



MARIA MONTESSORI CHARTER ACADEMY

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Learning Continuity and Attendance Plan Template (for the 2020–2021 School Year Only)

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.]

Collectively, the Placer County public schools decided to close on March 13, 2020 due to the COVID-19 epidemic. For our school, this meant that on March 16, 2020, we immediately initiated a Distance Learning Program for all of our Kindergarten through 8th Grade students. We likewise initiated a pick-up hot lunch program for all of our families. Per state and local guidelines, we have been in a Distance learning program since. We have developed a physical school reopening plan within a COVID-19 environment (https://c42096c6-2e4d-493d-bdff-126f872232dd.filesusr.com/ugd/4b8266_6b71cbf5255a431e9bd46796c873d7e6.pdf), and are looking forward to the return of onsite-instruction with all of our students. As a part of the return to onsite instruction, we have published a COVID-19 reopening Q & A, as well as:

[Placer County Office of Education Testing Matrix](#)

"What happens if my child is sick, exposed outside of school, COVID-19 on campus, etc.?"

"What will my hybrid school day look like?"

Stakeholder Engagement

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

We have been in continuous communication with our families since the COVID-19 epidemic began. This communication has included phone calls, emails, Facebook posts, web posts, SurveyMonkey surveys, SMS text messages and more. The same with staff. Both staff and parents have been given opportunities for reopening feedback via surveys, Zoom meetings with each stakeholder group and Question and Answer sessions.

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

Since the COVID-19 pandemic, we have hosted our public meetings via ZOOM and shared access links within our communities.

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

More than 75% of our families have been clear that their preference is a return to 5 days per week, site-based instruction, as soon as possible. About 15% prefer a hybrid delivery, and 10% a long time virtual (off campus) option. Staff surveys reflected similar percentages, with around 70% of staff preferring 5 day instruction, about 20% preferring hybrid and 10% distance based. Input opportunities were also provided to both staff and families regarding Distance Learning, the frequency of lessons during DL, the types of activities happening during DL, etc.

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

From the instructional staff perspective, knowing we were going to have to be delivering through multiple platforms with seemingly continuous changing, bringing in the virtual learning platform Edgenuity to assist staff in delivering instruction for the families not comfortable returning to campus on a longer term basis during COVID-19 was a direct result of staff stakeholder engagement. Parents feedback has been received and reflected within how we're delivering our Distance Learning program, the reopening plan during COVID, and the frequency of staff-student interactions during DL.

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 soon as we are allowed to by County Public Health, we will be returning to 5 days per week, site-based instruction during the 2020-2021 school year. We may do a four week hybrid period if we are forced to by County Public Health as a transition between distance learning and 5 days per week. Even within DL, as soon as we are allowed to by public health officials, we will be bringing Special Education, EL and Intervention students onto campus for in-person instruction. We plan on hiring an additional Intervention Teacher for pullout targeted instruction for any students with significant learning loss. During the entirety of Distance Learning, we have continued to provide Special Education and Intervention services via individual or small group instruction via ZOOM.

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

Description	Total Funds	Contributing [Y/N]
Installing Air purification systems with UV-C, bipolar ionization and aerosolized Hydrogen Peroxide and zinc on all HVAC units; installing MERV 13 air filters on all units	\$15,000	
Buying study carrels with clear plastic faces for all desks	\$1000	
Buying plexiglass dividers for classrooms and offices	\$3500	
Buying digital thermometers for every classroom for temperature checking students before they enter the classroom	\$500	
Buying paint / signs for 'physical distancing' related purposes	\$100	
Buying COVID-19 cleaning supplies and providing extra custodial staff for cleaning	\$15000	
Buying PPE (masks, shields, gloves) for students and staff	\$1000	
Buying automated no-touch hand sanitizer dispensers for every location on campus and the hand sanitizer	\$1000	

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.]

