

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

School closures due to the COVID-19 pandemic required RMCS to create learning, communication, and distribution plans for students and families in order to transition to DL. With a goal of planning with equity at the center, faculty and staff:

- Used the annually calendared two-week 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
- Maintained the Montessori individualized curriculum by working directly with students and families
- Cultivated classroom meetings, opportunities for social interaction, and community for both students and families via Zoom
- Delivered Chromebooks and hotspots to all families who requested such with ongoing tech support
- School supplies delivered to students and families in need
- Hosted weekly Zoom meetings with families to answer questions and provide support about learning, social-emotional development, mental health, as well as parenting and teaching at home
- Communicated weekly regarding COVID-19 Closure Updates
- Offered consistent support of OT, Speech Therapy, Education Specialists, Counselor, and School Psychologist for students and families struggling with the transition to distance learning, student work, or mental health needs
- Ensured interpreters and translators for supporting Spanish-Speaking families
- Immediately continued Special Education services in conjunction with each student and family
- Nurtured community development with weekly online social games for children and discussion groups for families
- Invited all stakeholders to participate in partnership and rapport from the outset

- Developed website pages with resources for COVID-19 & Health, Distance Learning, Community Assistance- food, housing, employment, mental health, etc., Educational Supports, and Equity, Inclusion & Social Justice
- To review the experience and meaningfully ensure preparation for potential closures during the 2020-2021 year, RMCS:
 - 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
 - Attended a *Best Practices in Online Learning* workshop
 - Offered opportunities for stakeholder feedback through surveys, weekly meetings, individual family appointments, faculty meetings, and weekly written updates for the community on local health directives and resources
 - 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
 - Designed an improved Montessori educational experience to reflect stakeholder communicated priorities of technology, educational expectations, enhanced communication, and support for both student 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
 - Created a Tiered Re-Engagement Support Program for Students struggling with participation and engagement
 - 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 RMCS families in need, including a voluntary RMCS community food donation program to supplement the daily breakfasts provided by the school

Stakeholder Engagement

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

As a matter of best practice, RMCS consistently consults with stakeholders in order to nurture rapport and partnership in serving students well in their learning. During the pandemic, RMCS continues to promote stakeholder engagement by:

- Offering opportunities for stakeholders to communicate
- Listening and seeking to understand what is communicated
- Welcoming all stakeholders to participate via communication, interactions, and meetings with Guides, Staff, Administration, and the Board of Directors
- Anonymous dialog box on the website for questions, asking for help, or stating needs

Efforts to reach pupils, families, and educators, and other stake holders who do not have internet access, or who speak languages other than English, include:

- Providing Chromebooks and hotspots to all families who requested such with ongoing tech support
- Interpreters and translators for supporting Spanish-Speaking families
- Personalized contact by faculty and staff for families who did not respond to surveys or solicitations for feedback
- Parent events, Community Conversation meetings, and a weekly Family Engagement Series provided opportunities for families to gather and share best practices and hopes for education, distance, in-person, and hybrid models of learning, parenting, how to support student engagement, and support children in their growth at school
- Faculty meetings continued at minimum weekly in order to collaborate individually, in teams, or as a group to reflect on student work successes and areas of improvement. Dedicated time for analysis of performance of all students as well as English learners, students with disabilities, and all strugglers.

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

- Quantitative and qualitative stakeholder surveys
- An in-depth faculty debrief and study of surveys, observations, and feedback from students and families
- Analyzed academic data
- Responses and dialogue with teachers, staff, students, and families through observations and feedback in meetings and newsletters
- Solid understanding of community needs garnered by incorporating data and feedback loops
- Reflection, research, and study of 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.]

Due to county health directives and campus closures, RMCS continued:

- Offering remote participation in all meetings including public meetings and hearings, provided via Zoom without restriction
- Promoting stakeholder engagement with weekly school and classroom newsletters, emails, in meetings, and public posting on outer windows of school administration office and on the RMCS website
- Offered opportunities for stakeholder feedback through surveys, weekly meetings, individual family appointments, faculty meetings

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

Detailed quantitative and qualitative data were garnered for successes and challenges with the learning model during the last quarter of the 2019-2020 school year, technology needs, student supply needs, essential workers, and family preferences for distance, in-person, or hybrid learning model, as well as comfort and concerns for pandemic-related issues, campus cleaning solutions, mental health needs, child-care, and food insecurity.

