

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>.

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General Information

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

Eagle Peak Montessori School started preparing for a potential two week shut down in March. By March 16th, that two week shut down had been initiated. Once we saw what was happening around the world and around the state, we knew it would be longer. This meant that our entire methodology of instruction and engagement had to change. As a Montessori school, 90% of the work that we do with students is through small groups or 1:1 lessons. In our first through third grade classrooms, these almost exclusively involve the use of didactic materials. Our teachers had to move to a combination of online and work packet, driven instructional model. This model included the use of many non- Montessori platforms.

We immediately conducted access/device surveys in order to provide our students with the connection they would need to continue with an educational experience. Our teachers met with students individually at least once a week and as a full group at least twice a week during the remainder of the school year. To complement the online instruction, we did offer paper packets of work for families who preferred that.

As we ended the school year, the staff and administration sought out ways to prepare for the potential of going back to school in a Hybrid model and what that would look like for a school the size of Eagle Peak. In addition to the Montessori Method, we also have teaching partnerships where there are two teachers and a class of between 35-40 students. We recognized that even coming back in a hybrid model would mean that 75% of our students were not on campus at a given time. We needed to create a plan which would allow for our students to move forward in an academically challenging way which also maintained our pedagogical foundation of Montessori education.

The actions above are inclusive and complementary to the following list:

- Used the calendared spring break to research learning options, programs, and platforms, design a needs survey for families, adapt Montessori hands-on curriculum to a virtual environment, and set up systems to engage students and families and launch immediately upon returning from break.
- Created and continually updated a Digital Lesson Library
- Monitored student work online and interacted with students
- Provided distance learning handbooks for students and families
- Working directly with students and families
- Cultivated classroom meetings, opportunities for social interaction, and community for students via Zoom

- Provided Chromebooks and hotspots to all families who requested such with ongoing tech support
- School supplies delivered to students and families in need
- Communicated bi-weekly regarding COVID-19 Closure Updates
- Through MDUSD, offered support of OT, Speech Therapy, Education Specialists, Counselor, and School Psychologist for students and families struggled with the transition to distance learning, student work, or mental health needs
- MDUSD through our MOU, continued Special Education services to the extent possible, in conjunction with each student and family

- Provided information on website pages with resources for COVID-19 & Health, Distance Learning, Community Assistance- food, housing, employment, mental health, etc., Educational Supports.
- To review the experience and meaningfully ensure preparation for potential closures during the 2020-2021 year, EPMS:
 - Distributed quantitative and qualitative family reflection and feedback surveys
 - Reached out to each family for detailed feedback to teacher on the student's experience
 - Hosted an in-depth faculty debrief and study
 - Analyzed academic data and parent feedback
 - Staff attended a *Best Practices in Online Learning* workshop
 - Offered opportunities for stakeholder feedback through surveys, meetings, faculty meetings, and weekly written updates for the community on local health directives and resources
 - Incorporated data and feedback into a solid understanding of community needs
 - Created Task Force during summer break reflecting, researching, and studying Montessori educational best practices that would adapt to the successes and challenges of the program offered in the last quarter of 2019-2020
 - Designed an improved Montessori educational experience to reflect stakeholder communicated priorities of technology, educational expectations, enhanced communication, and support for both students and families while at home.
 - Developed a rigorous educational program for students to adapt to the possibilities of in-person, distance, or hybrid learning models based on stakeholder feedback
 - Attended myriad workshops on Learning Continuity & Attendance Plan, Attendance and Instructional Minutes, Diversity, Equity, & Inclusion, English Language Learners, Mental Health, Parent Education & Family Support
 - Reinstated meal program for families with food insecurity as district is unable to continue to provide for EPMS in need, including a voluntary EPMS community food donation program to supplement the daily breakfasts provided by the school.

