

Learning Continuity and Attendance Plan Template (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.]

Mountain View Montessori, VESD (Victor Elementary School District - our charter authorizer), and our entire High Desert community has been impacted by the COVID-19 pandemic. Mountain View Montessori, along with all other VESD schools, transitioned away from traditional, in-seat school and moved to a full distance learning model in March of 2020. Mountain View Montessori remained in that model for what was left of the 3rd trimester of the 2019-2020 school year. In accordance with the California Department of Health and the fact that San Bernardino County remains on the Governor's Watchlist, we are opening the 2020-2021 school year using a full distance learning model. Our commitment to provide the best possible education for all students continues, regardless of current circumstances, and we look forward to partnering with families as we navigate this difficult situation. Mountain View Montessori staff has been involved with the revision and implementation of Standard Operating Procedures (SOP) for any model of instruction - full distance learning, hybrid models, and in-seat (traditional) - so that we may be able to quickly respond to changing data at the county level and comply with local and state requirements. This Learning Continuity and Attendance Plan (LCP) has been developed based on an analysis of stakeholder feedback and allows Mountain View Montessori to respond to all requirements.

Stakeholder Engagement

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

Mountain View Montessori, in conjunction with VESD, has solicited feedback from all stakeholders including students, parents, staff, and community members. In the Spring of 2020, students, parents, and staff completed surveys online. Parents were given an additional phone survey at this time to determine who needed technology and internet access. In the Summer of 2020, all parents were given a third survey on the models of instruction, technology, and internet access. Any parents who did not respond to the phone survey were called 1:1 to gather feedback and determine supports needed. These calls were provided in their home language. The District as a whole, was able to contact 3,500 parents representing 7,500 students. A district re-opening committee, which included Mountain View Montessori staff, was established with over 100 staff members representing all job classifications, sites, and departments. Each bargaining unit participated as well. This committee reviewed all options for re-opening and evaluated the pros and cons of each model. Each of the District's 6 LCAP committees (some of which has Mountain View Montessori staff and/or parent representatives) also met to provide feedback. These

committees include Foster Youth Advisory Committee, District Advisory Committee, Budget Advisory Committee, African American Engagement Committee, Quality Works, and the District English Language Advisory Committee. These committees reviewed the requirements and provided recommendations on distance learning, addressing learning loss, mental health, social emotional support, attendance, engagement, and nutrition/meal service. Over sixty Assessment and Reporting Committee (ARC) members, with grade level representatives from each site, met to review our distance learning framework and power standards while providing more input on next steps. This feedback was reviewed collectively and used to develop the plan for returning to school in 2020-2021 along with requirements from the County and State.

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

VESD communicated the public hearing and meetings via phone calls, emails, and notices on our website. Remote participation was supported by holding Zoom Board and committee meetings. During these meetings, stakeholders could participate via phone or computer. Translators were available during all meetings to ensure there was support in participant's home language. Families needing hotspots for internet connection were provided with them, so they could participate online. Feedback during remote participation was taken in the "chat" feature of Zoom, through participants speaking during the meetings, emails, etc.

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

VESD held committee meetings with over 100 staff representing all job classifications within the District. They analyzed models of instruction including full distance learning, 25% in seat hybrid models, 50% in seat hybrid models, and in seat models for pros/cons and recommendations. Mountain View Montessori staff (Principal, Certificated, and Classified) were represented in each of these meetings. VESD's 6 LCAP committees (including families, educators, stakeholders who do not have internet, and stakeholders who speak a language other than English) provided the following feedback:

- Continue to provide training to support instruction in a distance learning environment for staff and parents.
- Ensure that Mountain View Montessori regularly communicates progress with families to help mitigate learning loss.
- Continue to use platforms to communicate with families (i.e. Class Dojo, Seesaw, Google Classroom, emails, all-calls, newsletters, etc.), including translation.
- Continue synchronous learning opportunities, so students can connect with their teachers and schools. Stakeholders appreciated the distance learning framework that gave guidance on daily synchronous/asynchronous structures aligned to our district-adopted texts and instructional models, assessments, etc.
- Families and staff liked the increase in social emotional supports, including Care Solace and distance learning SEL in the framework for teachers.
- Continue to communicate and provide resources to families including the meal service program.
- VESD ARC team appreciated the distance learning framework, but gave feedback on clarifying the laws that guided it (Senate Bill 98), provided feedback on specific power standards, and reiterated the need for professional development to support distance learning.