Faculty and families shared overwhelming agreement in ensuring a Montessori hands-on experience for students, independence, ensuring writing and research in a safe way online. Families offered individual perspective on the amount of work that should be expected for students

during pandemic uncertainty, ranging from no interest in school work and expectations to more robust opportunities. Families, faculty and specialized staff articulated priorities for the development of the whole child. Families demonstrated a need for more assistance in how to help their students remain independent and engaged in learning.

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

Faculty, staff, and administration:

- 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
- Attended myriad workshops on Learning Continuity & Attendance Plan, Attendance and Instructional Minutes, Diversity, Equity, & Inclusion, English Language Learners, Mental Health, Parent Education & Family Support in order to learn more
- Designed an improved Montessori educational experience to reflect stakeholder communicated priorities of technology, educational expectations, enhanced communication, and support for both student 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
- Added targeted support from support staff and Student Services for English Learners, Students with Disabilities, and students who struggled in the last quarter of 2019-2020 (RMCS does not currently have foster or homeless youth but has an identified coordinator ready to provide additional support)
- Included supports for the whole development of the child, equally prioritizing physical, social, emotional, and cognitive growth and learning
- Reinstated meal program for families with food insecurity as district is unable to continue to provide for RMCS families in need, including a voluntary RMCS community food donation program to supplement the daily breakfasts provided by the school
- Continues to research child care options for families well-being and student and community safety

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.]

Given the uncertainty of the impact of COVID-19 pandemic, in-person instruction may not be immediately or consistently allowable under state and local health orders. And at the time of this report drafting, Sonoma County is on the state watch list requiring schools to operate in distance learning. At minimum, RMCS has committed to reviewing health data, information, and directives quarterly, in order to allow families and teachers time to plan and for students to have developmentally required consistency in their life experience and learning.

RMCS maintains published schedules of lessons, individual meetings, socialization opportunities, follow-up support, tutoring sessions for students, and teacher and administration office hours for students and families. Student learning, competency development, social well-being, and mental health is monitored by guides/certificated teachers in daily live sessions, lessons, work produced and presented, and informal assessments. Students at risk for attendance, participation, engagement, learning loss, well-being or mental health are welcomed into a team intervention coordinated by Student Services and educational leadership.

Formal assessments at RMCS typically include easyCBM, IXL, and state assessments. While IXL continues to operate as an online program of practice and diagnostics, RMCS seeks a viable option for accurate assessments with easy CBM to monitor student growth and progress or another program. Of course, assessments and services continue per IEP agreements for identified students, amended as necessary during the pandemic.

To prepare for in-person learning, RMCS has received state-provided PPE, has purchased additional PPE and cleaning materials/protocols, as well as instructional materials, and physical protection such as clear shields/screens, outdoor coverings, and is prepared for rearranging classroom furniture and facility space in order to provide safety, protection, and social distancing for staff and students.

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

Description	Total Funds	Contributing
RMCS continues to provide access to students who are English learners, and others who need additional academic support through Instructional Assistants and the Student Services Team to support students in individual or small groups to provide further support during the pandemic	\$60,000	Yes
Chromebooks, Hotspots, and technology support provided for ALL students in need	\$6,000	Yes
School supplies provided for ALL students in need	\$5,000	Yes
Additional cleaning materials and protocols for safe environment for students with vulnerabilities	\$8,000	No

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.]

RMCS Faculty and staff have met at a minimum weekly since the last quarter of 2019-2020 in order to review, reflect and study the unexpected and implemented distance educational model, student needs, and family preferences to ensure a robust offering of Montessori Curriculum and Common Core. Curriculum was mapped for the year by level to ensure that lessons were being provided for students regardless of distance, in-

person, or hybrid learning model. All introductory lessons are provided via live lessons or recorded video with small group and individual meetings with the guides as follow up so that all students have equal access to lessons.

