

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
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org 510-842-1181

General Information

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

COVID-19 has had an immediate, dramatic, and traumatic impact on our school community. Students, teachers, staff, and families have not been able to see one another in-person since March 16th, 2020. This has created a severe impact on families, especially those who are essential workers or otherwise need to go into work. Staff have been impacted by having to teach remotely, navigating technology issues, and reimagining the Montessori curriculum that is rooted in physical, manipulative materials. Moving from a dynamic, in-person model that is in constant motion, students and staff have had to get used to more time in front of a computer or other device while creating opportunities for movement and hands-on learning.

Stakeholder Engagement

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

Zoom town hall-style calls; comment/suggest on public documents and draft plans; organizing Core planning team with a variety of stakeholders (faculty, staff, families); accepting and engaging in many 1:1 family calls and emails; staff planning meetings.

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

All public board meetings since April 2020 have been accessible online, including participating and giving public comment. Access instructions are on our school calendar and website. Additionally all of our planning sessions and additional community events have been conducted over Zoom and linked to on our public calendar.

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

Throughout our community engagements, stakeholders engaged in conversation with school leadership and staff regarding how to best support students and our community through these challenging and unpredictable times. In our summer engagement we collected feedback from staff and families about the successes and challenges of our Spring 2020 Distance Learning program. Some frequently asked questions were around academic expectations for students, schedule consistencies and inconsistencies, assessment and intervention. Teachers and community members met with administration weekly to create our plans for Distance Learning and phased re-opening.

Additionally we received wide support from our stakeholders to continue targeted support through our Reading Specialist, English Language Specialist, academic coaching for teachers, and other school plans for resource allocating too-scarce resources.

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

In our community engagement a common theme was the need for improved academic tracking, assessment, and communication. We incorporated this into our plans for supporting students this year through adjusting our existing communication systems and adding new systems for connecting with families with teachers, support staff and administration at the school. Additionally this informed our decision to move from Google Classroom to Seesaw as our main learning management system (LMS).

To support families with scheduling and provide greater consistency for students, we aligned class schedules and lesson delivery/pacing across Levels. This allows students to join a different teacher's Zoom and still move forward academically, say, if their own Lead Teacher need is absent.

Families wanted more support for students most in need, and we built a schedule that supports teachers to offer flexible small group lessons for targeted students while other (Tier 1) students can move forward more independently during that time.

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.]

Urban Montessori Charter School currently plans for a phased-in approach to in-person instruction beginning with a small group or one on one support model for our highest need students. We are exploring the possibility of filing for a waiver through Alameda County Office of

Education and Alameda County Department of Public Health or waiting for Alameda county to be off the state watchlist to initiate the next phase of re-opening: Hybrid Instruction for all students.

Since the beginning of the COVID-19 pandemic, we have used data to tier all students, focusing our teachers' attention on students most in need of additional support. Academic results, attendance, official status for designated supports, family requests, experience with Distance Learning, and teacher observations all go into and inform tiering decisions. In a classroom with approximately 30 students, approximately 3-5 are identified for Tier 2 supports, and approximately 1-3 are identified for Tier 3 support.

In the first several weeks of school, we will collect baseline student academic data through remote administration of the NWEA MAP assessment (for grades 1-8) and Dibels reading assessment for all of our TK-8 students. This will give us a better understanding of which students have experienced the greatest learning loss from last March. Using this data and other data collected through lesson observations and student work submitted, we will focus our support, both in our Learning Everywhere program and once we can start offering in-person learning.

When in-person instruction resumes, we will begin with small pilot classrooms at each level for students/families with the highest need. This will include but is not limited to students of essential workers, students receiving SpEd services, ELL students, and students that have shown to struggle the most with distance learning. As we expand our in-person instruction, we will continue to prioritize students with the highest need to be on-site first.

Families who would prefer to remain in distance Learning will have the option to do so.