Some key trends that arose from the feedback included:

- Stakeholders wanted to ensure schools would be responsive to student and family needs in any model required.
- Families wanted clear communication and connection to the district and school.
- Stakeholders wanted the meal service programs to continue, including support to families living in remote areas.
- Staff want to continue to grow their skill and knowledge in delivering synchronous learning in small groups through more professional development.
- Families want continued support with student technology and usage.

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

Mountain View Montessori used stakeholder input to help develop the LCP. From April to early June, weekly check-ins with families by each teacher afforded Mountain View Montessori the opportunity to learn, in-depth, what our families need as we move forward. Two in-depth surveys allowed us to know how many families needed internet access and technology which are addressed in the LCP and plan for targeted resources. Standard Operating Procedures (SOPs) have been developed based on feedback from all classifications of employees and these will allow us to respond to and comply with requirements from both the County and State, as well to develop processes and procedures are in place to ensure health and safety for all staff, students and families, and visitors to our campus. Teacher feedback pointed to the need for specific professional development and training on use of technology and effective instructional tools and programs for an online and/or hybrid learning environment. As a result of parents' needs, the VESD Family Resource Center will be working to provide trainings on Zoom to support all families.

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.]

As a recipient of the prestigious California Distinguished School Award, Mountain View Montessori has always worked diligently to support all students and their families in their journey towards academic success. We firmly believe that, no matter the circumstances, we will continue to provide the highest quality education possible for all students, regardless of their socioeconomic status, primary language or living situation. Approximately 58% of Mountain View Montessori students are low income and 7% are English Learners. We currently do not have any foster youth enrolled. We recognize the importance of quality education for our students. We analyzed all models of instruction and have developed a plan to offer classroom-based instruction when the County and State data and regulations allow us to do so.

We have SOPs in place to support processes used in each model, including classroom-based instruction. The SOPs include an active screening process for all staff, students, and visitors coming onto campus that includes daily symptom and temperature checks. Our office and classroom furniture is being modified to provide social distancing. Our cleaning protocols include personal protective equipment (PPE)

for staff, along with regular disinfection to have a safe, clean environment. This includes a nightly deep cleaning in all used rooms and work spaces using approved sanitizing equipment and methods. Staff and students will be provided with all necessary PPE.

Mountain View Montessori developed distance learning plans, using VESD's distance learning framework as a model, that provides daily schedules that are inclusive of all instructional models. There is an emphasis on small group, targeted instruction for students who are at risk of experiencing learning loss especially in reading and math, as well as ELD designated instruction. A system of formative/summative assessments aligned to VESD power standards in the distance learning framework has been developed. These will supplement teacher/school generated assessments and be given in cycles throughout the year. The assessments can be given online or in-seat based on the model. All students have 1:1 devices that they can take back and forth in the event a hybrid model is needed. This will support staff and students as we transition between distance learning and classroom-based instruction.

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

Description	Total Funds	Contributing
Purchase computing devices so that all students can access online learning	\$15,000	[Y/N]
Provide staff to prepare and distribute 1:1 devices and textbooks to all students	\$2,000	[Y/N]
Support cleaning and disinfecting with classified staff	\$11,000	[Y/N]
Procure PPE and stock (personal protective equipment) to aid with staff and student safety	\$2,000	[Y/N]
Contract to paint/mark social distancing circles on campus for student entry	\$200	[Y/N]
Order social distancing floor markers for office and lobby areas for staff and visitors	\$500	[Y/N]

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.]