Students continue to work through the required curriculum despite the different and unique delivery method. Guides and staff created hands-on materials and a lending library of books, lessons, and Montessori didactics for students to use at home as well as Montessori math recording books and student supplies for all in need.

Guides meet with every student for a minimum of 15 minutes individually throughout the week with additional times being offered to any student struggling with understanding, curriculum, or academic work. Instructional assistants, under the direction of a certificated teacher, support students with additional academic time and the Student Services team provides additional support, coaching, and tutoring to students with exceptionalities, English learners, and all students who are struggling or below level.

Formal and local assessments such as easyCBM and IXL continue to measure learning growth and to mitigate learning 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 necessitates the following:

- Hotspots, Chromebooks, school supplies provided to ensure connectivity, devices, software provided to all families in need
- Scheduling of educational lessons, activities, and Zoom meetings to support families sharing devices and flexibility for family and parent responsibilities, obligations, and work schedules
- A comprehensive curriculum 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 RMCS 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 serving students with disabilities and provided any necessary additional technology needs and adaptation
- Faculty tracking participation in on-line activities, virtual meetings, and group lessons. Students who miss or do not participate are directly contacted by faculty, and support staff as needed, to understand the challenges and determine appropriate supports for the students and family (Re-engagement Support Program)
- Online learning platform assesses and identifies 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 continue as indicated by previous plans, or as identified during distance learning, and are tracked online in order to be able to tailor support for children who needed it
- Special education staff- Education Specialist, OT, Speech Pathologist, Counselor, and School Psychologist- heavily involved in planning, implementation, and are available for counsel and direct support to students, families, and faculty

- Section 504 and IEP meetings held on schedule virtually and services are provided in accordance with team discussion and IEP amendments for distance learning
- Addressing instructional issues weekly as a collective faculty to ensure that learning continues at home
- Faculty meets 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 allows for additional socialization and a feedback loop of student experience and perspective
- Virtual versions of school events such as student birthdays, International Family Celebration, Personal Character Day, Celebration of Visual & Performing Arts Day, school-wide play day, and Sixth-Year Promotion Ceremony

To support Student-Teacher-Family collaboration for student success, RMCS continues the engagement of community stakeholders through:

- Practice of partnership among students, teachers, and families adapting to virtual environment in Zoom meetings, phone calls, and emails
- Weekly meeting held by Executive Director to ensure understanding of community needs and provide supports accordingly
- Continued practice of feedback loop through direct inquiry and surveys
- Bilingual staff assume a larger role in interpreting and translating in order to support families of English Learners
- Continued monthly Zoom meetings with Hispanic families to address the specific needs of the Latinx community
- Low-income students are supported with an ongoing presentation of resources, assistance, and check-ins to understand needs, provide stability for children and families, and support learning

	2020-2021 LEARNING MODELS		
	Distance Learning	Combination/Hybrid Learning	On-Campus Learning
Educational Program	Virtual Partnership	Virtual & In Classroom	In Classroom
Schedule	Daily Participation & Engagement Schedules and Routines Provided by Level Guides and Chosen by Families to suit Student Developmental Needs	Monday Tuesday Thursday Friday AM Cohort: 8 – 11:30 a.m. PM Cohort: 12:15 – 3:45 p.m.* Afternoon activities as assigned Wednesday Virtual Learning	Full School Day Campus Presence Full day of school pending health directives
Location	Home	Home & School	School
Attendance & Engagement	Required Daily Attendance Current State Minimum Learning Time During Pandemic TK/K 180 minutes per day LE 230 minutes per day UU 240 minutes per day	Required Daily Attendance Current State Minimum Learning Time During Pandemic TK/K 180 minutes per day LE 230 minutes per day UU 240 minutes per day	Required Daily Attendance Current State Minimum Learning Time During Pandemic TK/K 180 minutes per day LE 230 minutes per day UU 240 minutes per day

