

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Chrysalis Charter School has been impacted by the COVID-19 pandemic in the following ways: (staff impact, student impact, community impact)

1. School closure - In anticipation of statewide closures and stay-at-home orders, Chrysalis prepared teachers for the possibility of moving to distance learning on Friday, March 13, 2020. On Tuesday, March 17, 2020, we closed our doors to most students, but immediately offered (a) on-site supervision to low income families and essential workers, (b) distance learning opportunities for all students, and (c) free grab-and-go meals through the Shasta Union High School District kitchen and partner school kitchens. School remained closed through August 11, 2020.
2. Staff impact - Teachers have worked hard to ensure that students do not slide backwards academically and also learn something new every day. For the first weeks of closure through spring break (March 17 – April 3), teachers issued take home paper packets of assignments while they received professional development on distance learning and piloted many different teaching tools (e.g. zoom, Google Classroom, See Saw, tablets, etc.) to figure out which worked best for them and their students. Full scale distance learning was rolled out following spring break (April 14 through June 4) to keep kids moving forward educationally through a minimum of two zoom class meetings per week and a collection of engaging at home assignments. Paraprofessionals provided small group enhancements, one-on-one tutoring, enrichment activities, and on-site supervision. The staff continued to meet over the summer to plan for reopening. The administration was hard pressed to develop all of the necessary health and safety protocols, schedules, and logistics necessary to reopen. The past few months has been very stressful for teachers because of the dual pressure to meet student needs and simultaneously protect health and safety (both that of their students and their own). Our team is far exceeding expectations, despite the difficulties. The office staff continues to keep the business operations stable and strong.
3. Student impact - All students were at home from March 17 through August 11, 2020. Teachers are concerned about learning loss and thus we utilized year-end progress reports to document student progress for the year, as much as was practicable. Students that were at greatest

risk of learning loss were enrolled in a summer school program in the month of July delivered both in person in small groups, socially distanced, and virtually via Zoom. Other student impacts include food security, lack of structure and safety for students experiencing adverse childhood experiences in the home, and the inability to fully meet social-emotional needs.

4. Family/community impact: The major impact to families has been the demands of at home support and supervision that must be provided by parents during school closure and distance learning. We offered on-site student supervision for low income families and essential workers from March 17 through June 4, 2020. Chromebooks and hotspot internet devices were loaned to any family that needed one.

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

1. Reopening - We have to offer several options for students in 2020-21. Parents/guardians who wish to have their child(ren) have little to no risk of COVID-19 exposure in/through School may continue to participate in a distance learning program or in the homeschool program (as seats become available) offered by the School in which the student will not physically be present for School programs and activities.

Parents/guardians who are willing to assume the inherent risk that their child(ren) (and by extension other family members who come in contact with those children) may be exposed to COVID-19 in the school environment may send their child(ren) to school to participate in in-person, classroom-based educational programs. On August 12, 2020, we reopened in hybrid format. This model is designed to maintain small, tight cohorts of students and increase the physical space between students in the classroom in order to protect student and staff health and safety when there is moderate to high levels of community spread. In this model, each classroom of students will be divided into two cohorts, one that attends in the morning 8:30 to 11:15 and another that attends in the afternoon 12:30 to 3:15.

2. Staff impact - We have gone over and above to include staff input, both credentialed and classified, in our reopening plans. Staff with health concerns were identified in June and have been included in one-on-one monthly check ins with administration to address their health concerns in order to offer reasonable accommodations, or alternatively, a leave of absence. Staff were also asked about workload and the plan was adjusted by moving Fridays to distance learning through Labor Day at least, in order to avoid staff burnout.

3. Student impact - Teachers are completing beginning of the year assessments and will be establishing processes and structures to identify and address learning gaps as early in the school year as possible. Food security has been addressed through our daily school lunch program, in partnership with the Shasta Union High School District. Reopening to in-person instruction, even in hybrid format, should greatly alleviate the impact on students experiencing adverse childhood experiences in the home and the impact on students' social-emotional needs. We have our school counselor available 10 hours/week to meet with students and teachers throughout the school year.

4. Family/community impact: Reopening to in-person instruction, even in hybrid format, should greatly alleviate the stress on families/community caused by school closure and distance learning. Before school care is offered from 7:30 AM to 8:30 AM daily. Our morning cohort attends from 8:30 AM to 11:15 AM. Our paraprofessionals supervise students 11:15 AM to noon, and then our after school program, Project SHARE, takes students from noon to 5:30 PM, Project SHARE supervision includes homework support and time for students to be able to complete the distance learning portion of their assignments. Chromebooks and hotspot internet devices continue to be loaned to any family that needs one in order to fully participate in distance learning.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

1. Pupils: Most classes 3-8 are using a daily check in form for our distance learners that asks questions like: "How are you feeling today?" "Do you have anything to tell me? This can be about school or life." "Were you able to find your work for the day?" "Do you need any help?"
2. Families: All families, including parent/guardians of those that qualify as low income, foster, homeless, and English learners, were sent the following surveys:
 - * Thursday, May 21 - feedback on possible reopening scenarios prior to our Board passing a 4 phase flexible reopening plan.
 - * Thursday, Jul 23 - feedback on family preference for full day, half day, distance learning, or homeschool options, as well as bus, lunch, computer, and Internet needs prior to the Board deciding what model we would reopen with.
 - * Monday, Aug 10 - feedback on students' social and emotional wellbeing and needs prior to reopening school.