Full Distance Learning	Hybrid Model	Increase # Hybrid	All Students
<p>Teacher interaction daily. Group interactions daily (some small group, some full class) Weekly 1:1 with teacher Montessori Scope and Sequence to greatest degree possible. Specialists will all be virtual during this phase. Childcare program suspended.</p>	<p>Students on campus for two half days a week. Cohort groups of 10. On campus days: 3 hours of in person instruction, 1 hour of distance, instruction. Off campus days: 4 hours of virtual work with group lessons and opportunities for instruction and check in with teachers. Teacher from Distance Learning phase will remain the teacher for this phase. Specialists will all be virtual during this phase. Childcare program suspended.</p>	<p>Students on campus four half days a week. Cohort groups of 15-20 Daily: 3 hours of in person instruction/ 1 hour of distance instruction. Teacher from Distance Learning phase will remain the teacher for this phase. Specialists will all be virtual during this phase. Childcare program suspended.</p>	<p>All students return with normal school classroom ratios permitted. Full day in person instruction. Childcare program resumes.</p>

Stakeholder Engagement

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

First to define the stakeholders at Eagle Peak Montessori, we are an independent charter school which is governed by a local board of directors. Our board reflects representation of the stakeholders for Eagle Peak as they represent the community, the parents of Eagle Peak students and staff members. Our plan engaged faculty first. Staff members volunteered to create a task force so that they would help to direct how the plan was developed. Second, we updated the Board of Directors at each meeting and at the summer board planning session as to the progress towards the plan. Third, we engaged our families through the opportunity to attend board meetings as well as two specific

meeting dates via zoom for families to hear the plan for reopening the school year. These meetings were held in July, at least a month before school opened. There was a series of surveys created from the time that school ended for the 2019-2020 school year until opening of the 2020-2021 school year. Most of these surveys required parents to identify themselves. If we did not receive a response, the administration would follow up to ensure all voices were heard.

Stakeholder engagement was considered before finalizing the Learning Continuity & Attendance Plan by reviewing data and feedback from:

- Quantitative and qualitative stakeholder surveys
- Hosted an in-depth faculty debrief and study
- Analyzed academic data and parent feedback
- Responded to teacher, staff, student, and family observations and feedback in meetings and newsletters
- Incorporated data and feedback into a solid understanding of community needs
- Spent the summer break reflecting, researching, and studying Montessori educational best practices that would adapt to the successes and challenges of the program offered in the last quarter of 2019-2020

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

Eagle Peak Montessori held all public meetings via zoom. The meetings were held without log in restrictions such as passwords or meeting rooms. We were not able to provide a space due to closure and meeting regulations for gatherings. The meetings were posted on the EPMS website, and physically at both MDUSD offices and EPMS offices.

We held three regular board meetings and two special meetings open to the public during the months between June and August. We also held two meetings in July specifically addressing the school's plan for reopening.

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

During the survey from the end of 2019-20, we received information from parents as to what worked and what did not work during that phase of Distance Learning. We crafted our updated Distance Learning plan based on some of that information. An example would be the meeting lengths. Parents did not feel students were able to stay engaged for more that 15-20 minutes at a time. From the teachers perspective, we also wanted to align all of the Distance Learning with both Common Core and Montessori Curriculum.

There were also suggestions and comments to which it was not possible to make the desired changes parents might have indicated a preference for at the time, such as returning to school in person at full capacity. We did monitor and notice that there was an increase in the number of families who were hesitant to return to any level of in person instruction before a widely available vaccine. This also played into our decision. In looking at our staff, over 50% of them are in what would be considered a high risk group for the more serious affects of a Covid-19 illness. These factors were a large contributor to our plan development.

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

A recurring theme in the parent responses was a concern for the amount of on screen time the students were receiving. In the spring, classroom community meetings could last up to 30-40 minutes. The parents felt that the students needed shorter class periods, especially in the younger grades in order to keep them focused. We made those adjustments for the fall instruction schedule. As mentioned above the staff and administration felt strongly about keeping the Montessori pedagogy the center of platforms and strategies and this was accomplished. Parents also reflected that it was difficult for them to navigate the various expectations for the students. Due to this, we held a series of Parent Universities for each grade level. Those were then posted to the website for parents to refer to when needed.

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.]