Student Role	Montessori Student. Led and supported by Guide in developing self-direction, independence, and joyful scholarship, academic progress and presentation of knowledge.	Montessori Student. Led and supported by Guide in developing self-direction, independence, and joyful scholarship, academic progress and presentation of knowledge.	Montessori Student. Led and supported by Guide in developing self-direction, independence, and joyful scholarship, academic progress and presentation of knowledge.
Guide Role	Directs, guides, presents virtual live or recorded lessons and instruction, daily Interaction, minimum weekly conferencing with student and family. Daily live interaction with students.	Montessori Prepared Environment, Directs, guides, presents in-person and virtual lessons and instruction, daily Interaction, minimum weekly conferencing with student and family. Daily live interaction with students.	Montessori Prepared Environment, Directs, guides, presents in-person lessons and instruction, daily Interaction, minimum weekly conferencing with student. Conferences with family as necessary for student growth and progress. Daily live interaction with students
Family Role	Ensures Attendance & Engagement Develops Independence of Student. Does not Interrupt Student's Concentration. Provides Opportunities for Cognitive, Social, Emotional, Physical, and Personal Development. Prepares developmentally appropriate learning space at home. Observer, Coach, and Encourager. Communicates Successes and Concerns to Guide and Support Team as necessary Partners with School for Student Success	Ensures Attendance & Engagement Develops Independence of Student. Does not Interrupt Student's Concentration. Provides Opportunities for Cognitive, Social, Emotional, Physical, and Personal Development. Prepares developmentally appropriate learning space at home. Observer, Coach, and Encourager. Communicates Successes and Concerns to Guide and Support Team as necessary Partners with School for Student Success	Ensures Consistent Attendance & Timeliness Develops Independence of Student. Does not Interrupt Student's Concentration. Provides Opportunities for Cognitive, Social, Emotional, Physical, and Personal Development. Prepares free time and space for reflection and independence at home. Observer, Coach, and Encourager. Communicates Successes and Concerns to Guide and Support Team as necessary Partners with School for Student Success
Support	Guide, Family, Student Services, Administration	Guide, Family, Student Services, Administration	Guide, Family, Student Services, Administration
Health & Safety	Home Based	Self-Screening Health Screening Masks Social Distancing Small groups/cohorts	Self-Screening Health Screening Masks Social Distancing Small groups/cohorts
Child Care	TBD	TBD	TBD
Meals	Grab & Go	Grab & Go	Grab & Go

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.]

RMCS distributed needs surveys to parents in the last quarter of 2019-2020 and through the summer of 2020 in preparation for the new school year. Parents who did not respond to surveys were contacted individually to determine need of a device or internet access, technology was ordered and provided accordingly. Technology support such as with equipment, usage, or trouble-shooting is available and continues for any student, family, faculty, and staff in need of such to ameliorate downtime.

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 RMCS 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 (TK/K 180, LE 230, and UE 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 and Zoom
- Instruction will be aligned with Common Core Standards and Montessori Curriculum

Introductory lessons for concepts will be provided for students through synchronous, live lessons which are recorded (asynchronous) to meet parent-requested flexibility for students and families and to ensure that all students have access to the educational program. Follow-up and check-ins for these concepts are conducted through live small group and individual time with a credentialed teacher. Students needing additional follow up with concepts have opportunities to work with both certificated teachers, instructional assistants, and the Student Services team for further support. Montessori lessons are formative assessments by design. Students move through the curriculum, show their work, and demonstrate their knowledge in individual meetings with guides. Students will have multiple synchronous lessons in math, geometry, language, history, and science each week.

Guides/Certificated teachers determine the time value for lessons as each assignment carries an average time on task needed to complete the work based on the experience for a child in the classroom, i.e., an average of time spent by a struggling student as well as the time it takes for a more proficient student. Students are observed and assessed by certificated faculty, and participation and engagement is tracked daily and weekly respectfully, to ensure access and student progress.

