



# 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>.

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## General Information

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

Tree of Life Charter School (TOLCS) has been in existence since 2000-01 school year. TOLCS currently serves about 85 students in 4 classrooms from TK-6th grade. On March 4, 2020, Mendocino County declared a local health emergency due to the COVID-19 pandemic. On March 17, 2020, Tree of Life Charter School and all other local schools, began Remote Learning in order to comply with the Shelter-in-Place order that was going to be announced on March 18, 2020. Students and teachers came to school on Monday, March 16 to gather their things and check out materials for Remote Learning. At that time, there were no cases of COVID-19 in Mendocino County, but the order was in response to the 297 confirmed cases and 5 deaths in the seven Bay Area jurisdictions along with community spread in neighboring counties. Tree of Life Charter School teachers began remote teaching the very next day. During the next 11 weeks, Tree of Life staff continued to give remote instruction and support to each and every student. After the first 3 weeks and Spring Break, the staff reconvened and revamped their Remote Learning plan realizing that it looked like it was going to continue until the end of the school year. Mendocino County saw its first COVID-19 case on March 19. On July 14, the Tree of Life board cabinet voted for a Distance Learning plan for the start

of the 2020-21 school year. On July 25, Mendocino County was put on the state watch list. 65% of the cases of COVID-19 in Mendocino County have been Latino and 34% in the 19-34 age bracket. Tree of Life is in the city of Ukiah where 78% of the total number of cases reside. There have been 2 known cases in the Tree of Life family community since the SIP orders on March 18. Tree of Life serves approximately 85 students and their families. At the end of the 2019-20 school year, 50% of the parents responded that they were feeling "okay", while the other 50% responded with "good" or "great." 24% of the students responded that they were feeling "okay", 64% were "good" or "great", while 12% were not okay.

## Stakeholder Engagement

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

There were several surveys sent to parents, students, and staff. A survey with responses to Tree of Life's in person instruction before COVID-19 and a survey with responses to remote learning instruction after COVID-19 was sent out through the school's Parent Square communication app for both parents and students. Parents Square can be translated into the person's native language and 98% of Tree of Life's families have opted to receive either emails or text communication through Parent Square. Two separate polls were also sent to parents and staff on July 13 with the question, "Do you feel safe returning to in person instruction for the beginning of the 2020-21 school year?"

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

Since remote learning began, all Tree of Life board cabinet and parent council meetings have been available either on teleconference or Zoom, when before they were available to attend in person or via teleconference. The meeting ID's, passwords, and agendas have been posted on school site and on the website. The school's WiFi is available for use for anyone who does not have access. Families of students that don't already have internet access have also been provided with WiFi hot spots that can be used for school work and to attend meetings. Parent Council and Board cabinet meetings traditionally occur monthly with the exception of a break in July. 2020 was an exception. Both the Tree of Life board cabinet and Parent Council had meetings in July 2020. On July 14, the board cabinet met to vote on our return to school plan. They unanimously voted for the 100% Distance Learning option. On July 22, the Parent Council held a meeting to give families a chance to ask questions about the plan for 100% Distance Learning. The first day of school was August 17. On August 25, there was another Parent Council meeting allowing for caregivers to ask questions and give more feedback. The September Parent Council meeting (Zoom) on September 17 also gave parents and staff an opportunity to brainstorm and problem solve together.

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

84.4% of parents felt supported and very supported during remote learning at the end of the 2019-20 school year, while 68% of students felt either supported or very supported. 18% of parents responded that they needed additional support with childcare, 6% with mental and emotional health, and 78% said they didn't need any additional support. 12.5% of families were not relying on the school for food, but said it would be helpful, while 9.4% was relying on food distribution. 65% of families felt the information received was understandable, but 12.5%

