

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.]

Sherwood Montessori and it's community has been impacted in the following ways:

Some parents and other adult community members became unemployed. Individuals with health conditions that made them vulnerable or had household members with such conditions experienced anxiety. Some families struggled to find childcare as programs closed. Individuals who work in health care and other essential worker positions also experienced anxiety over being exposed.

The school closure has impacted families differently. Some families made an easier transition to a home-based learning model having an adult available to support the student in the home. Other parents found it difficult to do so as they are essential workers who are employed outside the home. Some families have struggles with limited internet connectivity and even those who had previously had adequate service have found that increased usage in the area is taxing a system not designed for the increased use. Some families needed devices to connect to the internet. In some cases, and especially with younger students, families reported needing learning activities that were not screen based.

Some students and adults in the community have reported feeling lonely, disconnected, and sad by the lack of social opportunities during the shelter in place order.

As a result, our Learning Continuity Plan has responded to meeting these needs by:

Sherwood is loaning devices to families who needed them. Families will continue to be provided with referrals to community resources for families experiencing limited income including Supplemental Nutrition Assistance Program (SNAP) applications, free lunch and breakfast meals pick up, free thermometers, and free or low cost internet.

Sherwood teachers have been hosting online class meetings through Zoom, Google Meet, and Google Hangouts since the school closure in March. During the 2020-2021 school year there are more regular opportunities for class meetings and live instruction, all of which are

recorded for access asynchronously. Teachers are also hosting social opportunities for students such as "virtual recess" and online events like talent shows and dance parties that are for fun and socialization. Social emotional learning opportunities have been included in this instruction. Paper packets have been offered as an alternative to online learning opportunities, and materials for projects were sent home as well. In the 2020-2021 school year teachers will facilitate check out of learning materials and books.

Check in phone calls were made to families by teachers and staff. Email was also used to communicate. Our tiered response to students struggling with attendance or engagement will be implemented in the 2020-2021 school year.

Stakeholder Engagement

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

Beginning in early June, a survey was opened to parents to solicit feedback about how distance learning went for the family from March until the end of the school year. The survey remained open until August and respondents were given the opportunity to modify their input as the pandemic situation changed.

Teachers and staff met weekly during the period of distance learning from March until June and then again in August. Each meeting included opportunities to give feedback about how distance learning was going. At these meetings, teachers shared input they were getting from students.

Board meetings held on March 15, March 26, April 16, May 21, June 25, July 23, and August 27 included discussion of school closure, operations plans during closure, plans to open safely when allowed to do so, and plans for Learning Loss Mitigation Funds. A stakeholder meeting was held via Zoom on July 21 to share the school's plan for safety when reopening still seemed possible. Teachers, staff, and parents in attendance were able to express concerns for both in-person learning and distance learning. Stakeholders who speak Spanish as a primary language were able to access translation through staff.

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

Public meetings were held using Zoom and the option for attending in person with social distancing was also available.

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

Parents reported a range of experiences with distance learning from mostly positive to mostly negative. Trends that emerged included:

Parents of children with disabilities or children who had showed learning loss were most concerned with continuing with distance learning. Some parents expressed concern with not having childcare during shelter in place.

Parents, staff and teachers wanted to know how students, especially younger students, would handle wearing face masks during the school day.

Parents were interested in hearing how work to dismantle racism would be handled by the school.

Problems with internet connectivity or with sharing devices in homes.

Missing friends, classmates, and teachers.

Teachers expressed apprehension about how to translate a Montessori classroom to distance learning.

Teachers were concerned with how they would be able to manage in person instruction and distance learning simultaneously if we were able to go back to school with safety precautions, but with some students at home.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. For students with disabilities, online services will be provided to the extent possible. A safe return to school is planned for this cohort first.
2. For students learning English in school, the online platforms are available in students' primary language. They are also able to ask for translation from bilingual staff members.
3. Subscriptions to online learning platforms that address learning loss are part of the LCP.
4. The digital platform with Montessori lessons and assessments available through Guidepost Montessori will help teachers manage in person and distance learning.
5. Professional development through Public Montessori in Action and curriculum guides also supports teachers with their work.
6. Anti-racist professional development through Montessori trainers will support teachers and students. Learning loss is diminished when students are motivated, and relevance is a key to motivation.
7. Face shields will be offered for students who struggle with wearing masks, and there will be an outdoor mask break area for kids who want to take a break from wearing a mask safely.
8. Social Emotional Learning (SEL) curriculum is part of the LCP.
9. Outdoor furniture, hand washing stations, and shade tents are part of the plan to return to school safely once we are allowed to do so.
10. Tech devices for all students and for teachers with outdated devices are included in this plan.
11. Classrooms have increased budgets in this plan so teachers can order materials to send home with students.