Eagle Peak Montessori has created a monitoring plan to evaluate the possibility of returning to in person instruction in a strategic and thoughtful manner. While we agree that in person instruction is best for students, we recognize our responsibility to be diligent in our attempts to prevent transmission of the virus within our community. We have watched the outbreaks of this virus and feel as though a rush to reopen, only to have to close again in the case of contagion, would not be best for the social/emotional, mental health, or academic needs of our students or community. We have instituted the plan below:

August 24-October 23	October 26-January 15	January 19-March 19	March 22- June 4
<p>FULL DISTANCE LEARNING Use information during this NINE week period to evaluate which model of instruction is safest for the next NINE week period. This would repeat during any NINE week period where the school is in Full Distance Learning Determination would be announced by Friday, October 16th to take effect October 26. There would be a one week notice</p>	<p><i>EVALUATE CURRENT COVID-19 CIRCUMSTANCES</i> FULL DISTANCE MODEL (If conditions have not been met for a safe return.) OR HYBRID MODEL (If conditions at the county and state level in regards to Covid-19, indicate that the virus is being controlled to an extent that it is safe for staff and students to return to campus, the HYBRID MODEL will begin.</p>	<p><i>**If we did not begin Hybrid Model at 1st NINE week evaluation, we will re-evaluate the potential move into the HYBRID MODEL at this time again.</i> <i>*If already in Hybrid Model, we would evaluate if it was appropriate to increase cohort size.</i></p>	<p>If conditions by March did not to indicate a return to campus was imminent, we would remain in Full Distance Learning for the remainder of the year. <i>*If already in Hybrid Model, we would evaluate if it was appropriate to increase cohort size.</i></p>

of determination prior to the next NINE week period.	<p>There will be one week of “bridge” for 1st and 4th year students to acclimate to new classrooms.</p> <p>We would return to Full Distance Learning if circumstances indicate schools to close.</p>		
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Eagle Peak Montessori will use the Renaissance STAR test to assess student’s academic levels. We were unable to test in the Spring due to the covid closure. We do have last Fall’s test to compare with the updated scores. We will provide additional 1:1 time for students who need this during the Distance Learning. We contract with Mt. Diablo Unified School District for all Special Education services and will follow their lead on In-Person instruction availability for those students.

We plan to re-engage into a hybrid model if possible as soon as October 26th. In order to prepare for this, we will purchase additional instructional materials, as well as protection for staff and students such as ppe. We also will provide space delineation for students to help them maintain a 4-6foot distance from each other.

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

Description	Total Funds	Contributing
We will continue providing access to students who are ELL, and other who need additional academic support through additional hours for Instructional Assistants who will meet with those students in 1:1 or small groups to provide support.	\$ 30,000	[Y/N]
Purchase of assessment platforms. (Renaissance)	\$8750	[Y/N]
Purchase additional materials so that students have individual use of commonly used items.(Pencils, etc)		
Purchasing of additional cleaning products, additional time for custodian.	\$28,500	

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.]

The teaching staff of Eagle Peak Montessori School formed a Task Force early in June. This task force researched a variety of platforms which offered access to lessons for students and where they could upload lessons in keeping with the Montessori Curriculum and Common Core. The staff trained on Google Classroom, SeeSaw, and a variety of applications which the students will access in order to submit work. From this start, we created a Distance Learning Scope and Sequence for each grade level to ensure that the lessons were being provided for

students as they would during In Person instruction. The decision was made to have all introductory lessons be provided through a teacher video and that small group and individual meetings with the teachers would be used as follow up so that all students were presented with the same access to lessons. For example, if student A could only be live online at certain times due to a family schedule, they might miss an introductory lesson, if it was only provided through live instruction at a specific time. Have the introductory lesson for all students via a recorded session, eliminates that difference

All of our teachers created take home “tool kits” which were provided to every student. We provided paper for all students so that we were not placing the responsibility on families to request materials, but rather on us to provide. Our 1st-3rd grade teachers have created a packet for the first nine weeks which mimics what the student would use for record keeping, journal, math, and language work in the classroom. They sent home a “tool box” for each child which contained all the materials they would need for the first 9 week period. Our 4th-6th grade teachers and 7th-8th grade teachers created similar boxes with less paper needed for those packets.

The teachers work with students every day both in full community lessons as well as in small groups of 3-4 students in lessons for math, language and other instruction. The teachers meet with every student for a minimum of 15 minutes individually throughout the week with additional times being offered to students with 504, IEP, ELL or other academic needs. We will have instructional assistants who under the direction of a certificated teacher, will support students with additional academic time. Certificated staff is also available for additional support.

