

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

California Montessori Project – Shingle Springs Campus (CMP) is a seat-based charter school providing the Montessori pedagogy to students. While this pedagogy is designed to be implemented in a classroom setting using teacher guidance, hands-on manipulatives, and peer modeling, CMP quickly shifted to a Distance Learning model. CMP closed the school facility on Friday, March 13 and began providing Distance Learning on Monday, March 16.

CMP created a Distance Learning website, which incorporates easy to find links to each classroom’s Distance Learning portals; Family Resources: counseling, Special Education, meal opportunities, child care options, internet options, technology support; and Student Enrichment: Visual and Performing Arts, Library, STEM challenges, digital activities from Club M (before and after school child care program) and PE.

CMP also created an Engagement Tracker to monitor the participation of students in the live lessons as well as track their engagement with the programs and learning opportunities provided. If a student was not participating in the learning opportunities, teachers and/or school administration contacted the family to determine if there were any barriers in access and seek better ways to serve the child. Over the 7-week COVID Closure, CMP-Shingle Springs students had an average of 95.92% weekly participation rate during Distance Learning.

CMP remained true to its vision of providing a comprehensive education that supports the academic and social-emotional development of every child:

- * Teachers provided daily recorded and/or live instruction to all students, as well as provided 1:1 office hours for students and/or parents needing additional support and check-ins.
- * Teachers collaborated within grade level teams to share lesson plans and recorded videos.
- * Students continued with Social Emotional Learning lessons and Counseling services were provided virtually to students, if needed.
- * Students were provided individual and/or small group interventions in Reading and Math, if needed.
- * Students had access to SIPPS and Read Naturally Live for extra support in Reading.

- * Students received Physical Education and Visual and Performing Arts through recorded and/or live virtual lessons.
- * Extra enrichment was offered through Librarian Read Alouds and Outdoor Education videos.
- * Parents, Teachers and Students were invited to virtual technology trainings and 1:1 technology office hours from the CMP Technology Department to assist in accessing and utilizing the various online platforms.
- * Students were provided with Clever login information for ease of accessing the various online platforms with a central location to each student's individual passwords for each learning program.
- * Students in need of computer access at home were issued CMP Chromebooks.
- * Teachers at all grade levels utilized Google Classroom to organize lesson information.
- * Teachers sent resources for families to create Montessori materials at home, paper packets to support online instruction, video lessons provided on flash drives to families with unstable internet connections and school supply packs (pencils, scissors, erasers, etc).
- * Students receiving Special Education services continued to receive modified services and IEP and 504 meetings were held virtually.
- * The Administrative offices at CMP-SS were staffed both remotely and onsite. One staff person was available onsite from 8:00-2:00 each day, to handle all of the onsite tasks: chrome book distribution, paper packet distribution, copying, receiving mail, coordinating with vendors, etc.

CMP disseminated online surveys, designed to gain Parent/Guardian feedback on how Distance Learning went for the family and to help guide planning for the 2020-2021 school year. 55% of the CMP-Shingle Springs families responded to the Distance Learning Survey and 64% of CMP-Shingle Springs families responded to the Planning Survey. And, 90% of all CMP families reported satisfaction with the Distance Learning program provided. Overall, CMP families felt that the amount of work and the difficulty of the work was manageable by the students, with support needed from teachers and parents. CMP families have reported the challenges for working parents trying to support their children's learning efforts and their children missing the sense of community that a typical school environment brings. CMP will utilize this feedback for future planning.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

California Montessori Project – Shingle Springs (CMP-SS) continued with its commitment to serve the best interest of each student. With this commitment in mind, CMP ensured that there were no barriers for families in accessing the Distance Learning opportunities provided.

Each student in need of a computer to access the Distance Learning opportunities was issued a CMP Chromebook. CMP also extended the opportunity for students to check out CMP Chromebooks to extend learning opportunities over the summer.

Each student was provided with packets of schoolwork, if needed. CMP recognized that some students learn better in a non-virtual environment, and required hardcopies of work. CMP also recognized that some students live in households where internet access was not stable, and as such required hardcopies of work. CMP supported these students and their needs.

CMP continued to provide individual and/or Reading and Math interventions to students.

Teachers provided office hours to students and/or parents to assist in accessing, utilizing and understanding the learning opportunities provided.

CMP continued to offer World Language via the online Rosetta Stone platform. English Learners were provided access to English through this program, which was easily accessed through a Distance Learning environment.

CMP tracked student usage of the learning opportunities via an Engagement Tracker. This allowed administration to discover if there were any barriers preventing students from accessing and utilizing the opportunities provided.

CMP is developing an English Learner Advisory Committee to ensure that the school receiving feedback on how to best serve its English Learner population.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

California Montessori Project – Shingle Springs (CMP-SS) holds the core belief that a school should prepare the child for the “real world” and recognize that each student is a unique individual with unique personal, social, and educational needs. COVID-19 presented a unique “real world” problem, and the CMP community responded with the utmost resiliency. Administration, Teachers, Students and Families have worked in unison to ensure that Montessori learning continued!

CMP created Distance Learning websites as a “one-stop shop” for the community. Learning, enrichment and student support resources are all in one place so Students and Families did not have to search for whatever information they needed during this time.

Distance Learning heavily relies on access to online platforms, and to ensure all students had access to this style of learning, CMP provided every student in need with a CMP Chromebook.

To ensure that Teachers and Families felt comfortable with the new Distance Learning opportunities, the CMP Technology Department offered virtual technology trainings and 1:1 technology office hours.

The CMP Technology Department provided weekly “Tech Tips” to Teachers and Parents. The Technology Department sought to provide easy to understand information and encouraged Teachers and Parents to submit requests for future “Tech Tips” emails.

The Google Classroom platform was utilized by each teacher. The continuity of a single platform for lesson organization provided ease to families who assisted in the Distance Learning of multiple students.

Clever was utilized to provide students with ease of access to the various online platforms.

Kami was utilized as an avenue for completing work and turning assignments in.

CMP Teaching Assistants received training in the Read Naturally Live program so further assistance could be provided to students needing additional support in Reading interventions.

Academic Interventions, such as SIPPS, Reading A-Z, Read Naturally Live and iReady Math and Reading interventions continued in a virtual manner.

Teachers provided live and recorded lessons for students. Both of these types of lesson disseminations were important during this Distance Learning time as they pointed to different needs of the student. The live lessons with the students and teacher provided a sense of community that otherwise would have been missed during this time. The recorded lessons were great options for students who could not always attend the live sessions and/or for students who wanted to review the information multiple times.

Similar to the classroom environment, lessons were provided in large group settings, small group settings and individually. Teachers also used consistent student work plans to ensure families were well prepared for the rigorous learning opportunities.

Enrichment activities (Visual and Performing Arts, Social-Emotional Learning, Physical Education, Library) were offered through the Distance Learning website.

The CMP Counseling team provided a dedicated page on the Distance Learning website with multiple resources as well as ways to contact the Counseling team directly. Counselors provided virtual check-ins as well as “lunch bunch” sessions to ensure students felt supported.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

California Montessori Project – Shingle Springs (CMP-SS) partnered with Buckeye Union School District in providing access to meals for students as well as provided information regarding local food banks. Through the CMP Distance Learning webpage and Parent Square communications, parents were provided information on how to access these meals.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

California Montessori Project – Shingle Springs (CMP-SS) used its Distance Learning webpage to share information on local, open child care options. Through this Distance Learning webpage, CMP also provided resources and activities to support those supervising our students.