

ARP ESSER LEA Plan

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

A Local Educational Agency's (LEA's) decisions about how to use the funds it receives through the Elementary and Secondary School Emergency Relief (ESSER) grant in the American Rescue Plan Act (ARP) will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA.

For specific requirements please refer to the ARP ESSER LEA Plan Instructions.

Community Engagement

A description of the efforts made to meaningfully consult with the LEA's community in the development of the plan.

Input from the BMA community is crucial to developing an ESSER LEA plan which meets the needs of the community we serve. Informal feedback from staff and stakeholders was used to create the first draft of the plan which was shared with families on September 14. Stakeholders were encouraged to share feedback on the draft plan which was presented to the Board of Directors at their September meeting for feedback.

Stakeholders were engaged with a Google Survey to increase the amount of feedback received.

A final draft was submitted to the Board of Directors and stakeholders for approval at the October 12, 2021 Board of Directors meeting.

Bella Mente evaluated its community engagement opportunities and determined that specific civil rights organizations, tribes and advocates are neither present nor served by the school.

A description of the opportunities provided for public input in the development of the plan.

BMA used a variety of methods to communicate with all stakeholders. The following is a list of engagement opportunities that encouraged all stakeholders to participate in the development of the ESSER LEA plan

Principal/Executive Director Monthly Meetings with families

K-8th Classroom Teachers and Principal

Bella Mente District English Learner Advisory Committee (DELAC) Meeting- September 14, 2021

BMA Board Meeting September 14, 2021

ESSER III Survey for parents, scholars and staff

BMA Board Meeting October 12, 2021

A description of how the development of the plan was influenced by community input.

Based on the draft plan which was submitted to the Board of Directors at their meeting on Tuesday, September 14, 2021, a survey was sent to stakeholders to elicit feedback.

The Family and Staff survey, sent via email and text message, received 35 responses from Families and 21 from Staff. The survey requested stakeholders to mark which supports they would like to see continued in the 2022-2023 school year. Responses are summarized below.

Families:

School Counselor - 65.7%

Reading Intervention Specialist - 77.1%

Math Intervention Specialist - 74.3%

After School Sports - 62.9%

After School Art/Music - 74.3%

After School Tutoring - 54.3%

Summer Learning Program - 45.7%

Extended School Year - 20%

Extended School Days - 20%

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

Staff:

School Counselor - 45.8%

Reading Intervention Specialist - 75%

Math Intervention Specialist - 58.3%

After School Sports - 45.8%

After School Art/Music - 54.2%

After School Tutoring - 50%

Summer Learning Program - 29.2%

Extended School Addition - 0%

Extended School Day - 0%

In addition, staff suggested access to sports programs, a Social Emotional Learning program or curriculum, elective programming during the school day, classroom aide support, and education for parents.

After analyzing stakeholder feedback, BMA feels that a strong focus on targeted interventions for math and ELA as well as providing social emotional development opportunities with a strong sense of belonging are important continuing into the 2022-2023 school year.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ARP ESSER funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

For specific requirements please refer to the ARP ESSER LEA Plan Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ARP ESSER funds being used to implement strategies for continuous and safe in-person learning

\$124,000

| LCAP Alignment (if applicable) | Action Title | Action Description | Planned ARP ESSER Funded Expenditures |
|--------------------------------|--|--|---------------------------------------|
| Goal 3, Action 2 | Office Assistant/Attendance Technician/Health Tech (2) | Bilingual attendance technician/health tech to make contact with families who are experiencing absences. Provide community outreach and resources to families in need to improve student achievement and overall well-being. Assures students who are ill and experiencing symptoms or are potentially contagious are safely at home quarantining. (2022-2023 school year) | \$80,000 |
| Goal 3, Action 1 | Community Liaison | Bilingual Community liaison will be funded to increase parent connectedness to the school, support families to become actively engaged in their scholars education. Bilingual Community liaison will link families to community outreach resources to address chronic absences, social and emotional support to improve student achievement and overall well-being. Additionally, the Bilingual Community Liaison will provide workshops for parents and guardians to learn skills and strategies to support their scholars in school. (2022-2023 school year) | \$44,000 |