felt there was too much and 3% felt there was not enough. 84% said the teacher communicated with them several times per week and 9% once per week. 100% of families said they were participating in remote learning during which 84% said they had reliable access to a device/internet and 90% were supported by their child's teacher to implement remote learning. 87.5% of parents felt the schoolwork was learning-level appropriate while 68% of students felt it was also just right. 80% of parents and students felt that the teachers were giving enough instruction to complete the assignments while 20% of both felt they needed more instruction. It was interesting that only 25% of students felt there were too many school work assignments, but 35% of parents felt there were too many. The majority of both felt the assignments were just right. 87% of parents want a summary of what their child needs to learn to be on track and 36% want tips on best practices for homeschooling and how to help their child learn while working from home. The majority of students said they didn't have any barriers to remote learning, but 27% said they their other responsibilities were a barrier and 13% said they didn't know what to do. When a poll was sent out on July 13 asking "Do you feel safe returning to in person instruction for the beginning of the 2020-21 school year?", 56% of parents said "no" and 66% of staff said "no". 12% of parents wanted a hybrid program while 16% of staff were comfortable with a hybrid program. 32% of parents said "yes" to in person instruction and 16% of staff said "yes." It is important to note that this poll was sent out a few days before Mendocino County was put on the watch list.

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

The decision to start with a Distance Learning Plan for the 2020-21 school was made by the Tree of Life Board Cabinet in response to the poll that was sent out and to give the teachers as much time as possible to prepare for Distance Learning because it seemed like that was the inevitable anyway. The decision was then validated a few days later when Mendocino County was put on the watch list. Even though 84% of families and students felt supported during remote learning at the end of the 2019-20 school, Tree of Life Charter School staff still wanted to provide more services and make sure that the other 16% felt supported. Tree of Life is providing more tutoring services, more counseling services, and more direct on line instruction that is consistent between the classrooms. Parents responded that there were too many resources, they needed a routine, and needed only one place to find the assignments and links. The staff responded by becoming proficient in Google classrooms and SeeSaw. The staff had an extra planning day on August 7 to share resources and make a cohesive, consistent plan for all 4 classrooms. The staff made decisions together about making our Montessori curriculum accessible to Distance Learning as much as possible. Monthly Parent Council meetings for July, August, and September have been focused on brainstorming and problem solving together with staff. A list of families who were interested in collaborating learning pods at their homes was sent out. A plan was made for when the county is removed from the watch list for on site tutoring cohorts to meet in the outside learning environments. These tutoring cohorts will be supported by instructional assistants.

# 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.]

The instructional assistants will work an extra 5.25 hours per week (.75 hours per day) to address learning loss both during distance learning and when TOLCS returns to in person instruction. They will also focus on Foster Youth and Low income students. TOLCS will assess students 3 times per year (October, January, and May) using the NWEA MAP Growth assessment which can be done remotely. TOLCS has hired a tutor for 4 hours per week through December 31 to work with students remotely and when TOLCS returns to classroom based instruction. The tutor will work with English Learner students and students who have not responded well to Distance Learning and have experienced learning loss. After December 31, 2020, the tutor will continue to work with students for 2 hours per week. TOLCS has also hired a school psychologist 1 hour per week for the entire 2020-21 school year. She will conduct SEL lessons with each of the 4 classes during class meetings for 30 minutes every other week for the duration of the 2020-21 school year.

The following are the safety measures that TOLCS will take when returning to in person instruction:

### General Measures:

All students will attend site based instruction every day from 8:30-3:15. The exception will be the Primary class. For the first week only of returning to the classroom, they will be split into 2 cohorts, one attending morning session and the other attending afternoon session. This is for hygiene and social distancing training and practice purposes. TOLCS will educate staff, parents, families, and students of sanitation practices, physical distancing guidelines and their importance, use of face coverings, screening practices, and COVID-19 specific symptom identification, using Parent Square, which can be translated into a family's native language. Staff and families will be encouraged to stay home if they are experiencing any symptoms of COVID-19. TOLCS has 3 substitute teachers available. Families who are not comfortable sending their child back to site based instruction will be offered independent study.

### Promoting Healthy Hygiene Practices

Students will wash/sanitize hands after getting out of the car, before going into the classroom. There will be a hand washing/sanitation station near the gate. Students will wear masks while inside classrooms. The exceptions will be the same exceptions outlined in the governor's order: any student with a medical, hearing impairment, mental health, or developmental disability that prevents them from wearing a mask. If they are playing outside or eating lunch within their cohorts, but maintaining a 3-6 foot distance, they may remove masks. If a student comes to school without a mask or, if a mask gets damaged, the school will provide them with one. Teachers will wear draped face shields, so the students can see their face and mouth while they give instructions. If they work with a student closer than 6 feet apart, they will also wear a mask. Teachers will give lessons on hand washing, avoiding touching one's face, and covering coughs and sneezes. Science lessons on how germs are spread will be done at the beginning and reminder lessons throughout the school year. Children will wash their hands when they enter the gate in the morning, before and after eating, after using the restroom, and before and after every lesson. They will be shown to sing the Happy birthday or ABC song while scrubbing to make sure they scrub for at least 20 seconds. Adults preparing food will wear a

mask and gloves at all times. TOLCS will provide supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use it.