RMCS General Weekly School Schedule • Fall 2020

	M	T	W	TH	F
8:15 - 9:30 a.m.	Daily Launch Individual Student Meetings	Daily Launch Individual Student Meetings	Daily Launch- Classroom Community	Daily Launch Individual Student Meetings 9:30 Parent Community Zoom	Daily Launch Individual Student Meetings
10 a.m. - 12 p.m.	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Support	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Support	Individual Student Meetings	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Support	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Support
12 - 12:30 p.m.	Student Services Office Hours		Sixth Year Lunch Meeting		Student Services Office Hours

1 - 3 p.m.	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Individual Meetings	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Individual Meetings	Faculty Group, Level, and Individual Meetings Student Services Individual Student Meetings 1:30 TK/K Student Meeting	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Individual Meetings	Individual, Small, & Large Group Lessons Individual Student Meetings Student Services Individual Meetings
2:30 - 3:30 p.m.	LE Office Hours Student Services Individual Student Meetings		2:00 LE Student Meeting 2:30 UE Student Meeting	LE Office Hours	Student Services Individual Student Meetings
3 - 3:45 p.m.	UE Office Hours Student Services Individual Student Meetings			UE Office Hours	Student Services Individual Student Meetings
				6:30 p.m. Family Engagement Discussions	

*Adjusted as necessary per feedback, collaboration, and partnership with students, families, and teachers/guides.

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.]

RMCS Faculty and Staff have attended myriad workshops from the California Department of Education, Sonoma County Office of Education, North Coast School of Education, National Center for Montessori in the Public Sector, American Montessori Society, Public Montessori in Action, Montessori for All, with Montessori teacher-trainers, conventional teacher-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.]

In order to maintain as much consistency as possible for students during these uncertain times, RMCS Faculty and Staff have established an educational program which is adaptable to changing/pending health directives and provides flexibility with the learning model. Lessons with Montessori didactics are recorded so that students may see them live on screen or via recording. Although Montessorians spend an enormous amount of time record keeping and tracking student lessons, follow up, and research, additional responsibilities are incurred for training and tracking state requirements for student participation and engagement. RMCS Guides spend significant time planning, preparing and recording lessons for virtual delivery, and communicating with students and families online. Administration and office staff have additional responsibilities maintaining awareness, familiarity, and leadership for the RMCS community regarding changing directives, conflicting and confusing information from authorities regarding health, wellness, safety, and education during the pandemic. Administration has incurred additional time with frequent communication, various educational, social, mental health, and technology support for students, families, faculty and staff, as well as additional compliance requirements with 2020-2021 attendance, student participation, and engagement requirements.

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.]

Additional supports for students who are not performing at grade level are provided as follows: Additional individual, one-to-one meetings with teachers, re-teaching concepts, and small group lessons. Instructional assistants are utilized by faculty and students naturally following lessons, in study halls, office hours, or targeted invitation. Teachers refer students to Student Services for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health supports.

In order to mitigate inequities, RMCS maintains earnest and 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
- Information and feedback loops in English and Spanish, with interpreters and translators provided as needed
- 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
- Anonymous dialogue box on website for questions, asking for help, or stating needs
- Individualized communication to determine underlying needs and supports for vulnerable students and families
- Connecting families with 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 monthly hosting of community-developed *Hispanic Family Gathering* meetings
- While RMCS does not currently serve any foster youth, a designated Foster Youth Coordinator is ready to serve any foster youth who may enroll.
- Data Analysis 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 and responsive, personalized educational model 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 materials for students while working from home in order to give all students equal access to the curriculum	\$1,508	No
Platforms for virtual lesson delivery, submission of schoolwork, assessment, on-line meetings, and communication	\$8,346	No
New computer equipment and technology for teachers	\$9,000	No
Additional chrome books in order to ensure equal access for students to the instructional model	\$6,700	Yes
Purchase of hotspots for families who are in need of internet access	\$1,600	No
Distribution & Lending Library of Curriculum and learning materials such as books and Montessori didactics	\$15,000	No
Additional Special Education staff and support for students with exceptionalities as determined by IEP team	\$4,000	Yes
Additional Student Services staff, coaching, support and tutoring for vulnerable students	\$30,000	Yes
Additional mental health staff and support for vulnerable students	\$5,100	No

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.]