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ARP ESSER funds being used to address the academic impact of lost instructional time

\$380,000

| LCAP Alignment (if applicable) | Action Title | Action Description | Planned ARP ESSER Funded Expenditures |
|--------------------------------|---------------------------------|---|---------------------------------------|
| Goal 1, Action 1 | Reading Specialist (1) | 1 FTE Reading Specialist positions will be funded to focus on English acquisition for our English Language Learners and instruction for students who are below grade level. Students will be instructed in small groups to build speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. (2022-2023 school year) | \$80,000 |
| Goal 1, Action 4 | Math Interventionist (1) | 1 FTE Math Interventionist positions will be funded to focus on students who are performing below grade level. Small group instruction will focus on helping students acquire skills necessary to achieve grade level standards. (2022-2023 school year) | \$80,000 |
| Goal 2 | School Counselor | Integrated student supports to address other barriers to learning full-time counselor (2022-2023 school year) | \$80,000 |
| Goal 1 | In House Substitute Teacher (3) | 3 FTE In House Substitute Teachers will provide uninterrupted instruction for scholars if their teacher of record is unavailable. The employees will also provide after school small group tutoring and lead groups in special activities such as academic clubs. (2022-2023 school year) | \$140,000 |

Use of Any Remaining Funds

A description of how the LEA will use any remaining ARP ESSER funds, as applicable.

Total ARP ESSER funds being used to implement additional actions

\$79,255

| LCAP Alignment (if applicable) | Action Title | Action Description | Planned ARP ESSER Funded Expenditures |
|--------------------------------|--------------|--------------------|---------------------------------------|
|--------------------------------|--------------|--------------------|---------------------------------------|

| | | | |
|--------|---|---|----------|
| Goal 1 | After School Supports, Extended Learning Time and Programming | Funding will support after school teachers and community based extracurricular programs which will be provided at no cost to Bella Mente scholars. Supports will provide intervention for learning loss as well as access to special programming including physical education and STEAM.(2022-2023 school year) | \$79,255 |
|--------|---|---|----------|

Ensuring Interventions Address Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|--|--|
| English Language Arts and Reading Skill measurement | The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. This assessment will be used for all scholars, three times per year to measure student progress. | Students will be assessed three times a year using the NWEA MAPs assessment program: fall, winter, and spring. |
| Mathematics Skill Measurement | The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. This assessment will be used for all scholars, three times per year to measure student progress. | Students will be assessed three times a year using the NWEA MAPs assessment program: fall, winter, and spring. |
| Social Emotional and Mental Health Needs | A social emotional assessment will be used. | A baseline assessment will be administered in the fall followed by an end of year assessment in the spring. |

Summary of Planned Expenditures

Total ARP ESSER funds received by the LEA

\$583,255

Total ARP ESSER funds included in this plan

\$582,937

| Plan Section | Total Planned ARP ESSER Expenditures |
|---|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$124,000 |
| Addressing Lost Instructional Time | \$380,000 |
| Use of Any Remaining Funds | \$78,937 |

ARP ESSER LEA Plan Instructions

Introduction

The ARP ESSER LEA Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act. The plan must be adopted by the local governing board or body of the LEA at a public meeting, and must be submitted on or before September 30, 2021 for review and approval to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable.

In addition, consistent with the requirements in ARP ESSER Funds, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ARP ESSER LEA Plan must be:

- In an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for such parent
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act (ADA), upon request; and
- Be made publicly available on the LEA's website

For technical assistance related to the completion of the ARP ESSER LEA Plan, please contact [office to be determined].

Plan Requirements

An LEA receiving ESSER funds through the ARP Act is required to develop a plan to use ARP ESSER funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.

Fiscal Requirements

- The LEA must use at least 20 percent of its apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- The LEA must use the remaining funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA); Any activity authorized by the Adult Education and Family Literacy Act;
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 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act on 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided below in the Community Engagement section of these instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Community Engagement

Purpose

An LEA's decisions about how to use its ARP ESSER funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

The LEA must engage in meaningful consultation with the following community members: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

Additionally, an LEA must engage in meaningful consultation with Tribes, civil rights organizations (including disability rights organizations), and individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students to the extent present or served in the LEA.