Since March 2020, our goal with DL is to make the school experience as comparable as possible to our in-class environments. Our teachers are doing 4-6 Zoom/Gmeet-based lessons per day. We have Google classrooms for 2nd-8th grade, SeeSaw for K-1, and digital subscriptions for curricular programs that we use for every subject. We also wanted to make sure that kids still had paper-based activities to do, as well as discovery-based 'hands on oriented' experiences where possible so that they weren't just on a computer 6.5 hours per day. Examples of some of the curricular programs that we used for our general education students during Distance Learning include:

Technology development: learning.com

ELA: Scootpad, Starfall, EPS Phonics, Handwriting w/o Tears, Step Up to Writing

MATH: eSpark, MathScore.com, Math In Focus

History: TCI History Alive, eStudiesWeekly

Science: TCI Science Alive, eStudiesWeekly, Mystery Science

Addendum 1: Sample Distance Learning Lesson Schedules By Grade Level available at end of this LCAP

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.]

Since March 2020, we have purchased and lent over 100 WiFi capable laptops with microphones and cameras for any student that needed a device at home. We've only had a couple students needing 'HotSpots' for internet access, and those have been provided.

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.]

During distance learning, we are scheduling 3-4 hours worth of Zoom-based lessons for all of our students, structured as close as possible to our school day. The work assigned will be correlated with the lessons received. We are tracking attendance of both our video lessons and the work turned in through the Google Classrooms we have set up for each classroom.

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.]

We have made our I.T. team available to provide remote technical support to install programs, drivers, software, etc. necessary for distance learning. We have also provided support for Google Classroom development, as well as the other unique tools we are using that are more specific to distance learning.

Staff Roles and Responsibilities

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

We wouldn't say we have 'new roles', more like expanded roles with new techniques to do them that allow us to work more remotely vs. on-site when necessary.

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.]

We are continuing to provide full services for our most unique students, though services may be distance-based now. As soon as we are allowed, we will bring our exceptional need students onto campus for personalized instruction, and we plan on hiring additional staff when we're finally back in '5 days per week' mode to provide additional services to mitigate learning loss recovery for all of our students.

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

Description	Total Funds	Contributing
Create Google Classrooms and integrate them with our WiX based classroom websites	\$12000	[Y/N]
Purchase laptops for students and teachers	\$15000	
Purchase additional subscriptions for digitally oriented curriculum	\$18000	
Create GSuite Accounts for all of our students	\$4500	

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.]

MMCA recognizes that the COVID-19 related physical school closure has impacted student learning and identifying specific skills gaps is key to supporting students this school year. As part of our return to school planning, all students will participate in assessments which help to identify learning gaps. Teachers will be using formative writing assessments in the fall to identify any gaps in written language development. All English language learners will complete the English Language Proficiency Assessments for California (ELPAC) assessments in alignment with the latest guidance for in-person or virtual assessments from the California Department of Education.

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.]

Along with identifying potential skill gaps, MMCA staff is developing plans for addressing these gaps. First, we tried to be proactive about learning loss by implementing a very rigorous Distance Learning program in the Spring, especially compared to what other local districts were doing. Our Spring DL was more rigorous than the now mandated state distance learning daily interaction and work requirements.

Second, teachers have updated their scopes and sequences to address these essential learning standards and provide targeted supports to students. Teachers have developed intentional and consistent instructional schedules that work with distance, hybrid, and in-person learning formats to maintain consistency for students and accelerate learning. In terms of English learner support, teachers and staff will provide targeted language support aligned to the English language development (ELD) standards. All classroom teachers in the elementary grade levels are trained in Guided Language Acquisition Design (GLAD) instructional strategies and these will be used throughout the 2020-21 school year. To support low income and foster youth, student laptops were given to any student that needed them.

Finally, in addition to our RSP Teacher and full time Intervention Teacher, we are hiring a temporary 'Learning Loss Recovery' Teacher for targeted pullout instruction for all of the students that we need to play 'catch up' with.

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.]

MMCA will use a collection of formative and summative assessments to measure the effectiveness of public learning loss strategies and continue to make adjustments throughout the school year. These assessments consist of diagnostic assessments in reading and math, writing assessments, language development assessments, and teacher-generated summative tests and projects. Teachers will also make use of formative assessments, such as daily quizzes and exit tickets from synchronous instruction to track student progress.

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

Description	Total Funds	Contributing
Hiring an Intervention teacher dedicated specifically to addressing COVID caused student learning loss. This teacher will be doing small group and individualized instruction for the students most in need.	\$25,000	[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.]

