



AGENDA

BOARD OF DIRECTORS SPECIAL BOARD MEETING

September 23, 2020 5:00 p.m.

Join Zoom Meeting

<https://us04web.zoom.us/j/74024013264?pwd=WXCwSHNIZU9nTzZoZGRaRk56YUduZz09>

Meeting ID: 740 2401 3264

Passcode: 7NXExg

This meeting will be conducted via web conference. To participate in the live meeting, click on the link above.

QUESTIONS and COMMENTS to address the Board during the meeting may be sent to:

Boardofdirectors@chicocountryday.org

Mission Statement

Chico Country Day School provides a safe, joyful environment where all learners are inspired to achieve their personal best.

2020-21 CCDS Board Members:

Jessika Lawrence, Chair
Chris Constantin, Vice Chair
Michele Mittman, Treasurer
Fawn Ruby, Secretary
Jamie Clyde, Member
Thang Ho, Member
Nicole Plottel, Member

1. **CALL TO ORDER & ROLL CALL (5:00 pm)**
2. **SPECIAL SESSION**
 - 2.1 Learning Continuity Plan 2020-21
 - 2.2 School Reopening Timeline (without waiver)
 - 2.3 School Waiver Update
3. **ADJOURNMENT:** Adjourn; Next Regular Meeting is October 14, 2020


Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

At the discretion of the Board Chair, students may be given priority to address items to the Board

Public input on specific agenda items and those items not on the agenda:

The CCDS Board of Directors welcomes and encourages public comments. Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board Chair. In the case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each

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person who addresses the Board must be first recognized by the presiding officer and give his or her name. Comments must be directed to the Board as a whole and not to individual board members or employees. The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. Items brought forth at this part of the meeting may be referred to the Administration or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

Special Needs: If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the CCDS office at 530.895.2650. CCDS will attempt to accommodate your disability.

Copies of Agendas and Related Materials: Materials are available at the meeting, on the website at www.chicocountryday.org, or in the Main office prior to the meeting @ 102 W. 11th Street, Chico, CA 95928.

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
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

General Information

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

Chico Country Day School has been impacted by the COVID-19 pandemic and has altered the lives of our students, families and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, and educational landscape of all those in our community. Students, their families, and staff have all been affected by higher levels of stress and trauma. The closure of schools has impacted many students and families by challenging their ability to access basic services. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income.

Staff have also faced tremendous challenges. Many CCDS staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles CCDS students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

As a result, our Learning Continuity Plan is a summary of the communication we have had with our families and staff regarding needs and next steps for a successful school year.

Based on survey responses, stakeholder meetings, Q &A's with administration CCDS will focus on:

1. Health and Safety: Nothing is more important than the health and safety of our students, staff, and community.
2. Academic and Social-Emotional Instruction: Every student will have an equitable opportunity to learn every day. We are committed to a distance learning platform that supports project based learning and ensures the continuity between all instructional models outlined in our return to school plan.
3. Tiered Support: Our commitment to fully inclusive practices to ensure the readiness of all students must be at the center of the work we do. Providing tiered supports to families with educational options that support English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.
4. Eliminating the Digital Divide: Ensuring all students have access to devices and internet.
5. Communication and Collaboration with our Community: Shared leadership, shared learning, as well as a commitment to communication and collaboration with our community are critical to the successful implementation of our plan as well as an iterative cycle of improvement in response to continually developing data.

Stakeholder Engagement

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

CCDS stakeholder engagement regarding distance learning and planning for 2020-21 began in May and have continued throughout the development of this plan. CCDS has communicated with its stakeholders regularly through a variety of tools including phone calls, emails, text messages, social media, and school website. Efforts have included Q & A's with school administrators via zoom, surveys, two specific meetings held to discuss the Learning and Continuity plan, coffee with administration, ability to provide feedback via school web page, parent solicitation of public comments on the draft, and meetings with stakeholder groups. Additional sources of input include teacher feedback calls, planning video made available on our school website for parents who could not participate during virtual meetings, weekly e fliers, and public comments on school reopening board items. Our community has become increasingly familiar with our methods of communication that we have utilized during the pandemic and continues to respond in high numbers to surveys that request their input on topics, programs, and decisions that have impacted the outcome of our Learning Continuity and Attendance Plan. The gathered input was used by leaders to inform their ongoing planning and is reflected throughout this document.

Specific dates input was solicited :

June 17, 2020 " June Family Survey" : we gathered input after the release of the CDE Guidebook for Safe Reopening of CA Public Schools

June 22, 2020 Board Meeting

July 2, 2020 June survey results shared with stakeholders
July 10, 2020 Parent Meeting to discuss reopening plan
July 13-15 Teacher feedback calls to provide input on school reopening plan
July 17, Community Meeting - all stakeholders invited
July 21, 2020 Survey soliciting input regarding devices and distance learning plan
July 22, 2020 School Opening Plan
August 3, 2020 Determination of Learning Mitigation Funds and Distance Learning Special Board meeting
August 24 and September 15, 2020 Learning Continuity and Attendance Plan stakeholder meetings

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

CCDS promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings. We promoted these meetings via our efler, school messenger, social media pages, emails, and school website. All public meetings are agendaized according to the Brown Act, and remote participation instructions are available for all interested parties. Community meetings were shown via YouTube Live and links available for those who could not join live. Teacher meetings were at multiple times per day during the summer and individual meetings were also accommodated to meet with teachers.