For purposes of this requirement:

- "Underserved students" include:
 - low-income,
 - English learners,
 - students of color,
 - foster youth,

- homeless students,
- students with disabilities, and
- migratory students
- “Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ARP ESSER funds.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community. In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the Local Control and Accountability Plan (LCAP), to the extent that such input is applicable to the development of the LEA’s plan for the use of ARP ESSER funds. Any plans referenced by the LEA must be accessible and available to the public.

A description of the efforts made to meaningfully consult with the LEA’s community in the development of the plan.

A sufficient response to this prompt will describe the community engagement process used in the development of the LEA’s plan for its use of ARP ESSER funds. The response must address the LEA’s efforts for meaningful consultation with all required community members, as applicable to the LEA.

A description of the opportunities provided for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA promoted community engagement and the opportunities provided for public input in the development of the LEA’s plan for its use of ARP ESSER funds.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide community members and the public with clear, specific information about how input from community members was considered in the development of the LEA’s plan for its use of ARP ESSER funds. This response must describe aspects of the ARP ESSER LEA Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA’s ARP ESSER fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

Planned Actions and Expenditures

Purpose

Under the ARP ESSER program, LEAs are receiving significant resources to respond to student and educator needs as schools continue to safely reopen. LEA plans are necessary to ensure transparency and accountability for use of the funds. The public and in particular students, their families, and educators, have a vested interest in understanding an LEA’s priorities and plans for the funds and whether and how the LEA will use the funds to address their students’ academic, social, emotional, and mental health needs.

Instructions

Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community. LEAs may include actions described in existing plans, including the LCAP, to the extent that the action(s) address ARP ESSER requirements. When including action(s) in other plans, the LEA must specify the amount of ARP ESSER funds that it intends to use to implement the action(s); these ARP ESSER funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Any existing plans referenced by the LEA must be accessible and available to the public.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in the LEA's 2021-2022 LCAP, provide the applicable goal and action number from the LCAP. If the action(s) are not included in the LEA's 2021-2022 LCAP, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ARP ESSER funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. If including actions from plans other than the LCAP, note the plan being referenced as part of the description.
- Specify the amount of ARP ESSER funds the LEA plans to expend to implement the action(s).

Addressing the Impact of Lost Instructional Time

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in the LEA's 2021-2022 LCAP, provide the applicable goal and action number from the LCAP. If the action(s) are not included in the LEA's 2021-2022 LCAP, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ARP ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. If including actions from plans other than the LCAP, note the plan being referenced as part of the description.
- Specify the amount of ARP ESSER funds the LEA plans to expend to implement these actions.

Note: The LEA must use no less than 20 percent of its ARP ESSER funds to address the academic impact of lost instructional time.

Use of Any Remaining Funds

Provide the total amount of funds being used to implement actions with any remaining ARP ESSER funds, then complete the table as follows:

- If the action(s) are included in the LEA's 2021-2022 LCAP, provide the applicable goal and action number from the LCAP. If the action(s) are not included in the LEA's 2021-2022 LCAP, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using any remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act, as referenced in the Fiscal Requirements section above. If an LEA has allocated its entire apportionment of ARP ESSER funds to strategies for continuous and safe in-person learning and/or to addressing the impact of

lost instructional time, the LEA may indicate as such in an action description for this section. If including actions from plans other than the LCAP, note the plan being referenced as part of the description.

- Specify the amount of ARP ESSER funds the LEA plans to expend to implement these actions.

Ensuring Interventions Address Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Each action included in the ARP ESSER LEA Plan must be addressed within the table. Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor the progress of the action(s).
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

Note: The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both action titles for the actions that will adhere to said monitoring plan within the same row of the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the LEA's plan for how it will use ARP ESSER funds to support the strategies and interventions being implemented by the LEA.

Instructions

For 'Total ARP ESSER funds received by the LEA' provide the total amount of ARP ESSER funds received by the LEA.

For 'Total ARP ESSER funds included in this plan' provide the total amount of ARP ESSER funds being used to implement actions in the plan.

In the Total Planned ARP ESSER Expenditures column provide the total amount of ARP ESSER funds being used to implement actions in the applicable plan section.