Students will continue to work through the curriculum they would be working through in the classroom despite the delivery method being different.

We will continue to use assessments such as the Renaissance STAR test and the Fountas and Pinnell, and RAZ+, reading assessment to measure learning growth and to mitigate loss.

Delivering high quality distance learning opportunities for students required the transitioning of the Montessori pedagogy which includes hands-on learning, peer interaction, and guide facilitation, to a virtual environment, and necessitated the following steps:

- Hotspots, Chromebooks, school supplies delivered to ensure connectivity, devices, software provided to all families in need
- Scheduling of educational lessons, activities, and Zoom meetings to support families sharing devices
- A comprehensive curriculum was offered via an online platform of Montessori lessons by teachers and supplemental online programs, addressing a variety of learning modalities for math, language, history, science, PE, and the arts.
- Synchronous and asynchronous delivery of a comprehensive curriculum and the personalized learning to which EPMS students are accustomed
- Consistently engaging with students to confer about their individual work, learning goals, and needs to ensure student achievement
- Continued Montessori practice of student presentations of knowledge to inspire and encourage others in their curiosity and learning
- Specialists continued serving students with disabilities and provided any necessary additional technology needs and adaptation
- Faculty tracked participation in on-line activities, virtual meetings, and group lessons. Students who missed or did not participate were directly contacted by faculty, and support staff as needed, to understand the challenges and determine appropriate supports for the students and family
- Online learning platform assessed and identified students who were not engaging or making progress and were individually supported by a coordinated support team of faculty, student services, specialists, and administration.
- Continued assessment of students- achievers and strugglers- via previously established online program

- Interventions continued as indicated by previous plans, or as identified during distance learning, and were tracked online in order to be able to tailor support for children who needed it.
- MDUSD Special education staff- Education Specialist, OT, Speech Pathologist, Counselor, and School Psychologist- consulted with teachers to determine schedules for service.
- Section 504 and IEP meetings were held on schedule virtually and services provided in accordance with team discussion and IEP amendments for distance learning.
- Addressing instructional issues weekly as a collective faculty to ensure that learning can continue at home
- Faculty met weekly as a group and by level (TK-K, 1-3, and 4-6 grades) to discuss any developmental challenges, needs, and solutions
- Increased social emotional lessons- individually, small group, large group
- Weekly group level meetings for students with the Executive Director allowed for additional socialization and a feedback loop of student experience and perspective
- Morning check in with the Executive Director and students who participate. This is open to the whole school.
- EPMS continued the engagement of community stakeholders through:
 - Weekly opportunity for parents, students and staff to meet with the Executive Director through the zoom platform.
 - Practice of partnership among students, teachers, and families adapting to virtual environment in Zoom meetings, phone calls, and emails
 - Continued practice of feedback loop through direct inquiry and surveys
 - Translation of all schoolwide (from administrative staff) emails and newsletters to Spanish and Vietnamese
 - Low-income students were supported with an ongoing presentation of resources, assistance, and check-ins to understand needs, provide stability for children and families, and support learning.

Full Distance Learning	Hybrid Model	Increase # Hybrid	All Students
<p>Teacher interaction daily. Group interactions daily (some small group, some full class) Weekly 1:1 with teacher Synchronous and Asynchronous instruction equaling 240 minutes. Montessori Scope and Sequence to greatest degree possible. Specialists will all be virtual during this phase. Childcare program suspended.</p>	<p>Students on campus for two half days a week. Cohort groups of 10. On campus days: 3 hours of in person instruction, 1 hour of distance, instruction. Synchronous and Asynchronous instruction equaling 240 minutes. Off campus days: Synchronous and Asynchronous instruction equaling 240 minutes. Teacher from Distance Learning phase will remain the teacher for this phase. Specialists will all be virtual during this phase. Childcare program suspended.</p>	<p>Students on campus four half days a week. Cohort groups of 15-20 Daily: 3 hours of in person instruction/ 1 hour of distance instruction. Synchronous and Asynchronous instruction equaling 240 minutes. Teacher from Distance Learning phase will remain the teacher for this phase. Specialists will all be virtual during this phase. Childcare program suspended.</p>	<p>All students return with normal school classroom ratios permitted. Full day in person instruction. Childcare program resumes.</p>

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.]