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

Parents: Feedback was positive toward our A and B hybrid model, with Wednesday as an all-school cleaning day. Parents shared that they thought this plan was thoughtful and safe. They also appreciated that our goal was to open and stay open. Many parents expressed an interest in having flexibility to stay in a distance learning format for the entire year. Google Classroom was challenging for parents and they would like a different Learning Management System (LMS). Parents would like a steady and reliable schedule.
Teachers: Teacher feedback was to implement a learning management system that would support teachers continuing to use our current curriculum and utilize Project Based Learning. Teachers had concerns about PPE for in person instruction and technology support such as hot spots.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

In our June survey:

- 78% of those who responded to June survey want students back on campus

- 36% of those who responded to June Survey want a hybrid of on-campus and distance learning: half of the students per class would be on campus at a time while the other half is at home doing distance learning
- 39% of those who responded to June Survey want Group A on campus Monday and Tuesday while Group B is doing Distance Learning and then Group B is on campus Thursday and Friday while Group A is doing
- 67% of those who responded to June survey felt " My child will return based on whatever safeguards the school has in place, in accordance with Butte Public Health recommendations"

From the June survey data we were able to determine that our CCDS community wanted to move forward with in school instruction however Butte County was placed on the monitoring list before our August start date and therefore we were mandated to start the school year in distance learning. We share this information as part of our plan because as a school we've had to navigate both community and county pressures and make just in time decisions that put the safety of our staff and students first.

In our August survey we asked families to select the distance learning cohort that would work best for them:

- 59% of the families who responded preferred a Cohort A, "on-campus Monday and Tuesday works best for us"
- 11% of the families who responded preferred Cohort B, " on-campus Thursday and Friday works best for us"

This information guided our work when choosing our distance learning platform. If we moved to a distance learning model we would have to support teachers and families while they supported students who were either in class or in distance learning. We chose the Altitude Learning platform. The organization of the cards and playlist make for easy navigation while also supporting Project Based Learning. We also set up a bell schedule in the middle school to provide routine and structure to the day.

When asked about access to devices families responded in the following way:

- 42% of families responded "My student has access to a device that can used at home during any period of distance learning"
- 57% of families responded "I would need the school to provide a chromebook or similar device during any period of distance learning"
- 98% of families responded "My student has internet/wifi access"

Knowing that half of our families would need access to a devices prompted our school to place an order for more devices, tablets, and chargers. We also created a plan for device distribution and tech support that our families would need.

When asked about child care:

65% of those who responded selected "Our family will not need to find child care outside of our family During Distance Learning, Orientation, and A/B Schedule. (We have a family member at home that will provide care)"

34% of those who responded selected " Our family will need to find child care outside of our family during Distance Learning, Orientation, and A/B Schedule"

This data guided the work we've done regarding changing staff roles and the development of new needs our school is faced with supporting. Although, the majority of our families do not have child care barriers it is important to keep in mind those students who might not be engaged in learning due to barriers such as child care.

When we surveyed families about having a meal available for pick up on days student is not on campus (Distance Learning) families responded in the following way:

- 92% of those who responded answered no, they did not need nutrition services
- 7% of those who responded answered yes, they would want nutrition services

This data prompted us to continue our collaboration with Chico Unified and advertise in a variety of ways school sites in our community that were offering free meals to students.

During our Q & A sessions we offered through out the summer we were asked about our safety procedures and plan. These conversations prompted us to create a COVID-19 addendum to our Parent-Student Handbook and is continuously updated with new Butte County Public Health information. We also purchased a COVID-19 Safe Screener that helps identify potential COVID-19 exposures.

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.]

CCDS is prepared to offer in-person instruction when possible and is allowable under state and local health orders. CCDS will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Butte County permit us to return to in-person instruction in the school year ahead. CCDS began this process several months ago and will continue to refine its plans using surveys, coffee with administration virtual meetings, and input from all stakeholders. CCDS understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

Based on the health and safety guidelines for social distancing, we must create 6 feet of distance between everyone on campus. This means we can not have more than 20 students in a classroom at a time. Therefore we will group students into two cohorts, A & B, we call this the Hybrid Model: A and B Days. When safe to do so, we hope to be able to offer on-campus learning in our levels 2-5 of our reopening plan.

We continue to track parent preferences for the A and B cohort days with the survey from July. At this time, 65% of responses were for A (Mon/Tues); we may need additional flexibility from families willing to be on Thurs/Fri once we are permitted to be back on campus. This decision was directly guided by our family surveys.

As we reopen the school, we believe that it is in the best interest of the physical, mental, and social-emotional health of our students to return in small groups to offer the individual attention necessary for each student to learn all new health and safety protocols. Students will return in small cohorts on alternating schedules until we reach increased capacity. Students not on campus will continue to engage in daily interaction with staff and peers through distance learning. Students who elect long term distance learning will continue to be attached to a classroom and cohort: there will be a seat waiting when they are ready to return. This model offers each cohort time on campus with their teacher twice a week. Time not spent on campus is still considered learning time and will have valuable academic and social emotional learning opportunities delivered through distance learning.

We will be working closely with our teachers to ensure we have supports in place as they transition into an in-person instructional model. Starting the in-person instruction with small cohorts of students, will enable teachers, coaches, supervision staff, counselors, clinicians and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge.

Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, CCDS will provide training in safety protocols and procedures to all staff and students at school sites. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines.

Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.

Face Coverings: Wearing a cloth face covering is required for all CCDS staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room': Site will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

Common Areas: Signage, cones, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.

Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Facility cleaning: Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.

PPE's: CCDS has received sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering school site are screened with a temperature check will be implemented if deemed necessary. Staff will work with Butte County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

CCDS will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CCDS recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, Surveys for the 2020-21 school year were administered in late June and early August. Details about this survey are provided in the Stakeholder Engagement section of this plan.

For more detailed information please refer to own Parent-Family Handbook 2020-21 which can be found on our website www.chicountryday.org

Addressing Learning Loss:

We will identify students who have experienced learning loss by administering our diagnostic assessments upon students' reentry into school. We will use formative and summative assessments to develop an instructional model to address the needs of students. We will use the Aimsweb assessment for TK-8 which assess both Math and ELA and has established norm referenced assessments to determine if student has experienced any learning loss. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk or experiencing learning challenges due to the impacts of COVID-19.

Interventions include small group instruction, push in support, targeted extra practice, and one on one implementation of researched based intervention. Students would receive targeted instruction on their specific learning loss based on Aimsweb results. Our target students will be

those who are two or more grade levels below, ELD students who are below grade level, foster and homeless youth below grade level, and any students who have a previous SST and are identified as below grade level. We will also be focusing on those grade levels who have experienced school closures due to the Camp Fire since they are a cohort that have lost significant instructional minutes. Additionally, support services through the RTI resource/intervention teacher, school counselor, special education providers, and site administrator will continue to work with students and families with individualized needs. Should a continued need for distance learning arise in 2020-2021 the school plans to continue support services for those students with significant learning loss. Additionally, high quality distance learning continue to be implemented for all students

To support monitoring learning loss and the the continuity of our academic program we have implemented our Altitude learning platform. Altitude Learning’s vision is to enable all children to reach their potential. Altitude will enable us to focus on delivering in-person and synchronous instruction to keep students connected to teachers and peers. Students will be engaged in coursework, providing support, connecting with peers through classes. Teachers will use this platform to monitor student learning, provide feedback, create learning targets, and engage parents in their child's learning process. This platform will enable use to continue providing a rigorous academic program while also monitoring student potential barriers to learning.

Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. CCDS will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. We contracted with one counselor to assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning

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

Description	Total Funds	Contributing
Increasing certificated and classified instructional supports, including reallocation of staff to support students, and an additional technology support person.	150000	Yes
Provision of on campus day camp for children of staff members, and students not able to engage off-campus, as well as an afterschool daycamp onsite.	65000	Yes
Increasing expenditures related to campus supplies, personal protective equipment (PPE), implementing social-distancing protocols, and egress procedures.	32000	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.]

It is clear that we need an ability to be flexible throughout the year, whether all on distance learning, one class on distance learning, or individual families. In all of our summer workshops, we planned for on campus and off campus scenarios, and the various strategies utilized in each format. Continuity of high-quality instruction is very important. A key decision supporting symmetry and cohesion in our teaching and learning was the identification of Altitude Learning as the designated learning management platform. Our school will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of Altitude Learning will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition. This platform provides consistent access for communication between teacher/students and between teacher/parents, access to all assignments and curriculum, lessons, rubrics, and assessments.

We will provide access to the full curriculum of substantially similar quality regardless of method of delivery by implementing Altitude Learning a platform that was created to support Project Based Learning. This is a platform, an organizational tool, and a system that will help teachers, students, and families all manage and receive feedback for student work completed. Teachers will put their content into this system; it is not a scripted computer-based system. It allows our teachers to do what they do best, create engaging and meaningful learning experiences for our students. It allows students to access their work in a learner-centered environment, encouraging the building of executive functioning skills. The parent communication tools will help parents know the progress their students are making toward mastery of content standards. All of our curriculum for the year will be accessed via Altitude Learning. As teachers build out their modules through this platform, they will enhance the work with instructional videos, zoom calls, or in-person instruction and collaboration when safe to do so. Our specialists teachers: art, music, and science, continue to provide a rich and engaging program for our students. They are trained in Altitude and able to move between in-person and distance learning.

We will determine that the distance learning curriculum is of substantially similar quality by using our adopted curriculum and Aimsweb benchmark assessment system. In our K-6 classrooms, teachers use the EL Curriculum for language arts. EL has transitioned their offerings to EL Flex Curriculum which is free and available to all of our teachers and addresses the particular needs of distance learning. We continue to use Go Math as our math program in K-5 and CPM in grades 6-8. CPM has provided professional learning resources for our math teachers regarding shifts to distance learning. Our Math and ELA adopted curriculum also offers synchronous and asynchronous instructional models.

Our school has determined that in order to provide a robust educational experience during this time distance learning must include a combination of synchronous and asynchronous learning. CCDS acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. CCDS's distance learning model is flexible and includes

breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by monitoring student work and engagement through the Altitude Learning platform and daily/weekly cards completed and teacher feedback.