VESD developed a distance learning framework to provide continuity of instruction during the 2020-2021 school year. This framework allows staff to transition between distance learning and in-seat instruction as necessary. The key components of the distance learning framework include: Rationale, research, evidence-based practices, legal requirements, power standards, resources for starting the year and building relationships with students, primary and intermediate lesson plan samples (including all subject areas, supports for students with special needs, designated instruction for English Learners, etc.), VESD curriculum with synchronous and asynchronous recommendations, instructional practices (ie Thinking Maps, guided reading, math talks, etc.), distance learning assessments, professional development, distance learning tips, and resources to share with families in English and Spanish. The Educational Services staff and ARC provided feedback on the distance learning framework. The framework has been thoroughly reviewed with all certificated and classified management. The framework has been provided to all VESD employees via email and has been posted on our website for reference. Our Educational Services team has developed "how to" videos modeling instructional practices and tools to further support staff in implementation. All

Educational Services staff, including Support Specialists and On Site Instructional Curriculum Coordinators, are available for 1:1, site-based, and/or district level training and support.

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.]

Parents received two separate surveys via email regarding access to devices and connectivity to support distance learning. Mountain View staff personally called every parent/family who did not respond to the survey, so we could determine who needed technology and connectivity. Mountain View had 1:1 devices for all students in grades TK-6. These were all distributed to families in the Spring of 2020. VESD purchased 1:1 devices for all students in TK-1. Additional devices were distributed in the Summer of 2020 so enrolled students from Mountain View Montessori could participate in summer school. An additional distribution of chromebooks took place the week prior to school starting for 2020-21. VESD used the survey results to purchase and provide families with hotspots for connectivity. VESD internet is also accessible in the parking lot at school sites, which allowed parents to access the internet by coming to the school site. Site administrators delivered Chromebooks and hotspots to the homes of families who were not able to come to the school site. VESD established a process for parents/students to receive help by phone for technology support. Parents/students were also able to bring their school devices to the school site or district office, as needed, for repairs or replacements.

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.]

Mountain View Montessori developed distance learning plans using the distance learning framework developed by VESD that explicitly outlines instructional minutes, along with synchronous and asynchronous requirements, as well as example lesson plans that model how to provide a majority of the instruction in small groups during synchronous time. Staff are required to turn in weekly lesson plans to the principal noting time values by all activities and work. These time values will be noted for both synchronous and asynchronous work. This will allow staff to further connect with students, document participation and growth, and report progress to families. District translators are available to translate for families. District assessments are being developed and refined which align to the power standards in the distance learning framework. All staff will take attendance daily in our student information system. Working with our office staff and administration, we will code attendance and absences by COVID-19/distance learning structures to better detail participation.

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.]

VESD Educational Services developed a webpage on distance learning for staff. The team developed “how to” videos modeling instructional practices and tools to further support staff in implementation on Thinking Maps, technology platforms (i.e. Flipgrid and Google Classroom),

etc. All Educational Services staff are available for 1:1, site-based, and/or district level training and support based on needs. VESD developed an online guided reading model and professional development that was utilized during summer school. Based on the feedback from staff and the progress of students in this model Educational Services is offering on-going guided reading instruction online throughout Fall 2020. Pupil Services has continued to train staff on Orton Gillingham through Spring and Summer 2020. The Orton-Gillingham approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. Guided reading and Orton Gillingham align for staff to provide explicit small group instruction. Our new teacher professional development is a two year program. This program has been enhanced to provide our newest teachers training in distance learning instruction. All professional development is complete online via Zoom meetings. Classified staff are trained in PPE use, disinfecting, screening, instructional material checkouts, feeding, and facilities. All principals and classified managers have been trained in new Standard Operating Procedures. Substitute teachers will be trained in all aspects of distance learning in order to provide consistent instruction during a teacher's absence. As a result of parents' needs, VESD is collaborating with it's Family Resource Center to provide training on Zoom and support to our families. VESD Bilingual Aides will be trained to test students for ELPAC 1:1 following social distancing protocols.

Staff Roles and Responsibilities

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

Mountain View Montessori administration has worked with VESD to closely align with district-negotiated classified and certificated Memorandums of Understanding (MOUs) that address COVID-19 related focus areas, including school site safety and instruction. Classified staff will be trained to screen at school entrances. Classified staff, other than custodians, will receive training on cleaning of touchpoints. Mountain View Montessori's school psychologist will collaborate with the principal and teachers to provide SEL supports to our students. Noon Duty Supervisors have assisted with the feeding program, disinfection at sites, and distribution of materials. Administration will assist in attendance monitoring and providing outreach.