Eagle Peak Montessori sent out surveys to parents starting in July in regards to device needs. We added the question in regards to access and internet in late July to the next survey. We contacted any parents who did not respond to the survey by phone to determine if they needed a device or internet access. We then ordered devices to ensure that families had what they needed. We translated email newsletters which had this information into both Spanish and Vietnamese as well. After the surveys were completed we sent simply three question forms to families who had indicated a need to determine the number of devices and or hot spots they may need. We then provided a device and or

hotspot to all families who requested. After the initial survey, as families moved into the first week of instruction, additional requests were made and we followed through with those families as well.

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.]

Distance learning at EPMS will occur as follows:

- Daily opportunities for interaction between credentialed teachers and students.
- Daily opportunities for students to interact live with peers.
- Minimum minutes of daily instruction (LE 230, UE and Adolescent Program 240) provided through a combination of synchronous lessons, asynchronous lessons, and independent follow up assignments.
- Lessons will be accessed through virtual platforms, such as Seesaw, Google Classroom and Zoom.
- Instruction will be aligned with Common Core Standards and Montessori Curriculum.

Introductory lessons for concepts will be provided for our elementary students through recorded lessons (asynchronous). The follow up and check in for these concepts will be done through live small group and individual time with the credentialed teacher. Students needing additional follow up with concepts will have opportunities to work with both certificated teachers and instructional assistants for additional support. Our lessons are formative assessments in their design. We will know that students are moving through the curriculum based on the live check ins and the work produced. Our 7th and 8th grade teachers will do lessons in all subjects bi-weekly. The students will have at least two synchronous math, language, history, and science class times each week. The teachers will record their introduction to concepts so that students who miss a lesson will have access to that lesson. Follow up, and support will be offered in the same manner as for elementary students.

Time value for lessons: in the elementary program teachers will take each assignment and determine the average time on task needed to complete the work. This is based on the experience for a child in the classroom. We will look at the time it takes for a struggling student as well as the time it takes for a more proficient student and then average those times. For the middle school students, they will have a minimum of 180 each day participating in synchronous instruction with credentialed staff. They will then have a work period of 60 minute for check in with an instructional assistant and to complete assigned work. The teachers will estimate this time on task in a similar manner to the elementary teachers.

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.]

This summer the teachers who formed the Task Force, researched trainings that they would need in order to become proficient at using the various platforms. They then made a list and the other teachers would add to it and work through that. Most of these trainings were free. We provide all teaching staff with personal computers, we are also providing staff with a monthly stipend towards their internet.

EPMS Faculty and Staff have attended myriad workshops from the CDE, Montessori trainers, conventional educators, and Equity experts on best practices in Montessori during Distance Learning, models of learning during a pandemic (distance, in-person, hybrid), on-line teaching, Diversity, Equity, & Inclusion, Social Justice, English Language Learners, Special Education, Mental Health, Trauma, Parent Education & Family Support, as well as the CDE's Learning Continuity & Attendance Plan, Attendance and Instructional Minutes.

Staff Roles and Responsibilities

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

Rather than co-teaching classes of 40 students, all certificated staff in the elementary program have now been assigned cohorts of 20 students who they work with and give instruction to throughout the year. These cohorts will remain during a hybrid model as well. We have a Spanish Instructor who is now working as an additional instructional support assistant. We have asked our PE, Music, Art and other specialized content area instructors to record activities for the students. Our technology support person is now working increased hours and interacting with parents directly in regards to technical issues. Montessori education is executed in a very different fashion than any platform can offer in a virtual setting. In addition, we do not traditionally track instructional minutes per day as our students work independently and would typically have multiple days to complete work. The teachers have therefore had the added responsibility of tracking areas they are not typically responsible for during the day.

Office staff hours have been reduced. Other instructional assistants have increased hours.

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.]

EPMS is a small school where the community is rather close, we are able to keep track of most of our students additional needs. We are working to provide greater access to ELL students with more language development while in Distance Learning. A Montessori classroom, when conducted through in person instruction, provides a wonderful opportunity for language development through its setting. This is not possible in the virtual setting to the same degree and so we are providing specific time for these students under the direction of a certificated teacher, but supported through an instructional assistant to work on language.