In order to mitigate the risk of spreading infectious disease, for any on-campus in-person work or instruction, UMCS will follow all county public health guidance, which includes:

- *Proper HVAC and ventilation procedures
- *Temperature checks and symptom screening
- *Face coverings and masks
- *Washing hands
- *Cleaning and sanitizing materials that must be shared
- *Social distancing and maximizing people being outside in fresh air as much as possible.
- *Stable, small cohorts

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

Description	Total Funds	Contributing
Assistant Head of School position that supports curriculum, instruction, and assessment with a focus on serving unduplicated students. [English Learners, Foster Youth, and Low Income]	\$91,048.20	Y
Provide teachers with professional development that supports the alignment of Montessori and California standards in English Language Arts and Mathematics.	\$15,000	Y
Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. [English Learners, Foster Youth, and Low Income]	\$61,500	Y
Organize and provide translation services (Spanish) for all family/caregiver workshops. [English Language Learners]	\$3,000	Y
English Language Learner specialist position.	\$30,900	Y

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.]

UMCS's Learning Everywhere program offers students a personalized learning schedule with a blend of computer-based and hands-on activities led by UMCS teachers. Learning Everywhere is a collaborative effort that engages students and parents, and affirms our standard of High Fidelity Montessori education. Learning Everywhere features a blend of live virtual one-on-one and group meetings through Zoom, pre-recorded video lessons and follow up work, family-teacher collaboration, hands-on activities based in Montessori theory, and online learning platforms.

In a Montessori classroom, students are on their own path through the curriculum, guided by the teacher who observes their work and gives appropriate lessons and follow-up assignments based on their individual needs. In our Learning Everywhere program, where observations become more difficult for teachers, we are standardizing a Montessori curriculum pacing guide to support continuity between classrooms and grade levels. We are basing our pacing guide off of one provided by Public Montessori in Action, an organization we have partnered with for the year to support in our distance learning and beyond, once we are back in-person. The Montessori curriculum continues to cover Common Core State Standards. This year we are using Seesaw to organize asynchronous instruction and follow up from live, synchronous lessons. This platform also acts as an additional communication platform.

We hope to begin seeing targeted small groups of students in-person for specialized academic lessons as soon as we have safety procedures in place such that our employees and families are confident, willing, and able to participate in-person (hopefully by early November).

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 Spring 2020, UMCS provides a device to any student who is in need and makes a request. Students were allowed to keep devices over Summer 2020 to support on-going access and now in the start of the 2020-2021 school year. The #OaklandUndivided fund provides access to a device for any qualifying Kindergarten through 12th grade public school student in the city of Oakland. UMCS families with a need, like families across the city, complete a brief survey. As the survey itself requires access, UMCS staff are available via phone call to take-in information and complete the survey on behalf of any family who wants that support. The fund provides device and internet access support. UMCS continues to provide device support upon request for families in need but who do not qualify for #OaklandUndivided.

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.]

In our Learning Everywhere program, students receive at least one live lesson a day from their classroom teachers. Depending on their needs, students then access multiple additional live learning opportunities through other lessons, one-on-one support, read alouds, electives, and small group lessons. Students also have access to a classroom teacher all morning in a “work period” (study hall) environment where they can get help on assignments and work on group projects together. Teachers can observe work done in lessons, but also go through assignments that are posted by students on Seesaw, a platform the school is using across grade levels. Teachers assign a time-value to all work assignments so that between synchronous and asynchronous work offered each day, students receive the required minutes, and in most cases much more than the required instructional minute minimums.

We measure participation by recording attendance in all synchronous activities and then keeping track of daily asynchronous work through constant monitoring of completed work on Seesaw. Every classroom has a [daily activity tracker](#) that shows what activities students participate in and the approximate number of instructional minutes the student accessed each day.

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 year we have a contract with Public Montessori in Action (PMA), a national organization that supports Public Montessori schools. PMA will be supporting our Learning Everywhere program in a number of ways. They have already done a full day Professional Development with our teaching staff, and they will have a weekly scheduled call with leadership to support our distance learning and to share resources with other public Montessori schools across the country. We have also offered extensive and continuing professional development on technological interface including Google Suites, Seesaw, Zoom and more.

