance and meets with parents to address absenteeism. Teachers and staff members identify and refer students who appear to struggle with social-emotional functioning and refer them to the school psychologist for immediate interventions and a follow-up with parents. Teachers identify students who struggle with academic performance to the SST team. Various staff members, including but not limited to administrative personnel, homeroom teacher, reading specialist, education specialist, occupational therapist, speech

pathologist, and school psychologist attend SST meetings to hear parents' concerns and to provide solutions or ideas for interventions, as well as determining the level of intervention that students might need. Students identified as needing a higher level of interventions will be referred to counseling (currently provided by Vista Community Clinic) and/or referred for special education evaluation. The school psychologist participates in the DELAC meetings to meet and share resources with parents. The school psychologist assesses and intervenes students who were identified as at-risk for self-harm or suicidal ideation. The school psychologist follows up and monitors said students through collaborative consultations with parents and teachers.

The parent training offered at the beginning of the school year was conducted in 4 sessions in the evening (2 English and 2 Spanish). While the interest was high, as marked by the number of registrants, only about 25 percent were actually in attendance. It is plausible the time and day of the event, as well as limited access to technology, played a role in parents' participation.

About 3 to 4 students per week, on average, visit the school psychologist during office hours (daily from 12 – 1 PM). However, about 25 to 50 percent of those visits occurred outside of office hours. The virtual meeting continues to be a challenge because students are not able to leave a message or the school psychologist is not able to follow up due to unclear identification (students frequently only use their first name for zoom meeting identification). The limitations of the virtual meeting platform certainly hinder immediate and direct communication routes.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

BMA 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 students who 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.

BMA implemented monthly parent workshops via Zoom. Workshops were taught by teachers for the most part and included ways to assist parents through learning during a pandemic. Bi-monthly Cooking it Up workshops were presented to bring families together in their kitchens via Zoom. Art and Garden programs handed out materials for participation in classes.

Each month, the Executive Director and School Principal were available to meet with parents via the Zoom platform in both in English and Spanish. These meetings were held the 2nd Thursday of each month in the evenings and allowed for parents and guardians to ask any questions they may have about the school's response to the pandemic, their child's learning, or general questions.

Parents were invited to attend all school Board of Directors meetings which were held virtually during the pandemic.

In December, the school held its annual Winter Spectacular presentation for all families via the Zoom platform. Students showed off artwork or presented musical presentations to families, including distant relatives as far away as Japan.

In May, all families were invited to attend our annual Open House via the Zoom platform. Parents and Guardians were able to attend virtually with their children, speak with their child's teacher and engage with other members of their scholar's classroom community.

Parent teacher conferences were held multiple times throughout the year providing families the opportunity to speak with their scholar's teacher about their child's progress and share their success and challenges.

Grade levels varied on the amount of family participation. On average 10 or less families participated in outreach programs.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our families in need, Child Nutrition Services continued 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 June 30, 2022. 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 moved to a hybrid learning program, Child Nutrition Services began to provide snacks daily for all students who attend in person, adhering to all social distancing requirements. This is in addition to the 5 breakfasts and 5 lunches in a Grab-and-Go format, provided weekly.

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NA	NA	NA	NA	NA

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

When developing the 2021-24 LCAP goals it was evident that parent involvement was a vital element to focus on for the next three years. Additionally, standard-based instruction for all grades is in the forefront as we mitigate any learning loss. As we come back together next year on site we will also put to the forefront providing a safe community for all our learners which will promote health and well-being, positive social and emotional development, strong staff/scholar relationships, and a sense of belonging which in itself should increase student achievement.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

BMA will continue to assess all students using NWEA MAPs to address any need for targeted interventions. Students with unique needs will be supported by the decisions made during IEP meetings. BMA is prepared to support students with specific learning needs

in a variety of ways. Our instructional curriculum is differentiated to meet the needs of all students. We are prepared to hire additional Instructional Assistants to support students within the least restrictive environment.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All actions or services identified as contributing towards meeting the increased or improved services requirement have been met.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes for both the LCAP and the Learning Continuity and Attendance Plan have informed the development of the plan for the next three years. The LCAP team focused on student academic performance as well as feedback from all stakeholders. Feedback requested included student mental health needs, academic and physical well being. In conversing with different school community members, we learned increasing parent involvement and sense of belonging to the school community was another priority, especially for families who speak English as a second language. As we developed these plans, Bella Mente recognized 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.

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.

DRAFT

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021