#### Intensified Cleaning, Disinfecting, and Ventilation

Each classroom will have at least 2 fans with filters running during the school day to filter the air. Windows and doors will be kept open, weather permitting. The custodian will clean and replace air filters and filtration systems once per month. Classroom materials that have to be shared (Montessori materials, etc) will be put on a “check-in/return” shelf when a child is done. An adult will disinfect the material with 70% alcohol solution and put it on the original shelf before it can be “checked out” again. Instructional Assistants will clean and disinfect frequently touched surfaces (door handles, faucet handles, light switches, bathroom surfaces, shared tables, etc) at least once per day when children are not in the room. Staff will be provided with PPE. Drinking fountains usage will be suspended. Students and staff will use reusable water bottles that can be refilled at the filling station. After school hours, the custodian will clean and disinfect with 70% alcohol solution all surfaces: tables, chairs, frequently touched surfaces, and floors. The custodian will be provided with PPE. The cleaning supplies will be stored out of reach of students. Each cohort will be provided with their own P.E. and recess equipment. Each child will have the same table/mat/work space each day. Supplies will not be shared. They will each have their own pencil box with their own supplies (pencils, sharpeners, colors, scissors) marked with their name. If a family cannot supply their child with these supplies, TOLCS will supply them.

#### Distancing Inside and Outside the Classroom

Each classroom will be divided into stable cohorts of 24 students or fewer (Option A) or stable cohorts of 12 or fewer (Option B). These cohorts will stay together for eating, playing outside, and learning whenever possible. When lining up, cohorts will line up together, each line will be marked on the ground six feet apart.

For Option A, each classroom will have sections taped off on the floor for each cohort as a visual reminder where they can sit. If Option B is chosen, each desk/work space will be marked on the floor and assigned to students. They can be between 4-6 ft apart. Each classroom will have an outdoor learning environment, so that cohorts can be separated when staffing is available and weather permits. These outdoor environments will be made with temporary carports structures. Walls will be rolled up whenever possible for airflow. Recess will be scheduled 1 class at a time- 10:30-11:00; 11:00-11:30; 11:30-12:00 Primary will take their outside time at any time, but not between 10:30-12:00. Playground will be marked with colored lines to section off different play areas. Each cohort will stay in one area and rotate each day for a variety of play options.

Field trips will be local and outside, preferably, and be attended within pods or smaller groups. Masks must be worn at all times.

#### Non-Classroom Spaces

Visitors to TOLCS must by appointment only. They must sign in at the office. They are limited to observing the outside environment, unless it is a professional who provides services for our students. The surfaces that were used in the counseling/teacher resource room and multi-purpose room will be disinfected after use by staff who used it. Each room will be supplied with PPE and cleaning supplies in a caddy. Lunch will be eaten in 2 shifts outside, weather permitting. The students will eat within their cohorts. Supervising staff will disinfect tables after each use. Students will use place mats brought from home. If weather does not permit, students will eat inside and within their pods. There will be careful monitoring of hand washing by staff before and after eating. Special education services or reading intervention lessons will be done individually or within cohorts. There will be a suspension of all potluck style school gatherings. Alternatives to TOLCS's traditions, such as the Back to School BBQ, International Day Potluck, and Progressive Feast, that follow the county's public health orders will be planned by staff.

### Checking for Signs and Symptoms

Staff will do a temperature and symptom check every morning at the drop off gate. Drop off will be from 8:15-8:45. They will use an infrared thermometer while the student remains in the car. The symptom check will include asking if students or family members have had symptoms within the last 24 hours. Teachers will also do another temperature/symptom check as students go to recess. TOLCS will encourage staff and students who are sick or have had contact with a person with COVID-19 to stay home. TOLCS added a policy in the Employee handbook and Family handbook that encourages sick staff and students to stay home without fear of reprisal. TOLCS has 3 substitutes on staff. Principal of TOLCS will notify local health officials, staff, and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law.