As distance learning is so dependent on technology, we are also upgrading our devices for teachers and our technology coordinator works closely with teachers to troubleshoot technology and platform issues through direct help and regular open office hours.

Staff Roles and Responsibilities

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

As we moved into distance learning, every staff member was affected and needed to adjust to a slew of new roles and responsibilities that developed as a result. Our PE teacher is now supporting ELD instruction under the supervision and support of the Assistant Head of School, as well as providing enrichment lessons during our Learning Everywhere program, which include PE, but also other enrichment activities such as cooking and crafts. Our PE instructor is now providing enrichment programming at .4FTE and then ELD instruction at .6FTE.

Lead Teachers now work to assign time-values to each and every assignment, and in collaboration with Support Teachers, they monitor all work via Seesaw and keep track for each student to comply with weekly engagement requirements.

Support Teachers monitor daily study hall opportunities, lead read alouds, administer assessments, and have created brand new elective options for students to opt-in to three days per week.

Administration has supported the Board to conduct all of its business remotely and virtually. They have shifted all teacher coaching to virtual-only, and had to adjust to virtual-only family and community engagements, including for this plan.

The operations team is supporting families with technology access, distribution and access to basic services. Food Distribution continues for families who qualify for free and reduced price meals.

Our academic intervention and Special Education team has been updating IEPs to reflect Distance Learning settings, analyzing data to identify students in need of additional support and collaborating with families to ensure regular access to instruction and additional tiered support.

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.]

To best support 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 making large investments in technology for staff and students, professional development for staff in delivering remote instruction, and training and support for families and students in accessing instruction from anywhere.

All students' Individual Education Programs (IEP) will be followed to the maximum extent possible, including direct academic and related services. Along with all other students, our students with disabilities will be participating in their Special Education services virtually.

In the first weeks of school, our special education team collaborated with families to create a Distance Learning Plan for students with IEPs, as required by state law SB 98. The Distance Learning Plan is a document created based on input from families which explains the direct services, accommodations, and supplementary aids each student with an IEP will receive during distance learning.

Our Special Education teachers emphasize small group instruction (based on IEP goal domains) for separate setting minutes and “push in” during general education sessions for regular setting minutes so students are in the Least Restrictive Environment as much as possible during this time.

IEP team meetings will continue to be held virtually. Parents/guardians may request to delay an IEP meeting until an in-person meeting is an option.

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

Description	Total Funds	Contributing
Chromebooks for Students	\$25,000	Y
Chromebooks, Monitors and remote work space setup for Staff	\$15,000	Y
Professional Development in shifting to remote learning model for All staff - Public Montessori in Actions	\$11,000	Y
Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students.	\$25,000	Y
		Y

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.]

To address learning loss, the first thing we will do is gather baseline academic data. To do this we will administer the NWEA MAP assessment and the Dibels reading assessment in the first part of the school year. We will then use this information as well as other academic information from the first weeks of school to tier our support for students. Students with the greatest amount of learning loss will have access to extra lessons from their classroom teachers as well as small group supports from their second classroom teacher. Overall, students with more needs will have the daily opportunity for four extra lessons and/or touchpoints with teachers to support any learning loss. The academic focus for these additional lessons with students in Tiers 2 and 3 are reading and mathematics.

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.]

There will be several layers of support for English learners, low-income, foster youth, students with exceptional needs; and students experiencing homelessness. Using our NWEA and Dibels baseline data, teachers will group students to address growth areas students need addressed. Individuals and groups of students experiencing learning loss will also meet with teachers for tiered reading groups. Students with exceptional needs will receive additional support from our SPED and RTI team in small groups or one on one to best support their growth. ELLs will receive small group and individual instruction from our ELD instructor. With clear assessment information on every student, our main Learning Loss Strategy is providing students with the most needs much more time with a live instructor receiving lessons targeted, while students with fewer identified needs move forward asynchronously and more independently.