Daily, live instruction and interaction with teachers and peers is key in our distance learning model. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, CCDS will be offering consistent, daily, live instruction for every student starting with a morning meeting at 8:30am every school calendar day. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section. In addition to direct, live instruction every day for every student, a key expectation of our plan is teacher availability to students outside of that time, while also honoring the work schedule of our teachers. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

To further provide continuity the school and teachers will communicate weekly via our eflier, teacher newsletters, social media outlets, school website, and Altitude weekly schedule cards. This communication is intended to help parents/guardians gain deeper understanding of their student's learning process and how to effectively collaborate in their education. With parents/guardians and family members taking on a much more prominent role in the daily education of their students within the distance learning context CCDS is committed to making sure we engage with our families on a weekly basis. 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 sending out an eflier, school messenger, and social media post inviting families to participate in dialogue regarding any changes in instructional program. The transition plan will be communicated to families through similar communications modes mention above.

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

1. Use of Altitude Learning Platform in TK-8th grade as learning management platform for students and parents.
2. Staff directed professional development based on teacher and staff needs
3. Dedicated time for professional development, staff meetings, and grade level collaboration
4. Use of adopted, core curriculum for daily classroom lessons (to be used in class as well as virtually to allow for seamless transition between in person and distance learning)
5. Academic conferences (virtual or in-person as circumstances allow) to review student progress and plan for appropriate intervention and progress monitoring
6. Regular communication from both the school and teachers regarding updates and resources for families
7. Focus on formative assessment and frequent student feedback
8. School site information of events to continue through virtual setting (PTP meetings, Back to School Night, All School Sings, Advisory, etc)
9. Offering outreach and support through individualized services to students as needed (English Learner, foster and homeless youth, counseling, etc)
10. Providing accommodations, modifications, and services to students as appropriate through IEPs, 504s, and intervention
11. Technology support for families in need of access
12. Free and reduced lunch services

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.]

CCDS ensured access to devices and connectivity for all pupils to support distance learning by surveying device needs, setting up device pick up days for families, increasing tech support staff, and adding a tech support link form on our school website. CCDS has purchased enough devices, both chromebooks and tablets, for each student to be able to have their own for at-home use. CCDS also purchased hotspots for families with difficulties connecting to the internet. We were also able to connect families with a discounted program for Wi-Fi access. CCDS continues to struggle to have access to updated chromebooks, and an order was delayed until January 2021. However, enough devices continue to function to get our students through until the delivery.

To determine access to devices and connectivity we sent a survey to families in August 2020. Of the 611 responses 57% stated they would like the school to provide a device. Only 42% responded they would not need a device provided. Regarding internet access, 98% of those who responded stated they had access to internet. For the 1.5% of those that needed the school to provide internet we ordered hotspots and promptly delivered them to families. We are providing ongoing technical support and have increased our tech staff hours and created a tech support request system that can be accessed on our school website or by calling the school. We made all efforts to ensure students and families with unique circumstances had access to devices and connectivity by making personal calls to those families that needed a hot spot or support with internet connectivity. 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 making calls, using school messenger, emails, and text.

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.]

CCDS will track and monitor student progress through daily live interaction, synchronous and asynchronous instructional minutes. Daily attendance will be taken by certificated teachers during all synchronous sessions, with a daily follow up for students who may not be attending by 10:30 am every day. Synchronous and asynchronous instruction occurs daily for all students. During this live interaction, students will be expected to engage in activities that will help demonstrate their learning and will be an opportunity for staff to use both formative feedback to support students' growth. Students attend classes for their morning meeting, where teachers take attendance, give an overview of the learning goals for the day, provide a brief introduction or review of concepts, and engage in discussions and activities designed to support school connectedness. TK-5 grade students will participate in differentiated small group synchronous instruction throughout the week as well. Small group instruction will enable students to participate in discussions with peers, receive targeted support, and participate in other meaningful learning activities which deepen and clarify their understanding of the material. Furthermore, RTI staff will be assigned to support the live sessions on a routine basis to support with small group and individualized instruction for 1st-3rd grade. . Our middle school students, 6th-8th , will have access to teacher office hours, and small group support on a as need bases.

To support asynchronous learning, teachers create Altitude cards with step by step guidance on how to complete work and necessary links to additional supports for student success. Student work is turned in through Altitude. Teachers assess student work and provide regular feedback, and monitors progress. Parents also have access to the Altitude Parent Portal and area able to see complete work, missing work, and any feedback teacher has provided student.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and any synchronous instructional time. Teachers will utilize Aeries to track and certify weekly instructional minutes. 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. We calibrated and communicate these instructional times by having attendance topics be a part of our staff meetings, grade level team meetings, and provide one on one support to teachers who need further guidance. To further keep track on time value of pupil work we will use Aeries weekly instructional minutes certification online system, class calendar, and using the notes option to determine type of instruction offered to every single student. We will also run weekly Altitude " cards completed versus cards assigned" report. All this information will be reviewed weekly by our Re-engagement team.

To support teachers in the area of attendance, participation and engagement, we have established an Attendance Re-engagement team that is available to support with the tracking of participation and progress. In addition, the Re-engagement team will help monitor student engagement through submission of assignments and will use information gathered by the teacher in class to reach out to families if it appears that students have become disengaged in daily instruction. Staff will work with site administration on a tiered re-engagement plan for families. CCDS will measure daily participation through multiple points of data collection on each student. One metric will include teachers taking attendance daily during live synchronous instruction. A second metric of participation will be based on teachers creating daily Altitude cards that students submit to track asynchronous daily assignment completion, as well as providing regular feedback on student work. A third metric of participation will be tracking type of instructional participation (Asynchronous/Synchronous) in the notes section of Aeries for Tk-5 and period attendance (Asynchronous/Synchronous) for 6th-8th.