Staff will fill out a COVID-19 symptom survey each day that is posted as a Google form.

### When a Staff Member, Child, or Visitor becomes sick

If a student or staff comes down with symptoms or a fever of 100.4 or higher while at school, the adult will isolate the student while calling the parents to pick them up. The staff will immediately isolate him/herself.

For serious injury or illness, 9-1-1 will be called immediately. TOLCS will follow the protocol on the onset of symptoms, potential exposure, and/or close contact with an individual testing positive for COVID-19 in a classroom/cohort setting laid out by Marin County Public Health. Staff and students will be monitored throughout the day for signs of illness. The symptoms are fever, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, and new loss of taste or smell. If a student, teacher, or staff member tests positive for COVID-19, the principal will consult with the Mendocino county public health department to decide if remote learning for the entire school or just the patient's class is necessary for at least 14 days. During the 14 days, the school will be cleaned and disinfected by custodial staff after a 24 hour wait period. Remote learning will be accessible for all students. Students without devices or internet access will be provided with paper packets or a device and a WiFi hot spot. IEP services will be provided using Google classrooms or Zoom. Speech therapy will continue to be provided by Tiny Eye, an online therapy service. TOLCS will make sure all students with IEPs and ELL students have a chrome book and a WiFi hot spot.

Local health officials, staff, and all families will be notified of any positive case of COVID-19 within our student and staff population, while maintaining confidentiality, as required by law.

Sick staff members and students will be advised not to return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared. If TOLCS goes into remote learning while UUSD does not or the state food distribution program is not in place, then TOLCS will provide breakfast pickups weekly for students who qualify for FRLP.

### Maintaining Healthy Operations

Attendance secretary will keep track of and monitor illnesses and symptoms among the students and staff when they are absent from school. Principal will be the liaison for responding to COVID-19 concerns. Principal will notify families and local health officials when there is a positive case of COVID-19. Principal will have contact with Mendocino County Health department for all recommendations and orders.

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

Description	Total Funds	Contributing
Increase of hours for Instructional Assistance of 5.25 hours per week to give support to students who have experienced learning loss, Foster Youth, and/or Low Income students. The total funds for this action will be the same as the total funds for the same Distance Learning action because at this time we do not know when we will be transitioning to In-person instruction. The extra 5.25 hours per week will be spent offering the same services regardless of if we are in-person instruction or distance learning.	\$11,084	Yes
Purchase of 4 carport/outside classrooms to increase safety of classrooms. This will allow for the learning cohorts to have fewer students, therefore, safer.	\$1,524	No
Hire tutor to work with students 4 hours per week through December 31, 2020. After December 31, the tutor will work with students 2 hours per week for the remaining 2020-21 school year. The tutor will work with Foster Youth, English Learner students, Low Income students, and/or students who have suffered learning loss due to Distance Learning. The funding for this action is the same funding as in the Distance Learning action because we do not know when we will transition to in-person instruction. The tutor will give services to the same students regardless of in-person or Distance Learning.	\$6,040	Yes
Hire school psychologist to do SEL lessons with all 4 classes for 30 minutes every other week during the entire 2020-21 school year. The psychologist will also work individually or in small groups with students 1-2 hours per week.	\$4,615	Yes
Purchase of PPE, cleaning supplies, and air filters.	\$3,000	No
Materials and supplies in class rooms to ensure all student has their own equipment.	\$1000	Yes
Build/purchase extra hand washing stations and soap dispensers.	\$1500	No

Description	Total Funds	Contributing
Improving playground safety, including more play equipment and materials to mark off areas on playground.	\$700	No
Assess students using NWEA's MAP Growth Assessment in the Fall, Winter, and Spring during Distance Learning and In Person Instruction.	\$0	No
Staff will screen students at the drop off gate for symptoms of COVID-19 before the students gets out of the car. The staff will use an infared thermometer.	\$0	No
Teachers will give detailed lessons on the science of germs and how to wash your hands.	\$0	No
If a student or staff member becomes sick at school, they will be isolated until a caregiver can pick them up.	\$0	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.]