Our students who are on 504, IEP, or simply have fallen behind, are given additional 1:1 meetings with certificated staff each week as well.

In order to mitigate other inequities, EPMS maintains continuous efforts to meet the needs of those who are most vulnerable, including English Learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, pupils who are experiencing homelessness, and low-income students with:

- Continued Team Approach- administration staff for communication (interpreting/translating) and technology, teachers for education and engagement, student services staff for additional educational support, and intervention team for students
- Chromebooks, hotspots, and supplies delivered and ready assistance in using technology
- Close monitoring by educational support staff and intervention team regarding the progress of English Learners, foster youth, and low-income students with direct communication with the students, faculty, and families
- Targeted, personalized partnership and supports with English Learners, students with exceptionalities, foster-youth, and low-income students and their families
- Additional educational interventions necessary due to distance learning provided by teachers continue student growth and progress
- Online tracking platform identified students who were not engaging or making progress with follow-up action by a coordinated support team of faculty, student services, specialists, and administration
- Needs surveys and continued communication regarding technology, school supplies, child care, and mental health
- Individualized communication to determine underlying needs and supports for vulnerable students and families
- Providing information for families in regards to the availability of local and community resources and services to foster stability at home
- Individual family support and meetings with teacher
- Individual and small group support and meetings with faculty, Student Services, Specialists, and Executive Director
- Virtual hosting of community-developed *Hispanic Family Gathering* meetings
- Distance Learning Survey to determine how EPMS can best serve the needs of all students
- While EPMS does not currently serve any foster youth, a designated Foster Youth Coordinator is ready to serve any foster youth who may enroll.
- Assessment by faculty and staff to better understand and meet the needs of families who are struggling during this time, especially English Learners, foster youth and low-income students
- Development of an educational plan driven by data and feedback of vulnerable students and families to reduce risks of learning loss and ensure academic achievement
- Tiered re-engagement plan for students as necessary

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

Description	Total Funds	Contributing
Providing complete home kits for students while working from home in order to give all students equal access to the curriculum.	\$14,715	[Y/N]
Purchasing of additional chrome books in order to ensure equal access to the instructional model.	\$13,300	[Y/N]
Purchasing of hotspots for families who are in need of internet access	\$600.00	

Description	Total Funds	Contributing
Purchase of online platforms for delivery of instruction:SeeSaw, Lexia, Zoom for Education,Keyboarding without Tears, Learning Ally, OER Math digital program,	\$13,650	
Use of Transparent Classroom as a communication tool with families	\$4995	

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.]

Eagle Peak Montessori School will use the Renaissance Star test within the first three weeks of instruction to determine a baseline for new students and to measure growth or decline in returning students. The goal each year is of course, for students to make a year’s academic progress. We will use these tests to determine where our returning students are beginning this year. We will then provide them with instruction at that level with the goal of increased progress. Montessori assignments are formative assessments through their design and will help teachers to constantly assess students’ progress. The small group lessons and 1:1 follow up will also give teachers time to assess the concept mastery for students.

In addition to the STAR and formative assessments, the teachers will also do weekly spelling tests, and trimester reading assessments to determine progress. While in the full in person model of instruction we do the STAR only twice a year, we will add a mid year assessment as well.

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.]

In the personalized nature of Montessori education, all students have the individual support of their Montessori guide in order to gauge when a student is progressing and may move forward or how and where a student requires additional support to mitigate learning loss and accelerate learning progress. Eagle Peak Montessori employees instructional assistants who work under the direction of certificated staff, and provide additional support for reading, language and math as students have needs. We direct these opportunities first to students who demonstrate more need, those who do not perform to grade level expectations and to those who qualify with special factors, ELL, low income students, and pupils who may be experiencing other stresses in their lives. Our students with exceptional needs also receive additional instructional time with certificated staff.