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, CCDS 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>). Our back-to-school professional development included six days of training for staff on elements of effective distance learning, Altitude Learning platform, and technology training. We also provided professional development on how to track attendance and engagement to meet the requirements of SB98. In addition to the whole-staff training, individual teachers are able to schedule office hour times with our Altitude support team. We will have a variety of sessions throughout the year with topics such as Competency Based Assessment and progress monitoring. Our Director of Education has on-going training with Altitude Learning throughout the school year to address any learning needs for the staff. The Re-engagement team also participated in attendance

re-engagement strategies webinars and Aeries training. All staff completed health and safety training and learned about proper ways to combat the spread of COVID-19. The administrative team has also done professional development regarding guiding instructional work during distance learning, meeting special education mandates during school closure, and the use of new technology to combat bullying (STOP it solutions program) and "taking a pulse" on student and teacher mental wellness (Kelvin Education).

Technological support was also given and will continue to be ongoing through the year. Teachers all have a school issued Dell Laptop with webcam and microphone built in. We have provided hot spots for teachers as needed. Teachers have document cameras and have used those for lesson delivery as well. All classrooms have 70" televisions to display materials in a large format.

Staff Roles and Responsibilities

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

The roles and responsibilities of staff during the COVID-19 pandemic are ever changing. As always, CCDS staff collaborate in order to learn from one another and best serve our students. During COVID-19 this collaboration has increased in frequency and duration. In addition, although roles have not changed formally, the focus of individuals has shifted from the traditional approach of seat-based instruction to one focused on providing high-quality virtual instruction and supports that meet the unique needs of our families during distance learning. Now, more than ever, educators have become learners first and practitioners second. Additionally, while administration has always been aware of the need to address the social-emotional needs of staff, the COVID-19 pandemic has made this work even more critical. As a result of COVID-19, CCDS has had to adapt staff roles and responsibilities in various ways outlined below.

Teacher roles have shifted in that they are responsible for tracking attendance and engagement. Teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Altitude), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly digital record through Aeries documenting a student's synchronous and/or asynchronous engagement each day. Teachers are also reinforcing and following all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, ensuring use of individual supplies, and following disinfecting procedures. They will also send any visibly sick students or students reporting that they do not feel well to the office.

To meet the academic needs of students Instructional staff, this includes teachers and support staff, roles have significantly shifted since in person teaching is no longer an option. Instructional staff have transitioned to distance learning, which encompasses the use of Altitude Learning platform to assist with the delivery of instruction, alternative methods of meeting with students such as Zoom and video conferencing tools, and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Instructional staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. They will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry

specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences and being part of the Re-engagement attendance team.

Special Education staff will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

1. Special education teachers will support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting. They will support a range of distance learning-related actions. They will focus their efforts on supporting the assessment process, monitoring student progress, and] coordinating with instructional aides and support the school site to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers.
2. The school counselor will work collaboratively with site team to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
3. Instructional Coaches will be systematically used to support targeted small groups of students. Coaches that are assigned to classrooms will assist students during distance learning and help the teacher manage instruction. In accordance with the student's IEP, coaches will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.
4. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

The CCDS Maintenance and Operation Department takes great pride in the care and cleanliness of our school. Their roles have significantly changed to meet State and County health and safety guidelines. They have been working since March to thoroughly clean and sanitize the entire school. New equipment has been purchased and sanitation and disinfecting practices have been streamlined to ensure the health and safety of our staff and students. The school will use, and will provide for use, soap and water and cleaning and disinfectant products approved for use against COVID-19.

Below are examples of new duties our maintenance staff has taken on:

1. Hand sanitizing stations installed outside every classroom, offices, gym, bathrooms, hallways, and copy machine areas. Hand sanitizer is also inside every classroom and space.
2. Ensuring up keep of disinfecting sprays and paper towels in all classrooms and offices
3. Training staff through CharterSafe courses including safe and appropriate use of disinfectants and personal protective equipment and COVID-19
4. Cleaning highly-used areas in between cohort use of space, such as lunch area or playgrounds
5. Arranging classroom furniture to ensure six feet between students and staff. Classroom capacity has been reduced by half.
- 6.. Installing PPE equipment like Plexiglas dividers in offices that are used by multiple staff members who might interact with any members of the public.
7. Ensuring proper ventilation will be promoted in classrooms as much as possible by keeping doors and windows open and teaching outside, weather permitting.

School site administrator roles have changed in the following way:

1. Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
2. Publish times available to support teachers, students, and families during the school day.
3. Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Support teachers, program specialists, and other instructional staff to implement CCDS programs.
4. Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
5. Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Altitude Learning.
6. Manage COVID-19 Safe Screener and immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
7. Collect and track illness-related information
8. Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
9. Immediately contact Butte County Public Health if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.
10. Actively model and support all required public health measures.
11. Implement and monitor distance learning discipline, anti bullying anonymous reporting app (STOP it), and social emotional tool (Kelvin) to ensure the safety and well being of our students and staff.
12. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Contact Maintenance and Operations department if a large-scale disinfecting/cleaning is required.