In addition, we hosted a Budget Stakeholders meeting for families on Thursday, May 21 to discuss the 2020-21 budget and a Brown Bag Q&A session for families on Tuesday, August 4 with the Administrators and school counselor to answer questions about reopening and receive additional feedback.

3. Educators:

Teachers and administrators met on the following dates to provide input on reopening plans:

- * Tuesday, May 19 - to discuss possible reopening scenarios
- * Tuesday, June 2 - to look at family feedback from the May 21 survey and integrate that into a cohesive plan to present to the Board that all stakeholders could support
- * Wednesday, June 24 - to plan for reopening logistics such as health and safety plans, schedules, workload, how to balance in person versus distance learners, etc.
- * Wednesday, July 22 - to continue the conversations from June 24 and also consider whether to reopen and under what model
- * Friday, July 31 - to make a final selection for whether to reopen full day, all student on campus OR half day, four days a week
- * Monday, Aug 10 - to plan for reopening and adjust the schedules and logistics for the first weeks of school

In addition, all staff including paraprofessionals, office staff, the school counselor, and afterschool program staff, were invited to participate in all staff meetings on:

- * Wednesday, May 26 - on possible reopening scenarios prior to our Board passing a 4 phase flexible reopening plan.

* Monday, Aug 10 - to plan for reopening and adjust the schedules and logistics for the first weeks of school

4. Stakeholders without access to internet: All our parent communication is available to families via their choice of web browser, email, smartphone app, or text. The content is the same for all platforms. The default is email, but will automatically text families if email does not go through.

5. Stakeholders who speak languages other than English: We currently have zero non-English speaking families, However, our parent communication platform has a Spanish translation feature should that become necessary.

6. Finally, we considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways:

* The Board integrated Educator feedback and Family survey data to create our Reopening plan

* The Board integrated Educator feedback and Family survey data to choose which model we would use for reopening on the first day of school (full day, half day, distance)

* The Administrators worked together with Educators and Families to adjust everything from budget to schedules to bus transportation to health and safety policies in order to accommodate as many stakeholders' needs as possible.

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

Chrysalis promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

* Holding public meetings via teleconferencing (a public Zoom or Google Meet link was provided on our website)

* Making public meeting accessible telephonically to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.for public meetings.

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

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

112 families responded to the May family survey. 89.1% preferred an on-site classroom program for the 2020-21 school year, though 22.7% were open to distance learning, and 5.5% were open to homeschooling. Regarding health and safety measures that would make you feel more comfortable with an in-person program, 65.1% wanted daily temperature screening, 67% wanted hand sanitizer on arrival, 79.8% wanted frequent hand washing, and 59.6% wanted to limit parents and guardians on campus. If school had to take place in smaller cohorts with shifts, parents were evenly split between AM/PM cohorts Mon - Thu and alternating 2 fulls days per week. The majority, 60%, wish to go back to school in the fall just like it was pre-COVID. It was clear that child care, transportation, and work schedules were a concern for many families.

In late May and early June, all staff participated in the creation of our four stage reopening plan based on a review of the family survey data. All staff at the time were comfortable with the plan moving forward. Specific concerns and questions included ensuring teachers and aides have regular breaks, planning who would do the sanitizing and disinfecting, questions about whether additional furniture might be required, concerns about sick leave and getting a substitute, uncertainty about what the afterschool program can and cannot provide, and how to provide academic and social/emotional supports for struggling students.

148 families responded to the July family survey. 18.4% of families were NOT comfortable with all kids on campus, full days. Half of those that were not comfortable with all kids on campus, would be more comfortable with AM/PM hybrid with fewer kids on campus. Over 22 families needed bus transportation and 41 families needed child care. 43 families indicated an interest in distance learning and 9 were interested in homeschool. 68 families would need to borrow a chromebook if they were on distance learning, and 14 families had poor Internet. 20 families had students with a verifiable reason for a mask exemption. Many families were sad about not being able to walk their children to class, concerned about social distancing, and the uncertainty of having to change models on short notice. Parents were all over the spectrum regarding masks -- from full support to vehement opposition.