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.]

Sherwood Montessori is prepared to offer in-person instruction when allowable under state and local health orders. The classroom based instructional schedule model will look like this:

1. Access to the digital platform offered by Higher Ground Education, a product of a partnership between Guidepost Montessori and Altitude Learning. A partnership with Guidepost Montessori will ensure each student access to a digital platform that can be easily individualized to match learners' needs. The platform can be accessed from students who are in the classroom and those learning from home.
2. The platform includes embedded formative assessment to inform teachers' decisions about which lessons and work to assign to flexible student groups.
3. The text in Guidepost can be translated into any language that Google Translate includes.
4. Moby Max accounts in math for all students in grades K-8 will also ensure individualized practice in math. Following an assessment, the students' work is assigned according to results.
5. PPE will be maintained, class sizes will remain small (24 or under), and outdoor classrooms will be set up.
6. PE and Outdoor Education teachers will support small group instruction outdoors, making social distancing achievable.
7. Daily temperature readings of students and staff will be required. Any person showing symptoms will not be admitted onto campus.
8. Gatherings/assemblies will not be conducted.
9. Non-essential visitors and volunteers will not be admitted into school buildings.
10. There will be increased cleaning and sanitizing of surfaces in classrooms and materials.
11. Handwashing protocols will be taught and followed.
12. Lessons and visual reminders of social distancing will be put in place.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. Assessments include: those found in the Guidepost platform, Moby Max for math, running records for reading levels, emotional wellness assessments, writing evaluated based on State Standards, and letter and sounds identification assessments.

This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Interventions that may be used to address challenges include: Read Live, Moby Max, counseling, Check in Check out (SEL support), guided reading, and developmentally differentiated word work and phonics instruction.

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

Description	Total Funds	Contributing
Return to school with safety measures in place: outdoor furniture, PPE, outdoor shade structures, disinfectants, hand sanitizer, outdoor hand washing stations, thermometers.	7,139	Yes
Counseling services for students who show need. Social work intern to provide family support.	10,000	Yes
Professional Development in: Prioritizing Essential Standards (Montessori and State Standards), SEL, and anti-racist instruction.	10,000	Yes
Individualized instruction and work assignment based on assessment. Access to distance learning Montessori lessons and assignments using Guidepost Montessori.	30,458	Yes
SEL Curriculum: Mind Up, SEL Toolbox	2,000	Yes

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.]

Sherwood Montessori will provide continuity of instruction and learning through the following specific ways:

1. We will determine that the distance learning curriculum is of substantially similar quality by:

Giving students access to the digital platform offered by Higher Ground Education, a product of a partnership between Guidepost Montessori and Altitude Learning. The platform includes embedded formative assessment to inform teachers' decisions about which lessons and work to assign to flexible student groups. The text in Guidepost can be translated into any language that Google Translate includes.

Moby Max accounts in math for all students in grades K-8 will also ensure individualized practice in math. Following an assessment, the students' work is assigned according to results.

Math Shelf, an app for TK-1st to practice Montessori math on a tablet will be available for the youngest students.

2. We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by:

Ensuring that each student has access to a device to access online instruction, as well as options to continue learning without internet/technology (paper packets, hands-on materials lent from the school, projects with materials sent home).

Providing daily, live interaction and instruction via Zoom meetings. Teachers will have updated devices that support this instruction.

3. We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by:

Providing paper/ tech free learning opportunities weekly for students who have limited access to internet connectivity or for whom online instruction is not optimal.

The following curriculum and instructional resources that have been developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary:

1. Guidepost Montessori is used in classrooms and in remote learning situations internationally with schools in the U.S., Europe, and Asia. Teachers can customize learning plans for students who are attending in-person or in distance learning.