The following changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment:

1. Our school nurse's role has shifted to now support parent and staff communication regarding COVID-19. They have played an important role in setting up school policy regarding safety and health guidelines.
2. Office staff is encouraging electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse and administration to follow protocols that lower the risk of infectious students being on campus.
3. Tech personnel support parents with troubleshooting home tech issues and ensure access to school sponsored programs
4. After School Program Director supports child care program

CCDS will continue to monitor and support new roles that have changed due to COVID-19 sending by out surveys, fostering positive relationships, creating a positive work environment, and providing weekly check ins regarding staff well being.

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.]

CCDS will track and monitor student progress through both live contacts and synchronous instructional minutes. It is important to reiterate as often as possible that effective instructional strategies designed for students with disabilities, English Learners, and other students with unique needs will benefit ALL students. Additionally, it is important that ALL of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

Teachers will be connecting with students synchronously at 8:30 am every school day and hold a daily morning meeting. They will also be providing synchronous small group instruction every day. They will track daily live interaction with teacher and peers in Aeries by using Distance Learning Engaged (DL) Distance Learning Not Engaged (DLN) codes. Weekly engagement and participation for Tk-5th grade will be tracked by the submission of Altitude Learning cards and also completion of asynchronous work and certify time value of worked assigned in Aeries under the Weekly Instructional Minutes Certification section. For 6th-8th grade students teachers will use Aeries distance learning codes and will also use Altitude Learning cards to track to weekly engagement and participation. They will also use the Weekly Instructional Minutes Certification section in Aeries to verify instructional minutes. Class calendars will be digitally tracked in Aeries to identify type of instructional offered to students every school day. All this will be monitored by the Re-engagement team who will weekly review attendance reports, instructional minutes certification, Altitude Learning cards submitted, and daily live interactions attendance logs. We communicated instructional times during our back to school meetings with teachers, regular staff meetings, and as needed emails to support teachers and ensuring proper tracking of attendance, participation, and engagement efforts.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- The Emergency Contingency Form will be attached (via an annual IEP or addendum) to the IEP's of all students to outline the services to be provided during any distance learning periods. This will comply with the new legislation indicating all IEP's must address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the

operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well.

Students who indicated a need during the school year were provided a computer to assist in accessing instruction.

As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Homeless Youth Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of Butte County Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with county Butte County Office of Education Homeless Liaisons to provide continuity of educational services as students transfer

Foster Youth Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth through the Butte County Office of Education foster youth tutoring program
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
Purchase of online digital curriculum, Altitude Learning, and additional summer learning teacher	65000	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.]

The COVID-19 shutdown and quick implementation of distance learning in 2019-20 between March and June, undoubtedly created pupil learning loss. CCDS will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status through Aimsweb Math and ELA diagnostic assessment. We will also monitor student standards mastery through the use of the Altitude Learning platform.

CCDS will provide professional development collaboration and coaching support for teachers and staff during the 2020-2021 school year with a focus on strategies to address learning loss and accelerate learning progress. For example, creation of classroom structures and schedules that allow for small group instruction with whole class time focusing on major grade level standards. Formative feedback and Altitude progress reports will be used to inform teachers' next steps and instructional design. In addition to core subjects, all classroom teachers will incorporate social emotional learning and check-ins with their students in order to best meet the needs of students. Collaboration time will continue to be provided throughout the school regardless of whether students are in-seat or distance learning in order to allow teachers to thoughtfully plan lessons and address both new and unfinished learning. Students in all grades will complete at minimum two rounds of test administrations in Aimsweb during the school year. The data will be analyzed to determine the extent to which there is cohort growth i.e. if students are growing from fall administration to spring administration in ELA and Mathematics. Data will be used to identify additional instructional supports for students. Aimsweb will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss

If CCDS receives any English Learners throughout the school year, the teachers will work with students during small group instruction, modeled lessons, and staff development opportunities in order to meet the individual needs of English Learners. Students with IEPs and 504 plans will continue to be provided with access to their general education curriculum with accommodation and/or modifications through support providers based on individual needs. Regular collaboration between general education and special education staff allows for targeted support throughout the school day. As additional individual needs arise, school site teams will collaborate with the Butte County Office of Education to provide support for low-income, foster, and homeless youth.

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.]

CCDS will address the learning loss for students and will accelerate learning progress for students by focusing on delivering synchronous instruction. All students will receive standards-aligned instruction focused on standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support. Students who require support that is even more intensive will be provided RTI instruction through small group or individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad review of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional coaches or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. RTI staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day.

English Learners: Any newcomers in grades TK-8 will have access to a supplemental online curriculum and a literacy program that will provide initial baseline assessment and monitor progress over time. The ELD coordinator has researched and is in the process of setting up this support if needed at any time during the school year to ensure minimal learning loss for any newcomers at CCDS. All English learners will be provided daily integrated and designated ELD, with additional support during differentiated instruction time and office hours. All staff will have access to a translation service provided by the ELD coordinator, in order to communicate with all English learner families to ensure a deep understanding of distance learning communications. Teachers and administrators will participate in professional development around quality instruction for English learners. The ELD coordinator participates in on going trainings to make sure CCDS is offering a language rich program to all EL students.

Low-Income: Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and administrators are available to guide students through the distance learning process and offer virtual support on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of basic resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the community.

Foster/Homeless Youth: The Foster Youth CCDS Liaison will continue to track and support teams in order to ensure that foster youth complete Aimsweb assessments. Additionally, the Liaison and the Butte County Foster Youth Services Coordinating Program will work collaboratively with the Director of Student Affairs to help identify and connect foster youth attending our school and make certain students are receiving appropriate services such as tutoring and other supports as needed.