TOLCS is a Montessori charter school, so the staff prioritizes following the Montessori principles and curriculum, even during Distance Learning. The Montessori materials are hands on and concrete used to explain abstract concepts. The staff had an extra planning day to meet together to design a cohesive, consistent, supportive Distance Learning Program. Consistent with in person learning, every family/student met with the teacher before the first day of Distance Learning for 2020-21 for an orientation conference. That in person, outside, masked, and socially distanced conference was to give them an orientation on how to use Google classroom and See Saw (Primary) and give other tech support. They received devices and hot spots at that time also. Families received folders, journals, and books at the

conferences, as well. TOLCS's Distance Learning Program includes: a daily morning class meeting with the certificated teacher at 8:30 to go over the assignments, share, and participate in the SEL program; one on line lesson with certificated teacher daily; daily optional tutoring sessions with instructional assistants or certificated teachers; and follow up work for all subjects, including math, language arts, science, social studies, art, P.E., and opportunities for practical life activities. The follow up work is turned in every Friday afternoon and work for the following week is picked up at that time as well. See Saw, Math Shelf, and Read Works are the on line programs that the Primary class is using, but they are supplemented with packets and hands on material each week. The two Junior Elementary classrooms and one Senior Elementary class rooms are using Google Classrooms, Khan Academy, and Read Works, as well as paper packets and hands on activities that are provided. The students can also do independent projects on their own and share with the class during morning meeting time which aligns with Montessori principles of self directed learning. The teachers make take home Montessori materials on card stock and also purchase the tools for all lessons, such as measuring devices for Geometry and art materials for art lessons. The students will be familiar with the Montessori materials in the classroom when they return to in person instruction because they are used to the card stock versions at home. Most of the teachers teach from their classrooms, so they can give the lessons using the materials in the classroom. If a family is having a hardship, such as no vehicle, one of the staff members will take the work packets and materials to the student. The teachers check/grade the work turned in and return it to the students during the following week, so the students can get feedback.

## **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.]

During Orientation conferences during the week before school started, every family was offered a chrome book and hot spot for Distance Learning. The families that did not already have connectivity received a hot spot and those that did not already have a device received a chrome book. The Primary class received either a touch screen chrome book or Amazon Fire tablet for use with the Primary Montessori math program, Math Shelf. 6 new Amazon Fire Tablets and 5 new touch screen chrome books were purchased to supplement what the school already had.

## **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.]

The teachers have twice daily contact with students through on line lessons on Google Meets where they can ask questions and see the students reactions. Teachers receive work on a weekly basis for paper work and daily basis through Google Classrooms, See Saw, Khan Academy, Math Shelf, and Read Works. The teachers assess the paper work on a weekly basis and continue to use Montessori Compass, a platform for keeping records of the Montessori lessons given, and create progress reports twice yearly. In addition to teacher-led conferences in January and May where progress reports are given, there are two student-led conferences in October and March. These conference are based on portfolios made by the student and presented to the caregivers/parents. The teachers have regular contact with parents through Parent Square, a school to home communication platform, to assess if the amount of work given is sufficient, too much, or too little. NWEA MAP Growth will continue to be used to do academic assessments. It will be given in October, January, and May. It will be given remotely during Distance Learning, as long as the county is on the watch list.

## 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.]

The teachers have been given links to MCOE's trainings on Zoom and Google classroom during the month of September. They have supported each other and shared their skills with each other. TOLCS's part time, resource/special education teacher has supported the classroom teachers by making Montessori take home materials for students and being available for families to reach out when they need help with school work. The IT staff member has been available, as much as needed, for staff consultation by phone or in person. The principal checks in individually with staff on a weekly basis and gives support when needed.

## Staff Roles and Responsibilities

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

The roles of TOLCS teachers have changed in that they are giving lessons remotely. Instructional assistants are now offering assistance with school work and listening to students read remotely as well. They continue to assist the teachers with preparing materials which consists of a lot more photocopying. When our county is off the watch list, one or two of the instructional assistants will offer in-person tutoring with stable cohorts using our outdoor classrooms. The attendance secretary has taken the responsibility of filling out the Daily Participation and Weekly Engagement forms in School Pathways using the teacher's lesson plans in Google Classrooms and See Saw.