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.]

VESD has developed a plan to assist pupils with unique needs including English Learners, students with exceptional needs, foster care, and students experiencing homelessness. During the Spring and Summer of 2020, VESD implemented the community feeding program. We ensured buses delivered meals to remote areas along with providing food from school sites. The VESD meal program resumed in August with service at all sites and at remote locations, as needed. Mountain View Montessori developed distance learning lesson plans, using the district framework, that support both English Learners with designated instruction and special education services for students with IEPs. Our special education staff have moved to online platforms to provide many services as well. Special education staff have trained in distance learning structures. Each student on an IEP will be provided an individualized learning plan in order to implement each student's IEP to the

greatest extent possible. Although Mountain View Montessori does not currently have any Foster Youth enrolled, Foster Youth would be enrolled immediately at MVM, based upon openings, or within VESD. Foster Youth would be provided 1:1 devices, textbooks, and meal service information. Foster Youth will have the ability to remain stable at one school site to minimize transiency. Students who received counseling support from SELPA continued to receive services. The District also engaged in a contract with Care Solace, a concierge service, to support students and families and connect them to needed mental health resources.

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

Description	Total Funds	Contributing
Purchase additional Chromebooks for students to ensure students have reliable devices at home and in-class.	\$15,000	[Y/N]
Provide internet hotspots to support connectivity for families at home	\$2,500	[Y/N]
Purchase Reading A-Z digital guided reading books at all sites for online guided reading.	\$3,000	[Y/N]
Provide resources to train teachers in online guided reading outside of the school year.	\$3,500	[Y/N]
Provide ongoing PD opportunities for MVM teachers and instructional aides to best support Distance Learning instructional strategies, best practices, platforms, apps., etc.	\$5,000	[Y/N]
Purchase virtual resources for progress monitoring, and work completion/tracking/grading (i.e. Studies Weekly, Scholastic News, BrainPop/BrainPop Jr., etc.)	\$10,000	[Y/N]
Research and purchase Montessori-based or related hands-on materials to students and parents	\$2,000	[Y/N]

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.]

Mountain View Montessori is addressing pupil learning loss as a result of COVID-19. Ongoing progress monitoring and student reading levels from the Spring of 2020 were used to determine which students showed deficits in reading and math. Some Mountain View Montessori students participated in small group guided reading instruction online for 3 weeks during summer school. Based on beginning and ending documentation of specific skills, student progress was monitored and reported to parents.

The VESD distance learning framework has outlined power standards for grades TK-6. Assessments are being developed by the district in reading and math that align to those power standards. Staff will give the assessments to students in Fall and Winter 2020 and Spring 2021 to monitor learning loss in reading and math. The district assessment data will be used along with site-based leading indicator data to progress monitor students in order to provide strategic and timely interventions for students. The initial ELPAC assessment will be given to English Learners in the Fall of 2020. Results will be compared to those from the previous year (if applicable) and report cards to determine learning loss. English Learners who were not able to take the summative ELPAC assessment, will be able to complete it in the Fall.

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.]

Approximately 58% of Mountain View Montessori students are low income and 7% are English Learners. We currently do not have any foster youth enrolled. As such, all actions and services we consider school-wide, are targeted for these groups of students. Mountain View Montessori is responding to student learning loss of these subgroups by providing targeted instruction on student deficiencies in reading and math using multiple measures, which include diagnostic assessments such as district-based assessments, guided reading, Envision Math, and MobyMax . This will afford teachers the opportunity to accurately gauge any learning loss that may have occurred since the shutdown, as well as the insight necessary to properly place students into appropriate small groups.

The District, with stakeholder input, has also identified standards for priority instruction. Grade level standards have been analyzed and those that span through multiple (5+) years, have been identified in cross reference with Next Generation Science Standards (NGSS), and identified through teacher input on essential standards for grade level success were selected. These priority or “power” standards will enable teachers and students to hone in on crucial skill and knowledge on a deep and rigorous level. Power standards also enable teachers to provide specific targeted feedback to students to help them reach mastery.