This has been an unprecedented six months within education. It will be emotionally charged for students and adults. This moment will call on all members of our school community to deepen our social and emotional competencies and create a school environment where all students and adults process, heal, and thrive. In order to support students and families, our School Psychologist will provide live virtual counseling sessions for any student that needs them during distance learning, and will be available to support parents and staff as well. Within our Distance-based classrooms, we are consciously trying to bring more character education and development lessons/activities into play, as well as exercises related to mental health.

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.]

MMCA will be offering multiple forms of outreach. This will be done through our COVID-19 School Reopening Plan, Zoom-based Question and Answer sessions, electronic communications that are also warehoused at our blog for instant access and utilization of our social media platforms.

Student engagement: We will track all of our student's levels of engagement - for kids not participating, we will start with teacher-student communication, then teacher-parent, then Principal-parent, then if necessary deployment of our Student Success Team.

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.]

Our hot lunch program is done in partnerships with Revolution Foods and BoonLi. Since school closed last March we have continued to provide hot lunches for any student that wanted them, and we will continue providing hot lunch during the 2020-2021 school year as well, regardless of whether or not we are in a distance-based, hybrid or traditional learning model.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[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
[Insert percentage here]%	[Insert dollar amount here]

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.]

As we developed our Learning Continuity and Attendance Plan we started by considering our highest-needs students first. This led us to develop a plan that combines both virtual and in-person support while prioritizing in-person, on-campus support for our highest need students. We have purchased technology devices to ensure every student can connect to our distance learning program and assigned staff members to provide virtual technology and distance learning support. Our Teaching and Learning team has deployed digital collaboration tools that will allow for all students to effectively connect with teachers and each other.

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

MMCA supports a diverse student population including foster youth, English learners, and low-income students using a differentiated, individualized approach that exceeds the cost of providing basic educational services. Academic and social-emotional needs will be identified through our existing RTI support structure by using academic and social-emotional data to determine additional supports, such as additional academic coaching, counseling services, and 1:1 time with staff. This structure allows the school to provide tailored supports for students and families most struggling with distance learning or overcoming challenges created by COVID-19. We are providing technology devices to all students and anyone, including low-income families, English learners, and foster youth are being supported in ensuring home internet access through cellular hotspots or strategizing free/low cost residential high speed internet. This will ensure that every student can connect to their teachers, support staff, and curriculum materials.

Addendum 1: Sample Distance Learning Lesson Schedules By Grade Level

Kindergarten / 1st Grade classroom:

Purple Room - Weekly Zoom Lesson Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Lesson Set-up	Lesson Set-up	Lesson Set-up	Lesson Set-up	Lesson Set-up
8:30-9:00	1st ELA (Group 1) K Math (Group 1)	1st ELA (Group 1) K Math (Group 3)	1st ELA (Group 1) K Math (Group 3)	1st ELA (Group 1) K Math (Group 3)	Group Meet/Share (Fun Friday)
9:15-9:45	1st ELA (Group 2) K Math (Group 2)	1st ELA (Group 2) K Math (Group 2)	1st ELA (Group 2) K Math (Group 2)	1st ELA (Group 2) K Math (Group 2)	
10:00-10:30	K ELA (Group 1) K Math (Group 3)	K ELA (Group 1) K Math (Group 3)	K ELA (Group 1) K Math (Group 3)	K ELA (Group 1) K Math (Group 3)	Invitational Misc. Groups
10:45-11:15	K ELA (Group 2) 1st Math (Group 1)	K ELA (Group 2) 1st Math (Group 1)	K ELA (Group 2) 1st Math (Group 1)	K ELA (Group 2) 1st Math (Group 1)	Invitational Misc. Groups
11:30-12:00	K ELA (Group 3) 1st Math (Group 2)	K ELA (Group 3) 1st Math (Group 2)	K ELA (Group 3) 1st Math (Group 2)	K ELA (Group 3) 1st Math (Group 2)	Invitational Misc. Groups
12:00-12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45-1:45	History (K) Science (1)	History (1) Science (K)	Character Ed (K) Art (1)	Character Ed (1) Art (K)	Starfall.com (K) Learning.com (1)
1:45-2:45	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections
2:45-4:00	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)
Mrs. Weiss – Use Mrs. Weiss' Zoom invite					
Mrs. Kelley – Use Mrs. Kelley's Zoom invite					