## 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.]

A tutor who specializes in language development is working 1 hour per week the English Language learners. The tutor has TESOL certification, a certification for teaching English to non-English speakers. The instructional assistants are working with students in foster care and who are experiencing homelessness giving remote support with school work and checking in with them 1-2 times per week. The special education/resource teacher is offering extra remote academic support and check ins 1-2 times per week for students with 504 plans.

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

Description	Total Funds	Contributing
There will be an extra added day of planning on August 7 for all staff. This aids in having a well planned, cohesive Distance Learning Program.	\$2258	Yes
A chrome book or tablet will be provided for every student during Distance Learning.	\$7,000	No

Description	Total Funds	Contributing
A hot spot will be provided for every student who does not have connectivity during Distance Learning.	\$0	No
Teachers will use Google Classrooms or See Saw for their Distance Learning Programs so that families and students can see all their assignments and links in one location.	\$0	No
Primary class will use Math Shelf, an on line Montessori Math Program, for some of the Primary math curriculum.	\$499	No
The instructional assistants or resource teacher will provide extra support 1-2 times per week for English Learners, Foster Youth, Homeless Youth, and/or students with 504s. This action is also in our in-person learning program and the funding is the same amount because we do not know when we will return to in-person instruction. The services will remain the same regardless of which type of learning program is in place.	\$11084	Yes
Whenever possible, the students will be provided with card stock versions of the Montessori materials. The resource teacher and instructional assistants will help the teachers prepare these materials, as well as photocopy all materials to be sent home.	\$2000	No
All materials for Distance Learning will be provided for families, including journals, folders, art supplies, paper, or any material needed for the lesson and follow up work.	\$4000	No
A tutor who specializes in English language development will provide 4 hours per week of support for English Learners, Foster Youth, Homeless Youth, and/or Low Income students before December 31, 2020. After December 31, 2020, the tutor will provide 2 hours of support per week.	\$6040	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.]

TOLCS will use the NWEA MAP Growth assessment as a universal screening. It will be done remotely when Distance Learning is in place. The assessment will be given three times per school year- Fall, Winter, and Spring. It assesses math, reading fluency, and Language Arts. The results will be compared to the most recent MAP Growth Assessments done in January 2020. The data from the MAP Growth Assessment will be used to adjust instruction and learning goals for students. Learning loss will be addressed by continuing with the added 5.25 hours per week to all 4 instructional assistants until the end of the 2020-21 school year. The instructional assistants will work with students a total of 5 hours per day when returning to in person instruction. They will work specifically with students whose test scores demonstrate learning loss, as well as the other high needs students. They will support the students with their follow up work after the certificated teacher has given lessons. They will also listen to students read one on one. The part time special education/resource teacher, as time permits with other responsibilities to students with IEP's, will work with small groups of students who have shown learning loss according to the MAP Growth assessment, specifically in reading and mathematics. The initial and summative ELPAC will be used to assess the English language development of our English learners. The tutor will specifically work with EL students on English Language development.

## 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.]

The first strategy to address learning loss, although it seems inevitable with Distance Learning, is to do everything possible to make sure it is minimized. TOLCS staff have developed a Distance Learning program with a combination of teacher given on line lessons, engaging on line resources, and asynchronous work that includes hands-on, project based activities that are enjoyable for the students to do. TOLCS students are accustomed to using hands on learning materials and moving about the classroom to their different lessons and activities. Being in front of a computer screen for long periods of time does not adhere to Montessori principles or inspire children to want to learn, so the staff has developed a plan that includes several methods of learning- on line, hands on, and project based. If a student doesn't attend lessons or do the follow up work, the teachers will call on a daily basis and the principal will make home visits if attendance does not improve. As soon as Mendocino County is off the watch list, TOLCS will offer in person tutoring with a stable cohort of students in the outside environments created for this purpose. Another way to address learning loss is to make sure students are feeling safe and ready to learn during Distance Learning and when returning to in-person instruction. The social-emotional growth of the students are being addressed in several ways, which is described in detail in the Mental Health and Social Emotional Well-Being section of this report. As described in the Distance Learning Program, the instructional assistants, tutor, and Special Education/Resource teacher meet weekly with all students who fall into these high needs categories, as well as the daily on line lessons with the certificated teachers during Distance Learning. When returning to in person instruction, these same staff members will continue to work with the students that fall into these categories. The instructional aides

work in their one class room with those students- assisting with follow up work and one-on-one reading. The tutor will continue to help the same students, but in the classroom. The special education/resource teacher will continue to have special reading and math lessons with the same students. These same staff member will continue to work with students during the school day in the classrooms. Staff will concentrate on reading and math support.