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.]

All student-facing staff are tracking engagement daily and weekly, monitoring and analyzing student work samples, and regularly academic measuring progress through assessments like NWEA MAP, DIBELS, and school based observational and formative assessment. Additionally, we ask students and families what else they need so that they might achieve the goals they have for themselves or their students. As Montessori educators, we work as preparing the environment and knowing our students deeply. The work of preparing the academic environment at a distance is a massive change for teachers and parents alike, and our strategy to navigate these changes is to constantly ask everyone what else they need next in terms of support. ST Math will be used to support students who are struggling with their

conceptual understanding of math concepts, primarily for students with exceptional needs and additionally for other unduplicated populations experiencing learning difficulties.

Our reading intervention specialist supports primarily unduplicated students in small groups and individually with early and continued literacy skills and our English Language Specialist works exclusively with ELL students supporting language acquisition.

We will know our services and supports are effective when all indicators align in that direction: families are highly satisfied, students are highly engaged, teachers observe and report positive progress, and assessment scores improve.

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

Description	Total Funds	Contributing
50 ST Math Licenses	\$3,000	Y
Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessment	\$68,000	Y
English Language Learner specialist position	\$ 25,500	Y

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.]

Daily morning meetings for classrooms include lessons around social-emotional health, including calming techniques, remote learning norms, and available school supports. Teachers will be administering universal screeners for Social-Emotional Learning for all students. Students, as well as parents, will have access to the school counselor during counseling office hours and by appointment. Individual and small group counseling will continue via Zoom and as needed, the counselor will organize classroom social groups to best support student social-emotional needs.

Our academic program is designed with the mental, social, and emotional well-being in mind for teachers, students, and families. Teachers have aligned lessons and schedules across the classrooms in a level, which supports students to still receive academic instruction if a teacher needs to be away from school for any reason, including their own mental health. Students receive their work and can spend more or less time on an assignment based on how they choose; they can also choose the order in which they complete work. Families can ask for what they need, including technology support, food, and accessing community-based resources. The focus is on *quality* interactions with one another and with work -- not simply the amount or frequency.

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.]

Using our Attendance and Engagement tracker, teachers measure student daily attendance, engagement in each available synchronous and asynchronous learning opportunity and how many of the available instructional minutes each student is accessing each day. When the percentage of engagement drops for three consecutive days or when they are absent for three days, families of the student are contacted by the classroom teacher. Support must first start with understanding how factors may have shifted that directly impact a student or their family. Plans and interventions can then build from that common, up-to-date understanding.

Teachers also have the option of reaching out to families through Seesaw as the platform allows for automatic translation into many languages depending on the family’s preference. Families can see student work and celebrate progress. Up to ten family members can stay in the loop using the Parent and Family app (iOS, Android) or on the web. Seesaw supports language barriers with translation in over 55 languages. Any text written in Seesaw (like notes, captions, comments, announcements, or messages) can be translated at the tap of a button by both teachers and families.

We are offering a monthly series of parent education events supporting families in accessing technology, supporting student learning at home, and more. Additionally, families receive weekly all-school communication, and teachers, administration, and operations staff are all hosting weekly or bi-weekly offices hours, including additional tech support.

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.]

We will continue to serve UMCS students nutritionally adequate meals, with a couple of key changes due to distance Learning.

Starting August 17, UMCS distributes breakfast and lunch to students who qualify for Free and Reduced Lunch (FFRL) only. Distribution happen two days per week when families pick up multiple days’ of meals at one pick up.

Each time families/students pick up food, we will “verify” the student’s enrollment in the FFRL program by collecting student ID#. Parents can find their student’s ID# in the Illuminate Parent Portal, on a previous progress report, or a previous ID card. If they do not have their students ID#, we will check the parents ID and we will look up the students’ ID# while they wait.