Students receive an initial local assessment by a certificated teacher/guide within the first three weeks of instruction to determine a baseline for new students and to measure learning growth or loss in returning students. In order for students to make one year’s academic progress each year, instruction follows at level with the goal of increased progress. Montessori educational activities inherently assess student understanding and assist guides in constantly determining student progress. Daily live interactions, weekly small group lessons, and weekly individual follow-up meetings provide teachers frequent opportunity to qualitatively and quantitatively assess concept mastery and areas of need to mitigate

learning loss. In addition to formative assessments, the teachers continue to conduct regular spelling tests, reading and math assessments to determine progress.

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 the Montessori guide to gauge progress. This allows students to move forward or to have additional support to mitigate learning loss and make a partnered plan to accelerate learning progress. RMCS instructional assistants, working closely with and under the direction of certificated staff, also provide additional support for reading, language, math, science, history and all subjects, as students demonstrate need.

Additional strategies for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness include additional curriculum, staff, re-engagement plan, intervention team, and support time as needed, including coaching and tutoring, assistance with technology/access, follow up work, additional practice with academic subjects/work, help with specific skill development, and family support.

IEP teams meet as required and 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.]

Effectiveness of additional supports are measured via students’ abilities to move through the curriculum, post work on the virtual platform, present their work and knowledge to the guide/certificated teacher at individual meetings, teacher assessments, and via IXL, and formal assessments. As instruction is conducted individually and in small groups, the teacher is able to determine student progress individually and collectively as measured by curriculum and peers. Students and teachers also gauge student work with a weekly work plan to self-reflect and plan for focus, practice, and advocate for help with any areas of the curriculum.

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

Description	Total Funds	Contributing
Additional Skill Development and Diagnostics with IXL	\$32,500	Yes
Individual Student Meetings with Guides	\$12,000	Yes

Description	Total Funds	Contributing
Additional time with Instructional Assistants	\$40,000	Yes
Additional Student Support Team staff for help, coaching, tutoring, and support	\$30,000	Yes

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. RMCS students are well-versed in concepts such as respect for self, others, and the environment, self-regulation, personal responsibility, 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 as well as curricular presentation, study, and individualized support with needed concepts in social, emotional, or mental health development and refinement. Guides and staff develop individual partnerships with students and families, offering individual lessons, time, meetings, and office hours as well as small group time to support socialization, validation, and modeling. These direct interactions provide opportunities to observe social/emotional wellness as well as academics. Montessori pedagogy credentials teachers to work with the whole child. Each morning, students have opportunities for connection and at least once a week they work on mindfulness and other social/emotional skills during group meetings. A trained mindfulness teacher, Education Specialist, Speech Pathologist, Occupational Therapist, and School Psychologist provide support and strategies for students, guides, and parents to raise the awareness and personal competency levels.

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

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

In order to support the child and the family, RMCS Faculty and Staff have attended myriad workshops from the California Department of Education, Sonoma County Office of Education, North Coast School of Education, National Center for Montessori in the Public Sector, American Montessori Society, Public Montessori in Action, Montessori for All, with Montessori teacher-trainers, conventional teacher-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.

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.]

Despite the current state requirement, RMCS 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 via email or phone by the Guide or the office staff. Information is translated and interpreted as needed (currently Spanish and French). RMCS faculty and staff work closely with students and parents to ensure that students are receiving and understanding the instruction being provided. Supports are offered accordingly and listed in previous prompts.

A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent in violation of compulsory education laws; RMCS attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between RMCS employees and students or parents or guardians. RMCS has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

- Verification of current contact information for each enrolled student
- Daily notification to parents or guardians of absences
- Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction

RMCS documents daily participation for each student on each school day, in whole or in part, for which distance learning is provided and tracks student daily participation in distance learning as follows:

- For synchronous instruction, RMCS requires students to attend one or more of the following: full group, small group, or individual meeting via Zoom, to demonstrate student participation. For asynchronous instruction, RMCS will require students to access lessons and submit work through the protocol their Guide has provided to them and to their families to demonstrate Student participation.
- RMCS Guides complete Weekly Engagement Record for students, documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

RMCS Re-Engagement Strategies for Chronically Absent Students

SB98 Compliance

Absence: Any day a students does not participate in either in-person or distance learning

Chronic Absence: Absences exceeding three days, and or 60 % of days in a given school week