Targeted, small group designated instruction for English Language Learners is embedded daily and supported by our teachers. This specific daily time will provide added opportunities for EL students to practice oral language and academic vocabulary to enhance their English proficiency.

Asynchronous (independent) instructional opportunities for students with other exceptional circumstances will be modified to be flexible for students to maintain engagement as well as address circumstances beyond the students’ control. Mountain View Montessori will continue to offer Independent Study as an option to support unique circumstances for those families in need.

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.]

Mountain View Montessori teachers will continue to provide formative and summative assessments, regardless of which model of learning in which we find ourselves. Progress monitoring and results will be communicated to parents via progress reports and report cards. By accurately assessing and measuring individual student reading levels and making a comparison to their last known reading level from the previous school year, we will be able to inform future instruction and create effective small-group guided reading lessons to address learning loss. This information will be relayed to parents via messages from teachers using various platforms, our biannual Parent / Teacher Conferences, Progress Reports and Report Cards. Various other assessments will be used to gauge reading level, reading comprehension, phonological awareness, overall math standards mastery (Common Core State Standards - CCSS). Some of these assessment tools will

include, but are not limited to: Reading A-Z assessments, MobyMax reading, writing, and math assessments, CAASPP Interim assessments, Envision Math Diagnostic assessments, Developmental Reading Assessments (DRA), and other online assessments at our disposal.

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

Description	Total Funds	Contributing
Training and collaboration with and between Mountain View Montessori teachers on options for online assessments	\$5,000	[Y/N]
Purchase sitewide MobyMax full access subscription, including assessments for leveling students in reading, writing, and math	\$3,000	[Y/N]
Mountain View Montessori staff to attend VESD ARC (Assessment and Reporting Committee) to collaborate on best practices	\$5,000	[Y/N]
Purchase upgrade for BrainPop to include EL supports	\$200	[Y/N]

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.]

Mountain View Montessori has access to VESD school psychologists, D/M SELPA (Desert / Mountain Special Education Local Plan Area) mental health and behavioral professionals, as well as the Care Solace concierge referral process. Mountain View Montessori students and families will continue to have access to our own Multi-Tiered Systems of Support (MTSS) team, composed of our principal, RSP teacher, school psychologist, and teachers. Our strength in this area is our small size, as it allows us much more familiarity with each family and their needs. Our staff review data on all students including attendance, behavior, trauma, academic performance, and staff or parent concerns. The team collaborates around services and supports each student/family may need. Mountain View Montessori staff will continue to do assessments based on suspected needs, counsel students, provide referrals for related services, and support suicide threat assessments and interventions in conjunction with families. Staff will continue to receive training on MTSS, trauma informed practices, and behavioral/mental health training through online platforms. The VESD distance learning framework also provides a tier 1 support that all staff are encouraged to use. Mountain View Montessori’s distance learning instruction provides structures to help support students in meeting their teacher and classmates and build emotional safety. The VESD distance learning framework emphasizes: Making connections with families prior to hosting virtual meetings, digital citizenship, morning meetings, supporting social emotional learning, teaching health and safety, “getting to know me” activities, and routines and procedures for distance learning. Mountain View Montessori staff are also disseminating information and connecting with families via online “Back to School Night” Zoom sessions, monthly principal community meetings via Zoom, and ongoing updates and newsletters communicated using Class Dojo, email, and our all-call system.

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.]

Mountain View Montessori staff have been updated on Senate Bill (SB) 98, and as such, we are dedicated in our quest to go above and beyond for all students. We will be taking daily attendance and providing rigorous whole-class and small-group synchronous and asynchronous instruction. Postcards, messages, and positive phone calls will be used to recognize students who are regularly attending online learning. Additional encouragement and communication will go out to all families through newsletters, online morning announcements, etc. If a student does not attend an online session, teachers will reach out initially to provide support. Site administrators will have an emphasized focus on attendance and participation outreach through contacting families daily. Principals will continue monthly meetings with parents online to provide collaboration, information, and support. District translators will be able to assist with translations for families whose home language is other than English. The VESD Family Resource Center will also provide communication and support for regular attendance. If a student does not attend for 2-3 days, and there is no known reason (i.e. illness), the MTSS team may reach out with phone calls, home visits, etc. This outreach can include a School Attendance Review Team (SART) meeting with the family. Mountain View Montessori has a Distance Learning Expectations Letter that will be sent to the family as well in the event that we cannot reach them any other way. If these forms of outreach do not help us to find the student or bring about a change in attendance, an in-person wellness check may be conducted. If appropriate, Mountain View Montessori will still continue to follow the School Attendance Review Board (SARB) process. This will be a last ditch effort, as we at Mountain View Montessori pride ourselves on focusing on how to help and support families, and we recognize that the current circumstances call for more compassion and understanding than ever before.