2nd / 3rd Grade classroom:

Red Room DL Schedule Starting Week of 8/31

Monday-Friday

8:30-8:45	MM/Attendance	All
8:45-9:00	GoNoodle-PE	All
9:00-9:30	ELA/Math Group 1	3rd/2nd
9:30-10:00	ELA/Math Group 2	3rd/2nd
10:00-10:30	ELA/Math Group 1	2nd/3rd
10:30-11:00	ELA/Math Group 2	2nd/3rd
11:00-11:45	WT/OH/Break	All
11:45-12:30	Lunch	All
12:30-1:00	MysSci/History	2nd/3rd
1:00-2:00	ChEd/Art	All
2:00-3:10	Work Time	All
3:10-4:00	OH	All

*MM = Morning Meeting

*WT = Work Time

*OH = Office Hours

4th / 5th Grade classroom:

4th Grade Google Meet Plan

Mrs. Crouch

Mrs. Boothby

Mrs. Jennings

	Mon	Tues	Wed	Thur	Fri
8:30-9:00	Language	Language	Language	Language	Mystery Science or Character Ed
9:30 - 10:00	Math	Math	Math	Math	Problem Solving
10:30-11:00					Art or Kahoot
11:00-11:30	History	Science	History	Science	
12:30-1	Literature	Literature	Literature	Literature	
1:30-2	Nutrition		Character Ed	Spanish	
2:30-3:00		Problem Solving			

5th Grade Google Meet Plan

Mrs. Crouch

Mrs. Boothby

Mrs. Jennings

	Mon	Tues	Wed	Thur	Fri
8:30-9:00	Math	Math	Math	Math	
9:30 - 10:00	Language	Language	Language	Language	Art or Kahoot
11:00-11:30	Science	History	Science	History	Problem Solving
12:30-1	Literature	Literature	Literature	Literature	Mystery Science or Character Ed
1:30-2	Character Ed.	Spanish	Nutrition		
2:30-3:00				Problem Solving	

7th-8th Grade Distance Learning Schedule

Green Room Distance-Based Lesson Schedule

Mrs. Jennings Ms. Guy Ms. Oslick Mrs. Watkins Mrs. Crouch Mrs. Boothby

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00-9:50	Course 2 ELA 8	Course 2 ELA 8	Course 2 ELA 8	Course 2 ELA 8	7th grade Literature Groups
9:50- 10:10	Break	Break	Break	Break	9:30-10:00 or 10:00-10:30 8th grade CERT 9:30-10:50
10:10-11:00	Course 3 ELA 7 Integrated 1	Course 3 ELA 7 Integrated 1	Course 3 ELA 7 Integrated 1	Course 3 ELA 7 Integrated 1	8th grade Literature Groups
11:00-11:50	PE	Foreign Language	PE	Foreign Language	11:00-11:30 or 11:30-12:00 7th grade CERT
11:50-12:20	Mustang Time/ Office Hours	Mustang Time/ Office Hours	Mustang Time/ Office Hours	Mustang Time/ Office Hours	11:00-12:20
12:20-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:05	Character Ed Enrichment	Science 8 History 7	Science 8 History 7	Science 8 History 7	
2:05-2:15		Break	Break	Break	
2:15-3:05		Science 7 History 8	Science 7 History 8	Science 7 History 8	

Sample Classroom (6th grade) page with list of some the digital curricular programs we are using during Distance Learning:

Distance Learning

***Please Use Google Classroom for your weekly assignments!**

[Clementines Week 10 Assignment](#)

[Oranges Week 3 Assignment](#)

[Tangerines Week 3 Assignment](#)

[Minneolas Week 3 Assignment](#)

[Satsumas Week 3 Assignment](#)

[MathScore Website](#)

[Spelling Classroom Website](#)

[Scootpad Website](#)

[Brainpop Website](#)

[TCI Website](#)

Placeholder Page in case we need to insert more stuff