Additionally, through at least the end of 2020, all Oakland children and families can pick up food from any Oakland Unified School District distribution site.

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

Section	Description	Total Funds	Contributing
Seesaw - Learning Platform	Connect families to see student work and celebrate progress. Up to ten family members can stay in the loop using the Parent and Family app (iOS, Android) or on web. Seesaw supports language barriers with translation in over 55 languages. Any text written in Seesaw (like notes, captions, comments, announcements, or messages) can be translated at the tap of a button by both teachers and families	\$3,000	Y
Parent Education nights	Monthly series of parent education events supporting families in accessing technology, supporting student learning at home, and more	\$3,000	Y
Increased Schoolwide and classroom Communications	Weekly all school communication, Teacher, Admin and operation offices hours, Additional tech support.	\$10,000	Y

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
8%	\$238,412

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.]

Seesaw

This year we are using Seesaw to organize asynchronous instruction and follow up from live, synchronous lessons. Teachers can observe work done in lessons, but also go through assignments that are posted by students on Seesaw. This platform also acts as an additional communication platform.

Parent Education

We are offering a monthly series of parent education events supporting families in accessing technology, supporting student learning at home, and more. Additionally, families receive weekly all-school communication, and teachers, administration, and operations staff are all hosting weekly or bi-weekly office hours, including additional tech support.

School wide PD to support ABAR, Alignment

This year we have a contract with Public Montessori in Action (PMA), a national organization that supports Public Montessori schools. PMA will be supporting our Learning Everywhere program in a number of ways. They have already done a full day Professional Development with our teaching staff with a focus on at-risk student populations, and they will have a weekly scheduled call with leadership to support our distance learning, ongoing data analysis focused on sub-group data and to share resources with other public Montessori schools across the country.

We are also continuing our work with Rachelle Rogers-Ard to de-center whiteness in our teaching and learning programs as well as investigating and re-writing policy and procedures to be anti-racist. she led All staff PD in August, she is leading a 4 part series called: “Surfacing and Addressing Racist Procedures and Policies” and is directly coaching the administrative team in leading for equity.

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

Technology:

Technology is being purchased to support foster youth, English learners, and low-income students with access to distance learning. We are lending chromebooks and looking into additional support with hot-spots for families who are in need of reliable wifi in order to access learning opportunities.

Reading Intervention ELD Teacher:

Our reading intervention specialist supports primarily unduplicated students in small groups and individually with early and continued literacy skills and our English Language Specialist works exclusively with ELL students supporting language acquisition.

Mental Health Support:

Daily morning meetings for classrooms include lessons around social-emotional health, including calming techniques, remote learning norms, and school supports available. Teachers will be administering universal screeners for Social-Emotional Learning for all students.

Students, as well as parents, will have access to the school counselor during counseling office hours and by appointment. Individual and small group counseling will continue via Zoom and as needed, the counselor will organize classroom social groups to best support student social-emotional needs.

Our academic program is designed with the mental, social, and emotional well-being in mind for teachers, students, and families. Teachers have aligned lessons and schedules across the classrooms in a level, which supports students to still receive academic instruction if a teacher needs to be away from school for any reason, including their own mental health. Students receive their work and can spend more or less time on an assignment based on how they choose; they can also choose the order in which they complete work. Families can ask for what they need, including technology support, food, and accessing community-based resources. The focus is on *quality* interactions with one another and with work -- not simply the amount or frequency.

ST math

ST Math will be used to support students who are struggling with their conceptual understanding of math concepts, primarily for students with exceptional needs and additionally for other unduplicated populations experiencing learning difficulties.

Tiered Intervention from Leads and supports

Students with the greatest amount of learning loss will have access to extra lessons from their classroom teachers as well as small group supports from their second classroom teacher. Overall, students with more needs will have the daily opportunity for four extra lessons and/or touchpoints with teachers to support any learning loss. The academic focus for these additional lessons with students in Tiers 2 and 3 are reading and mathematics.