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.]

VESD Nutritional Services, with input from Mountain View Montessori stakeholders, has developed SOPs for all models of instruction. Since Mountain View Montessori will be starting in a distance learning environment, we will be serving 10 meals at a time (5 breakfasts and 5 lunches). Parents will be able to drive through the school to pick up their meals. Mountain View Montessori will make meals available 2 days each week, so families can select a day that works best for them. If a family misses the 2 days provided, they will be able to go to the Nutritional Services building to pick up their meals. Mountain View Montessori staff will modify their weekly schedule to meet the needs of meal distribution on these 2 days. As we transition to in-seat models, Nutritional Services will continue to provide meals and adjust to each model with processes outlined in their SOPs. These in-seat models include delivery of food into classrooms, cleaning protocols, etc.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well Being	Contract with Care Solace to provide families with a concierge service to help locate services based on their insurance and needs. [District support]	\$0	[Y/N]
School Nutrition	Increase site support for meal services with Noon Duty Supervisors. [District support]	\$0	[Y/N]

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
17.26%	\$251,208

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.]

Approximately 58% of Mountain View Montessori students are low-income and 7% are English Learners. We do not currently have any foster youth enrolled. This means that a significant percentage of our population fits within these subgroups. Our planning for them is always at the forefront of goal setting for Mountain View Montessori. With 58% of our students being from low-income families, there was a significant need for technology, connectivity, meal services, social-emotional support, and understanding of potential learning loss. To support technology and connectivity needs, 1:1 devices were distributed to all students. Any families needing internet access were provided hotspots. Meal service was provided through a community feeding program from March 23rd - June 30th. Meal service will begin again on August 14, 2020. SEL supports were provided by the staff through weekly contact from March 16th - June 6th and daily contact beginning on August 17th for the duration of distance learning and hybrid models. The start up of Care Solace concierge services will provide families resources for mental health while providing a faster, more streamlined process for staff to refer families to receive that support. Our English Language Learner students continue to be assessed with ELPAC by district Bilingual Aides. Families are communicated with regularly and have access to several school or district staff for help with translation. Foster Youth students are monitored for academic and SEL needs such as counseling. Mountain View Montessori does not have any Foster Youth currently enrolled at this time. For any Foster Youth enrolled at our site in the future, they would be encouraged to remain at the same school site to avoid the on-going transiency they are often faced

with and to maintain stability and security for the student and family. Our ongoing, traditional actions (things we have done historically) have prove to be effective in meeting the needs of these students, and feedback from Mountain View Montessori parents has pointed to the fact that our new actions/services are effective in meeting these new, unforeseen needs of our students and families during the COVID-19 pandemic. We plan to continue to implement best practices and timely supports and services are implemented to keep our students safe, engaged and minimize learning loss during the Distance Learning model.

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

The 2020-21 estimated Supplemental and Concentration Grant Funds for fiscal year 2020-21 are \$251,208. This is 17.26% of the increased or improved services for our foster youth, English learners, and low-income students. The district will utilize the Federal funds to backfill the loss of COLA funding and to support distance learning, address learning loss, ensure nutrition, and support social and emotional well being of students with an emphasis on our English learners, foster youth and low-income students. The total cost under this Learning Continuity and Attendance Plan is \$84,900. Some of the highlighted items include:

1. Chromebooks
2. Hotspots
3. PPE for Student and Staff
4. Staff Development
5. Digital instructional resources
6. Extra staffing for cleaning, sanitizing, and supervision