2. The platform is designed to support students to be independent. It is also easily accessed by parents or caregivers.

We will work with staff to determine expedient instructional transitions should a school be required to change from in-person instruction to distance learning, or visa-versa, by:

1. Using the Guidepost Montessori platform, which can easily pivot between in-school and at-home use.

The transition plan will be communicated to families by:

1. Teachers will show students how to use the platform in Zoom meetings.

2. Instructions will also be sent to parents.

3. Teachers and staff will assist anyone who is having difficulty with 1:1 support.

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.]

Sherwood Montessori will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

1. First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by use of surveys, phone calls, and email.
2. We provided technical support (Including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by problem-solving issues as they arose (many students and families went through this process in March, 2020 and had a smooth start in August, 2020).
3. We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as: phone calls and home visits (staff did not enter homes, but used social distancing to drop off materials or speak to parents from a distance).
4. Devices were checked out by students beginning March, 2020. Returning students were invited to keep the devices over summer to continue to access learning accounts. More devices were distributed in August, 2020.
5. Sherwood is entering into a leasing agreement for an additional 35 Chromebooks to replace worn and old equipment.

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.]

Sherwood Montessori will track and monitor student progress through both live contacts and synchronous instructional minutes.

(Include how live contacts with students are to be made and tracked, and how staff will work both synchronously and asynchronously. Considerations include the following: defining what constitutes daily attendance, process to train certificated personnel to monitor and interact with pupils during distance learning, teachers make contact with all students and take attendance by a specific time.)

Teachers and staff will measure pupil participation in the following way(s):

1. Taking attendance at a daily, morning meeting via Zoom.
2. Taking attendance at lessons presented after the initial morning meeting.
3. Recording attendance of students who watch these meetings and lessons on a recording as asynchronous instruction.
4. Recording time value of work submitted as assignments are completed.
5. Recording contact made with telephone calls.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee.

Instructional time is tracked in the following ways:

1. Daily, live instruction is recorded and length of time noted.

2. Teachers set time value at time of assignment. Grade-alike colleagues will be given time to calibrate time values assigned.

We communicated these instructional times by:

1. Sherwood created and shared a Distance Learning Handbook for parents and caregivers.
2. Teachers communicated class schedules and login information through email, student email and parent email.

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.]

In order to support our staff in the implementation of a high-quality distance learning program, Sherwood has provided the following professional development opportunities and resources, which are based upon the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

1. Weekly teacher/staff meetings have continued, but are now conducted via Zoom. 1:1 meetings with the school director are also continuing via Zoom.
2. Montessori curriculum pacing during distance learning was purchased for all grades. Teachers attended a virtual training session with grade-alike colleagues in other public Montessori schools in the country through Public Montessori in Action about delivering Montessori education via distance learning.
3. Each teacher meeting has included professional development as information changes.
4. All staff meeting at the beginning of the year included professional development regarding distance learning, supporting students' social emotional health during distance learning, safety protocols, temporary work from home protocols, and returning to in-person instruction protocols.
5. Professional development on selecting Essential Standards began in the 2019-2020 school year and will be finished in the 2020-2021 school year with final selections and development of formative assessment materials.
6. Professional development on new attendance procedures was conducted in August, 2020.
7. Professional development on using the Guidepost Montessori platform was conducted in August, 2020.
8. Professional development in anti-racist education will be conducted in 2020-2021.
9. Professional development in optimizing learning for English learners during distance learning will be conducted in 2020-2021.
10. Professional development in optimizing learning for students with disabilities will be conducted in 2020-2021.

Technological support was also given by:

1. Purchasing new devices for teachers whose devices were not optimal for distance learning.
2. Problem solving connectivity issues for teachers, staff, and students.

Staff Roles and Responsibilities

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

As a result of COVID-19, Sherwood has had to adapt staff roles and responsibilities in the following ways:

To meet the academic needs of students, we have: given classified staff additional duties in helping students stay engaged, including reteaching/pre-teaching, offering 1:1 help, offering electives and enrichment.

To meet the social-emotional needs of students, we have: given classified staff additional duties in contacting students to check in.

The following changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment: paraprofessionals who support exceptional students to succeed in the classroom are supporting teachers during distance learning.

Sherwood will continue to monitor the impact of changed roles by: checking in on impact of changed roles Zoom meetings with classified staff, credentialed staff, and all staff.