Tier 1	Tier 2	Tier 3
<p>Verification of Current Contact information</p> <p>Verification of Access to Connectivity, Curriculum, and Community (provides tech, hotspots as needed)</p> <p>Daily Notification of absences to Family</p> <p>Guide Reach out to Student (LE and UE) to seek to understand challenges to attendance.</p> <p>Guides Reach Out to Family Re:</p> <ul style="list-style-type: none"> • Seeking to understand what is happening for student and at home • Student's absences in compulsory education • Impact on learning, assignments, and assessment, (translated/ interpreted as necessary) • Learn what is happening for student and at home • Family Plan to Improve and Ensure Attendance 	<p>Guides report absences to Administration and Student Services Team</p> <p>Student Services Reaches Out to Family To:</p> <ul style="list-style-type: none"> • Confirms Current Contact information • Confirms Access to Connectivity, Curriculum, and Community (provides tech, hotspots as needed) • Discusses absences, compulsory education, obstacles and based on challenges, together determines implementable strategies for student attendance and success • Advises that further absences will result in a conference with Executive Director & Superintendent and the establishment of an Attendance Plan via the Student Study Team Process (SST) to develop strategies to improve attendance through a holistic lens including social-emotional, mental health, and academic interventions. 	<p>Conference with Executive Director & Superintendent to develop an Attendance Plan to seek to understand continued challenges and to determine additional measures, interventions, and support to ensure attendance for compulsory education, including a transition to full-time, in person instruction if feasible.</p> <p>SST Follow-Up Meeting</p>

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.]

RMCS ensures and provides a nutritious breakfast offering to RMCS students who qualify for Free or Reduced Lunch. Qualifying families are informed about this program via telephone and email and pick up “Grab & Go” meals weekly. In addition, the RMCS family community has simultaneously created a food donation program to supplement the breakfast program for families in need. Information about local food banks and other providers in the community receives consistent promotion in weekly emails, website posts, discussions with RMCS community leaders for promoting within their individual communities, and in meetings with families. As an independent charter school, RMCS 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
[The section of the Learning Continuity Plan related to the action described; may	[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]

put N/A if the action does not apply to one specific section]			
Actions Previously Stated	Actions Previously Stated	N/A	N/A

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
5.96%	\$85,514

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.]

In order to mitigate inequities, RMCS maintains earnest and 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 first 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
- Information and feedback loops in English and Spanish, with interpreters and translators provided as needed
- 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
- Anonymous dialogue box on website for questions, asking for help, or stating needs

- Individualized communication to determine underlying needs and supports for vulnerable students and families
- Connecting families with 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 monthly hosting of community-developed *Hispanic Family Gathering* meetings
- While RMCS does not currently serve any foster youth, a designated Foster Youth Coordinator is ready to serve any foster youth who may enroll.
- Data Analysis 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 and responsive, personalized educational model driven by data and feedback of vulnerable students and families to reduce risks of learning loss and ensure academic achievement
- Tiered Re-Engagement Plan as necessary

Additional supports for students who are not performing at grade level are provided as follows and are measured by formal and local assessments via certificated teachers/Montessori guides, Education Specialists, School Psychologists, Speech Pathologists, Occupational Therapists, and Mental Health Counselors with the support of RMCS bilingual interpreters and translators: Additional individual, one-to-one meetings with teachers, re-teaching concepts, and small group lessons. Instructional assistants are utilized by faculty and students naturally following lessons, in study halls, office hours, or targeted invitation. Teachers refer students to Student Services for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health supports.

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

Services provided for foster youth, English Learners, and low-income students are increased or improved by at least 5.96%, qualitatively (to grow services) and qualitatively (to increase services), compared to services provided for all students by the addition of teaching staff to directly support EL, LI, FY students, dedicated time from the RMCS Education Specialist for EL, LI, FY populations, additional staff in Student Services, greater access and support with instruction, materials, and online learning programs. Administration support for EL, LI, and FY in consistent and successful attendance at school. Teachers/Montessori Guides, Student Services, and school leadership to provide additional support to EL, LI, FY students and families in social emotional learning, executive functioning skills, academic progress and growth.