IEP teams meet as necessary via email or zoom to determine fitting supports during distance, in-person, or hybrid learning models, and may receive additional support or services to support student progress.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the extra support will be measured through the ability for these students to move through the curriculum with their peers. We do all instruction in small groups and teacher will be able to determine if the students receiving the extra supports, are keeping up with the other students in their group of 2-8 other students. We will also measure how successfully students are moving from one work plan to the next and if they are struggling with certain areas of the curriculum as measured through their progress to the next level of work plan.

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

Description	Total Funds	Contributing
We will continue providing access to students who are ELL, and other who need additional academic support through additional hours for Instructional Assistants who will meet with those students in 1:1 or small groups to provide support.	\$39,000	[Y/N]
Additional interim assessments: Raz+, Renaissance		[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.]

As Montessori pedagogy is a developmental approach, mental health and social/emotional well-being is integral to student learning., EPMS students are well-versed in concepts such as respect for self, others, and the environment, self-regulation, personal responsibly, and grace and courtesy. In times of stress and trauma, however, supports beyond the norm are often required and currently include: surveys, personalized inquiries, and anonymous options for students and families in order to determine any need for support with mental health and social and emotional well-being. Guides and staff develop individual partnerships with students and families, offering individual lessons, time, meetings, and office hours. Eagle Peak Montessori will be assigning each certificated teacher a group of no more than 20 students at any level. The teachers will provide opportunities for students to connect with them and with peers each day. The small group size for lessons and 1:1 with each student. These direct interactions provide opportunities to observe social/emotional wellness as well as academics. The Montessori pedagogy trains teachers to work with the whole child. Each morning the students will have opportunities for connection and at least once a week they will work on mindfulness and other social/emotional skills during the group meetings. We contract with MDUSD and through that we have a school psychologist who we rely on for resources to provide to parents and students. We have a three step re-engagement plan for any student who we see is starting to disengage from the virtual program. In our newsletters and emails to families we provide a list of service providers for mental health support.

The Executive Director has opportunities such as weekly lunches and discussions to make connections, build rapport, and support among students as well as families. Families who indicated a concern were mental health or well-being concerns were contacted directly by the Executive Director/Superintendent and Student Services.

A tiered re-engagement plan is ready for any student disengaging from learning. The EPMS newsletters, and emails provide families with resources and service providers for mental health support, among other family supports.

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 engaging in instruction and is at risk of learning loss.]

Eagle Peak Montessori does not wait for a student to miss three days before starting the re-engagement of that student. Any student who does not log on for one of the live interactions with the teacher is contacted either by the teacher or the office staff that same day. The contact may take the form of email or phone call. We provide our newsletters and parent email communication in English, Spanish and Vietnamese.

Eagle Peak staff works closely with students and parents to ensure that students are receiving and understanding the instruction being provided. We are constantly asking if the student needs assistance in accessing the lessons, or online instruction. We work to meet the needs as they are presented.

Tiered Re-engagement Plan:

1. Verification of current contact information for student/parents/guardians.
2. Daily notification to parents or guardians of absence.
3. Outreach from the school to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to in-person instruction.

A daily morning check in with the school's Executive Director as well as an opportunity for lunch together once a week is available to all students at EPMS. There is also the opportunity for parents to meet with the Executive Director each week as well.

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.]

Eagle Peak Montessori School will provide a nutritious breakfast offering to all students who qualify for Free/Reduced Lunch. We will send out the lunch forms on a monthly basis and provide a drive through service that ends at least 30 minutes prior to instruction starting. Eagle Peak Montessori does not receive any federal funds as part of the free/reduced lunch program.

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

Section	Description	Total Funds	Contributing
Stipends	For teachers to work during the summer to create the Distance Learning, and Hybrid models of instruction and time towards PD in online instruction.	\$	[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
2.11%	\$52,246

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.]

Montessori pedagogy is based on serving the whole child. This is a basic tenet. Serving the whole child in communities with populations of ELL, low income students and other students who may have needs specific to their circumstances, this calls on us to focus on what those needs would be. As it occurs, the needs that most of the students have (extra time with instruction, additional check in times throughout the week, access to devices and connectivity, additional time to work on mental and emotional health) all happen to also apply to the entire student body.

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

English language learners will receive approximately 15% more instructional minutes per week. Students who are academically behind but do not qualify for an IEP or 504 will be provided with additional time up to 7-10% increase over non-struggling students.