Special Education: At Chico Country Day we are committed to continuing to provide to high quality supports and services to our special education students throughout all stages of distance learning. We are doing our best to follow the preCOVID IEP's and making adjustments as needed based on IEP team input. We believe in providing push-in support into the general education environment, allowing all students to remain in the least restrictive environment for a majority of their school school day, and we are committed to continuing to provide those supports. For students who require different supports, we are offering small group academic support outside of the synchronous instructional time. Additional IEP services, such as Counseling services, Deaf/Hard of Hearing services or Orientation and Mobility services, will continued to be offered in the virtual setting, with the specialists working with parents as needed.

To further support ALL students teachers will be providing weekly formative feedback via our Altitude Learning platform, monitor student progress, administer as needed progress monitoring assessments via Aimsweb in both ELA and Math. The Director of Education will continue to do virtual walk throughs and provide coaching on a as need bases and have weekly office hours to support teachers with instructional pedagogy. The Director of Student Affairs will maintain communication with high risk students and ensure collaboration between families and teachers. The Director of Student Support Services will support the implementation of our Aimsweb benchmark assessment and give actionable feedback for instructional purposes. The Administration team will meet weekly to reflect and address learning progress for ALL pupils and make changes to established systems as needed.

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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. To that end, CCDS is committed to the following protocol and process:

1. Setting up two assessment windows during which students are administered the Aimsweb Assessment in ELA and Math
2. Increased teacher and administrator accessibility to Aimsweb student results , which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the Aimsweb data

4. Comparison of student levels and growth in Aimsweb based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of work will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction makes sure we address and design targeted supports for students. Our RTI team will also have regular meetings to review student assessment data to determine student progress and develop/monitor intervention plans. In this way, the effectiveness of tiered services and supports can be measured and, when appropriate, students can be exited from RTI services. In addition, school administrators will meet regularly to review behavioral data, outreach strategies, and other supports for individuals.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured through the use of Kelvin "pulses". A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher parent conference or a more formal SST. Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Supports will be individualized to meet the needs of the student.

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

Description	Total Funds	Contributing
Professional development targeted toward distance learning curriculum and learning loss.	10000	Yes
Purchased AIMSWEB to facilitate assessments and data gathering, grades TK-8	4500	Yes
Staffing learning labs and camps during the school day to mitigate academic and social-emotional loss, beginning in October.	75000	Yes

Description	Total Funds	Contributing
Implementation of Lexia and other digital curriculum to support math and ELA content standards	15000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Mental Health and Social and Emotional Well-Being

At CCDS, we have an existing goal, to create a supportive, safe and engaging environment for all students, parents and staff. To accomplish this goal, we are committed to continuing to support our Student Support Services, through classroom Social Emotional Learning and more intensive counseling services for students with greater need. Our Social Emotional Support (SES) Plan addresses the needs of students and our community during the COVID-19 pandemic. Our SES Plan encompasses how we promote social-emotional well-being, how we identify and monitor our at-risk student population, our tiers of support provided to our student population, how we support our parents, how we support our staff, and our professional development plan and mental resources that will be provided to our students, staff, and parents.

Tier I: Universal Supports: Whole School Safety and Prevention Planning

CCDS conducts universal screening to identify the social-emotional needs of students using the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) three times during the school year

CCDS is using Kelvin Education to support the social emotional well-being of our students and staff

Attendance team has developed a system to connect with students and families to support positive attendance

Staff members use trauma informed practices when interacting with students

Each grade level has dedicated Social Emotional Learning time during the school week. This may look like a direct classroom lesson (using a program like Second Step or Sanford Harmony) or social connecting activities during the school day like brain breaks, class 'lunch', opening/closing class meetings

All students have access to our Virtual Calming Room, with resources and activities to promote mindfulness, and social emotional development

We will continue to develop and refine our Positive Behavioral Interventions and Supports (PBIS) system

Use of Stopit Anonymous Reporting System to allow students grades 4 - 8th to report any concerns regarding student safety before it becomes a crisis situation.

Tier II : For students whose needs cannot be met by Tier I supports alone (approximately 15% of the CCDS population)

Student Support Services staff will provide SES supports: virtual check-in/check-out; individual or small group counseling via an online platform; check in calls to family; student/family support meetings to provide academic or behavior support to parents; assistance with the development of reinforcement systems or behavioral support within the home setting

Tier III: For students whose needs cannot be met by Tier I and Tier II supports alone (i.e. - Approximately 3-5% of the student population)

Key Student Support Services Staff Members (school psychologist, contracted therapist) will provide ongoing individual and group counseling at a higher frequency, social worker outreach, behavioral intervention planning, and linkages to community-based counseling and mental health services among others.

How We Support & Train Our Staff:

The following supports will be provided to our staff:

- Counseling and mental health supports from our Employee Assistance Program (EAP)
- Consultation services with our Student Support Services Staff
- Social-Emotional Professional Development Opportunities.

Training topics to include:

- Suicide Prevention as part of mandated training
- Introduction to Social Emotional Learning & Restorative Practices
- Site-based Restorative Practices Trainings
- Crisis Prevention Institute (CPI): Nonviolent Crisis Intervention (NCI) Training for selected staff

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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. CCDS does not only want students to be present or “logged in,” we want them to be engaged, interacting, thinking and connecting. The attendance and engagement plan takes into consideration all of the recommendations and guidance from State and County Public Health and Education Offices as well as the requirements outlined in Senate Bill 98.