We will also continue to support staff that is working in a new role by: having 1:1 check in meetings.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We will assess the unique needs of all learners to determine what additional supports are needed by: monitoring attendance and engagement, checking weekly with teachers of pupils with unique needs.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:
English learners: provide small group or 1:1 instruction in ELD, preteach and reteach concepts, utilize formative assessment to determine ELD progress, complete distance learning ELD plans.

Pupils with exceptional needs served across the full continuum of placements: Education Specialist has shared IEP goals with classroom teachers, Education Specialist is in regular contact with families of students with IEPs, Education Specialist and support staff are coordinating support during distance learning for students with IEPs. Interactions are documented. Services delivered via technology or consult are being offered to parents/guardians of students with IEPs.

Pupils in foster care will be targeted for supports with close monitoring of attendance and engagement and consult with foster parents.

Pupils who are experiencing homelessness will be targeted for supports with close monitoring of attendance and engagement and consult with parents, guardians, or case managers.

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

Description	Total Funds	Contributing
Purchase of Guidepost Montessori digital platform.	20,000	Yes
Lease of new Chromebooks	14,748	Yes
Updated computers for teachers	5,000	Yes
Math Shelf for TK-1 students	500	Yes
Moby Max for math assessment and differentiated skill building	700	Yes
SEL curriculum: Mind Up, SEL Toolbox	2,000	Yes
Professional development for distance learning platform, programs, and best practices	20,000	Yes
Read Live for reading intervention during distance learning	690	Yes
Hot spots for students with internet connectivity issues	200	Yes
Ethernet cable and adapters for teachers and students	700	Yes
Montessori materials to send home	10,000	Yes

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.]

Sherwood Montessori will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status once we return to in-person instruction in the following content areas: English language arts, English language development (ELD), and mathematics. Assessments will include: Letter and Sound Identification for pre and emergent readers; running records with leveled texts and protocols that measure fluency, decoding accuracy, and comprehension; ELPAC for ELD; and Moby Max for math. Teachers will be able to have up to 5 days covered by a substitute teacher to collect this assessment data.

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.]

Sherwood Montessori will address the learning loss for students and will accelerate learning progress for students by moving forward with rigorous, grade level curriculum and addressing gaps in individual's understanding and/or skills as they present in individual learners. Formative assessments in Guidepost Montessori and teacher created formative assessments will be used to identify learning loss as well as the assessments described in the section above. Specific actions and strategies for each student group is as follows:

English learners- the ELPAC and formative assessments for oral language, written language, and reading comprehension will be used to determine ELD and identify which language concepts should be targeted in instruction.

Low-income students- low-income students will be given the same assessments as students from other economic backgrounds. Free and reduced lunch and school provided snacks will be available to ensure that these students are not hungry when taking assessments or learning. Assistance for transportation, access to clothing, and access to laundering clothing will be given if needed.

Foster Youth-teachers and staff will work with education rights holders, case managers, and foster parents to see that foster youth have access to needed services, including those described above for low-income students and counseling services if needed.

Pupils with exceptional needs-students with IEPs will be assessed as needed to determine levels and services needed.

Pupils who are experiencing homelessness-teachers and staff will work with the COE to ensure that students experiencing homelessness have access to all resources available, including those services and resources available to low-income students and foster youth students.

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.]

Sherwood Montessori will measure the effectiveness of services and/or supports provided to address learning loss by evaluating each student's progress at least three times in the year, or every 6-8 weeks for targeted interventions.

We will gather the data by: collecting data at the beginning, middle and end of the year from above mentioned assessments (Letter and Sound Identification for pre and emergent readers; running records with leveled texts and protocols that measure fluency, decoding accuracy, and comprehension; ELPAC for ELD; and Moby Max for math). Students who require interventions will be grouped in small, flexible groups and given six weeks of targeted interventions. Teachers will work in grade-alike teams to identify skills for targeted instruction, develop a course of instruction and formative assessments, and analyze growth after implementing instruction. Intervention plans will include in-person lessons, but may also include use of Moby Max, Read Live, Math Shelf and Guidepost Montessori lessons.

We will analyze the data to determine effectiveness on scheduled opportunities with educators to review results of data analysis and discuss how to respond by: classroom teachers will submit data three times a year to the School Director and Education Specialist. Plans for small groups for targeted interventions will also be submitted and will include: names of students selected for intervention group, name of teacher giving intervention instruction, a schedule of when the lessons will be delivered, a space for recording outcomes at the end of the 6-8 weeks.