## 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.]

The effectiveness of the services and supports will show in the data from MAP Growth assessments. In addition, there will be a survey sent to families in October asking the questions: Do you feel supported in Distance Learning; If not, what supports do you need?; Is the work too hard?; Is the work too easy? There will also be conferences 4 times during the school year. Two of the conferences (October and March) will be for the students to present a self evaluation their work and teachers will meet with each family for 15 minutes to review it. The other two conferences (January and May) will be led by the teacher. The teacher will present the student's progress report that will be generated using Montessori Compass, a Montessori record keeping system that has been used by TOLCS for the past 8 years. Each of these conferences will be 45 minutes. The teachers will discuss the student's progress.

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

Description	Total Funds	Contributing
Addition of 5.25 hours per week for each of 4 classroom instructional assistants. This will give them 45 minutes per day more to work with students have experienced learning loss and other high needs students remotely.	\$11084	Yes
Develop an engaging Distance Learning program that students want to participate in. The staff attended an extra day of planning before school began on August 17, 2020.	\$2,260	Yes
Provide materials for each student that are needed for hands on lessons and project based activities.	\$2,000	No
Provide a tutor for English Language learners for the entire 2020-21 school year during Distance Learning and in person instruction.	\$6,040	Yes
Teachers will call every student who does not attend their morning class meeting and their daily on line lesson. Attendance secretary will call after three days of no engagement. If student does not turn in follow up work or attend lessons for one week, Principal will make a	\$0	Yes

Description	Total Funds	Contributing
home visit to deliver work supplies, pick up any work completed, and help to resolve obstacles from learning.		
TOLCS will address the Social and Emotional Well-Being of the students by providing a school psychologist 30 minutes per week for each class during a class meeting. The school psychologist will implement the Second Step program, an SEL program that has developed specific lessons addressing COVID-19. The psychologist will also counsel students in need for 1-2 hours per week for the 2020-21 school year.	\$4,615	Yes
TOLCS will address Social and Emotional Well-Being of the students by continuing to use Move this World and it's daily morning activities. Each morning, during daily class meetings, the students will participate in the morning SEL exercises provided by Move this World. The program helps students develop tools for identifying their emotions and calming strategies.	\$1,700	No
When Mendocino County is removed from the watch list, TOLCS will provide stable learning cohorts who meet outside with an instructional assistant. The purpose will be to provide extra support to students who have experienced learning loss and/or belong in a high needs category. The number of cohorts that TOLCS will provide is not known at this time, so the cost is not known.	\$0	Yes
When returning to in person instruction, the instructional assistants will spend 3 hours per instructional day helping students who have experienced leaning loss or are high needs during instructional time. The cost will depend on when we return to in person instruction.	\$0	Yes
Staff will meet weekly on Wednesdays to discuss student needs and enhancements to the TOLCS program. The staff will use this time to analyze the data from the MAP Growth Assessment and adjust learning goals as necessary.	\$0	Yes

Description	Total Funds	Contributing
Special Education/resource teacher will help teachers analyze assessment data and help to address specific learning goals with students who have experienced learning loss or are in a high needs category in weekly Wednesday staff meetings.	\$0	Yes
There will be 2 conferences (15 minutes) with each family, in October and March, that focuses on the students' self evaluation and check in with families.	\$0	No
There will be 2 conferences (45 minutes) with each family, in January and May, that focuses on progress reports generated by the teachers.	\$0	No
TOLCS will assess each student's progress in mathematics, reading, and Language Arts 3 times (Fall, Winter, and Spring) using NWEA's MAP Growth assessment.	\$0	No