To monitor engagement and attendance CCDS will require students to participate in morning meetings to not only foster peer connection but also build classroom community. During morning meetings daily live interaction will be documented. To monitor engagement students will participate in both asynchronous and synchronous learning and teachers will track this via our Altitude Platform and in Aeries.

The core expectations for each stakeholder group for attendance/engagement are:

- Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Re-engagement Team

CCDS plans to utilize the following outreach strategies to re-engage students absent from distance learning:

- Positive relationships, engaging school climate, clear and consistent communication between school and families
- Classroom teacher communication directly to the family by email and or phone to discuss barriers to access.
- Director of Student Affairs communication directly to the family by phone call should teacher outreach be unsuccessful.
- Email and/or use social media platforms to contact families
- Conduct Zoom meetings/Google meetings with Parents.
- Potential home visits should communication outreach be unsuccessful after multiple attempts.
- Depending on need the school would provide resources as appropriate. For example, counseling check-ins for social- emotional or mental health needs, technology resources, and/or referrals to county agencies for

resources outside of the school scope (housing or food instability), etc.

CCDS's learning community is prepared to ensure that students continue to receive educational experiences. Communication with students and families is regularly sent out via School Messenger, e-fliers, social media post, and a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from distance learning opportunities. To enhance student engagement, a re-engagement team consisting of the Elementary Office Manager, Middle School office Manager, Community Liaison, staff, Director of Student Support Services, and Director of Student Affairs have been participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for distance learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families. They have also been participating in Aeries training to support the documentation requirements outlined in SB98. Having a team that has knowledge regarding re-engagement strategies, know how to create data systems to track engagement has allowed CCDS to promptly identify and address any barriers families are having and align the appropriate resource to their need.

The Re-engagement team has developed a three-tiered approach to reconnect families to our school:

Tier I

- Teachers will have live daily interaction with each student at least once a day
- Contact will be made in the student's home language
- School Messenger will send a call to parents notifying them of student absence
- Teachers will track in Aeries efforts made for re-engagement on the notes section of the attendance log
- If a teacher is unable to make contact with a student at least three times during the week, the teacher will make every effort to text, call or email parents and document efforts in Aeries
- Re-engagement team will meet weekly to review attendance and engagement reports and follow up with teachers and parents to collaborate or see if there are any challenges or barriers to engagement

Tier II

- Contact will be made in student's home language
- Teacher will notify the re-engagement team if they are not able to engage families
- Director of Student Affairs will review weekly data of students who have missed 3 out of 5 days of school and with the support of the re-engagement team and teacher identify attendance patterns, systemic root causes for

absences, and strategies for attendance improvement

- The re-engagement team will reach out to the family three times in various ways
- If contact is not made, the Director of Student Affairs will mail a supportive letter and continue to make every effort to contact the family

Tier III

- If no contact continues the Director of Student Affairs and the Director of Student Support Services will schedule a wellness check
- If contact is not made Butte County agencies will be contacted and Truancy Office will be asked to support re-engagement efforts
- Outside agency supports will be made available to families

- Collaborative action plan will be created with student and family

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.]

Chico Country Day School partners with Chico Unified School District to provide nutrition services. Currently, breakfast and lunch sack meals are available Monday through Friday from 11am too 1pm at 8 location around Chico for curbside meal pick up. Two days worth of meals are handed out on Fridays. The nutrition team at CUSD uses many local vendors for fresh fruit, vegetables, protein, milk and dairy, and also has their own bakery to produce many breakfast items. Families can apply for Free & Reduced priced meals through either CCDS or CUSD, online or on paper. The application can be returned to CCDS at any time.

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
4.64%	7093

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.]

The actions described are incorporated from the CCDS LCAP and support the goals of the Learning Continuity Plan. These actions include :

Devices and Connectivity The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Transitional Kindergarten and Kindergarten students, new students at grades 1-8, and any continuing students who still need a device. Targeted outreach is occurring through for Foster and Homeless youth. On a case-by-case basis, Wi-Fi hotspots are being provided.

Academic and Social-Emotional Instructional Support: The administrative team will coordinate a range of professional development, including coaching, and help chart the instructional course of the school. Their recent work has been focused in a number of areas that are targeted at supporting the needs of unduplicated students. While supporting all students, a key focus is meeting the needs of those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the school has communicated the expectations that all lessons are designed using research based practices. Our Director of Education will be key in leading this effort.

Nutrition Services: This action was implemented during school closures and throughout the summer but was primarily intended to provide food access to students and families facing food insecurity. No Free and Reduced application process was needed in order to receive nutrition services.

Teacher Collaboration: Time Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our school. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and

collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Collaboration time with colleagues can build upon and deepen efforts to mitigate learning loss. Increased collaboration time will help address learning loss and accelerate growth for students demonstrating the most need.

Social Emotional Learning: While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. The use of Kelvin to take a "pulse" on student mental health, daily morning meeting, and use of our adopted social emotional curriculum will give students tools they need to cope with our ever changing world. CCDS will continue to offer counseling services with a particular focus on unduplicated students who need support.

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

The 4.64% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need. All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.