Forms for data collection will be uniform, will include functions to highlight need, and will be kept on the Google Drive so they can be accessed by the School Director, Classroom Teachers, and Education Specialist.

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

Description	Total Funds	Contributing
Moby Max	799	Yes
Read Live	690	Yes
Professional Development	20,000	Yes
Math Shelf	500	Yes
Substitute costs	7,000	Yes

Description	Total Funds	Contributing

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.]

Sherwood Montessori will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those include:

Tier 1:

Sherwood teachers and staff will promote a collaborative, supportive, respectful workplace environment.

Sherwood teachers will establish a culture of respect and Grace and Courtesy by utilizing Positive Behavior Interventions and Supports (PBIS) that were established in prior years.

Social Emotional Learning curriculum will be implemented including materials from Second Step, Mind Up, and SEL Toolbox programs.

Teachers and staff will utilize strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; for students and staff to regulate as needed; a collaborative approach to problem-solving with students and adults; giving energized, positive regard to positive choices and behaviors and responding to negative choices and behaviors without emotive charge.

Tier 2:

Check in Check out for students struggling to meet behavioral expectations or students who would benefit from emotional support

Counseling through Marriage and Family Therapist interns

Counseling through Masters of Social Work interns for students with more intense needs

Student Study Team meetings

Tier 3:

Services determined through assessment process may include Behavior Improvement Plans (BIPs), Educationally Related Mental Health Services (ERMHS), Social Work services, or Language and Speech services

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.]

Teachers will record daily attendance through the Schoolwise school information system. Students/families will be considered present for a school day if they do any of the following:

- attend a live, synchronous instruction event via technology
- watch a recorded, asynchronous instruction event via technology
- connect with teacher or other school staff via telephone
- turn in completed work

If a student is absent 60% of the week (3 days) the following interventions take place:

Tier 1 (First time student is absent 60% of the week)

- Notification of absences by Office Manager or designee
- Confirm contact information
- Resolve issue causing absence (Tier 1 roadblocks: tech or connectivity issue, clarification of schedule, clarification of expectations)

Tier 2 (Student has been through Tier 1 interventions and has been absent 60% of another week, or 4 times in a week, or 5 times in a month)

- Outreach via phone and email contact by our Attendance and Resource Coordinating Intern (ARC Intern)
- Review strategies that were put in place at Tier 1 to resolve absences
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- Send follow up letter

Tier 3 (Student has been through Tier 2 and is absent 60% of another week, or is absent 5 times in a week, or is absent more than 12 times in a month)

- Outreach via phone and email contact by ARC Intern
- Review strategies that were put in place at Tiers 1 & 2
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- If there is no contact made with phone or email, a certified letter will be sent to the student's address
- Home visit if possible (social distancing, only if safe)

- Wellness check request if student may be in a dangerous situation

This is Sheri's Google Folder for attendance. https://drive.google.com/drive/u/0/folders/1y_YqKQ60zQnWDhLGbHRvN9KgvTSUZPrI

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.]

Sherwood Montessori is co-located with Chapman Elementary, where the Chico Unified School District lunch program distributes free or reduced-price breakfasts and lunches daily.

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

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Once we are able to safely to do, teachers will be given the opportunity to assess students in small group and one on one settings. Five days of substitute teacher time will give classroom teachers time to assess where each student is in their academic skills and in what areas learning loss may have occurred.	7,000	Yes

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
10.7%	127,746

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.]

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Pupils

Actions related to increased technology access. These actions contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity through the distribution of devices and wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Action: SEL

This action is principally directed at supporting EL, FY, and Low Income students. These students groups have experienced significant challenges in our transition to Distance Learning and reading scores demonstrate a need for social-emotional increased support. We have prioritized these needs and believe that providing a high quality curriculum and certified instructors and counselors will accelerate the learning of these students who have experienced learning loss.

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

Actions related to access to technology: These actions contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity through the distribution of devices and wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Sherwood will also continue to engage in professional development in SEL and anti-racist education. Inclusive education practices increase motivation and engagement in students marginalized by dominant culture, and will increase or improve the education experience of students from low-income, English learners, and foster youth. Counseling services will support students to reduce the affective filter that decreases access to learning.