## 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.]

TOLCS has used the DESSA, the Devereux Student Strengths Assessment, to monitor students' mental health and social and emotional well-being for the past 3 years. TOLCS will continue to use the DESSA in Fall, Winter, and Spring during both Distance Learning and in person instruction. This assessment will identify students who need social and emotional support and will identify specific skills and needs. Students who are identified as needing specific SEL skills will be addressed in the classroom by the teacher using role playing activities, as traditionally done in Montessori classrooms around the world. At least one staff member, the Special Education/Resource teacher, is attending a 4 week workshop (totaling 12 hours) titled "Calm and Connected: Social Emotional Skill Building for a Peaceful Montessori Classroom" in October 2020. They will share the information with the remaining staff at regular Wednesday staff meetings. TOLCS will continue to use the Move this World SEL program in daily class meetings that has been used during the last 3 school years. Move this World addresses emotions and how to identify/name them and calming strategies, called emogers. The students practice them daily in morning

meetings both during Distance Learning and in person instruction. A school psychologist will also meet with each class during a morning meeting for 30 minutes per week. The psychologist uses the Second Step SEL program to guide her lessons. She will also work with students who are identified by the teacher or by using the DESSA, as needing counseling or social and emotional support for at least one-two hours per week.

## 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.]

Students are expected to attend morning class meetings, one lesson with teacher, and complete all follow up work that total the required minutes for their grade level. The following is the procedure for reengagement:

1. The teacher will contact families to let them know when their child is absent from both class meeting and lesson for that day. Exceptions are when a family has communicated with staff that there is an obstacle keeping the child from attending online lessons. Instead, they will do follow up work. Teacher will verify that the work has been completed after work has been turned in on Fridays.
2. Attendance will be tracked in a shared spreadsheet, so that all staff can see the attendance tracking.
3. Principal or Attendance Secretary will check the attendance spreadsheet daily. After three days of nonengagement, the Attendance Secretary will call the family to see if the school can help in any way, making sure the family has connectivity, a device, and knows how to log in.
4. After one week, if 2-way communication has not been made through phone or Parent Square, Principal or teacher will drive to the student's house for a welfare check.
5. If the student continues to be absent from remote lessons, staff will continue to attempt to make contact. A log of attempts to make contact is kept in a shared document, so staff can all view it.
6. Staff will continue to problem solve with families, encourage participation, and offer support.
7. The student will participate in in-person tutoring on school site when it is offered.

If student is attending meetings and lessons, but not turning in school work, the teacher will contact families to offer support by offering help from the instructional aids. The instructional aids have regular open tutoring sessions daily and have scheduled specific sessions with specific high needs students. The teacher will also adjust the assignments to meet the needs of the students and fulfill the required instructional minutes. Parent Square and phone calls will be used to contact families. Parent Square can be translated into the family's native language.

## 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.]

TOLCS will continue to provide breakfast food weekly (for free to students who qualify for FRLP) on Fridays during the regular work drop off/pick up times when the California food distribution program is not in place. The TOLCS food distribution will provide breakfast for 5 days of organic fruit, milk, and grain. When the California food distribution program is running, then the Principal will send out weekly reminders with when and where the food distribution will take place. The California food distribution program is available to ANY child under the age of 19. It includes breakfast and lunch for 5 days per week. Currently, the pick up is every Wednesday from 6:30am-6:30pm at the Ukiah High School.

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

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

## 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
10.5%	24,997

## 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.]

TOLCS added one training day before Distance Learning began for 2020-21 school year. This day was to create a school wide Distance Learning plan to make sure all students' needs were met and schedule the instructional assistants time to meet with the high needs students. The staff also discussed our school philosophy to help our students and families.

TOLCS added .75 hours per day per instructional assistant (4) to the schedule to allow for extra time spend with foster youth and low-income students.

A tutor with the TESOL certification, a certification in teaching English to English learners, was hired up to 4 hours per week to work with English learners and students who are having low attendance with Distance Learning.

A psychologist was hired 2 hours per week to work with student need more social emotional support than the class room programs-Second Step and Move this World- were providing. Students in the high need categories were prioritized for these counseling groups.

TOLCS will require students to have their own unshared supplies when returning to in person instruction. TOLCS will purchase those for all students who need them and high needs students will be prioritized.

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

Services for English learners are being increased by hiring a tutor to work 1 hour per week with each EL learner. That is a total of 37 hours per student. Foster Youth and low-income student services are being increased by adding .75 hours per day per instructional assistant to offer and schedule extra tutoring and social emotional support to students who fall in those categories. That is a total of 525 hours spent with our Foster Youth and low-income students to help them academically, socially, and emotionally. The school psychologist will also work with entire classes using the Second Step SEL program for one hour per week and with students in these categories extra hour per week.