Over the summer, teachers offered regular feedback as the specific plans for reopening on the first day of school began to emerge. They selected outdoor classroom spaced, budgets, refined bell schedules for both full day and hybrid models, distance learning, classroom set up, supplies, and much more. On July 31, 2020, the teachers made the final call on which model to select for reopening (AM/PM hybrid).

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

The May family survey influenced the school staff and Board to adopt reopening plans that could accommodate flexibly moving between distance learning, full days all students on campus, and an AM/PM hybrid model. It made the team feel confident adopting health and safety measures such as daily temperature screening, hand sanitizer on arrival, frequent hand washing, and limiting visitors on campus. We made sure to include options for child care and bus transportation to accommodate working families.

The July survey strongly influenced the staff and Board and led to the adoption of the AM/PM hybrid model for the first days of school. Bus transportation was arranged for a mid-day and afternoon run, but continued feedback from families made it clear that a morning run was desperately needed so we added that the day before school started. We contacted those families that lack reliable internet individually to help identify targeted solutions. We worked closely with the afterschool program to ensure that the child care needs of working families could be met.

Specifically, the following sections were strongly influenced by the family feedback:

- * In person instruction
- * Distance learning program
- * Access to devices and connectivity

As a teacher powered school, all reopening plans were made by the teachers first, and then brought to the Board for approval. Specifically, the following sections were designed collaboratively between teachers and the Administrators, and their recommendation was approved by the Board:

- * In person instruction
- * Distance learning program
- * Pupil learning loss
- * Mental health and social and emotional wellbeing

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.]

Chrysalis developed four flexible models for educating students in 2020-21. It is likely that we will see all four educational models in the 2020-21 school year, and several may be active at the same time. Our aim is to provide options and choice for families, while remaining flexible to respond to changing conditions in our county and state, and also protecting the health and safety of our staff and students.

Phase 1 - Individual Distance Learning (Short Term or Ongoing) - This model is designed for individual students who are required by Shasta County Public Health to quarantine for an extended period, or for individual families who elect to participate for COVID-19 related reasons.

Phase 2 - Distance Learning (Stay-at-Home Orders) - This model is designed for the contingency that Chrysalis is closed to students (e.g. state-wide or county-wide stay-at-home orders, or Shasta County Public Health asks Chrysalis to close for 14 days due to confirmed case(s) in 5% or more of the student/staff population, etc.) In such a case, ALL students will either be working with their classroom teacher in accordance with the “Chrysalis Distance Learning Plan” described above OR enrolled in our homeschool program and working with their homeschool teacher on their individualized homeschooling plan.

Phase 3 - Hybrid Learning (AM/PM Cohorts) - This model is designed to maintain small, tight cohorts of students and increase the physical space between students in the classroom in order to protect student and staff health and safety when there is moderate to high levels of community spread. In this model, each classroom of students will be divided into two cohorts, one that attends in the morning 8:30 to 11:15 and another that attends in the afternoon 12:30 to 3:15.

Phase 4 - All Students on Campus - This model is designed to allow for the greatest level of normalcy. In this model, students attend school daily on a normal schedule (8:30 am to 2:30/ 2:45/ 3:15 pm with 2:00 Tuesdays) with many layers of health and safety protocols ranging from cohorting to health checks to handwashing.

We reopened school on August 12, 2020 in Phase 3, Hybrid Learning. However, staff and families have been notified and are prepared at any time to switch to a different phase with 24 hours notice.

For protocols regarding safety (students and staff), campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting in Phase 3 and Phase 4, we are, at a minimum, meeting all Shasta County Public Health guidance for reopening schools (<https://www.co.shasta.ca.us/covid-19/roadmap-to-recovery>). Our administrator oversees student arrival daily to ensure that health and safety protocols are being followed. That is an increase in responsibility since last year, the administrator oversaw student arrival three times a week in the mornings while now the duty is five times a week, twice a day (morning and mid-day).

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments within the first six weeks of students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. Diagnostics for all students include iReady math and reading assessments, as well as additional standardized assessments (e.g. DRA, Dibels, etc.).

This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Intervention strategies primarily include small group instruction and enhancement groups delivered both in person and virtually. Students who struggle with the in-person instructional model will receive a Student Success Team meeting between the teacher and family, and a school Administrator if necessary, to identify what additional academic, social, or emotional supports might be necessary.

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

Description	Total Funds	Contributing
Addition of a mid-day bus run to take the AM cohort home and bring the PM cohort to school	14,791.30	Yes
Hygiene supplies for students and staff	4338.44	No
Personal protective equipment for students and staff	677.62	No
Cleaning supplies for students and staff	13,841.45	No
Additional custodial time for disinfecting, deep cleaning, and record keeping	7693.02	No
Establish a covid related sick leave pool for staff to draw from as needed throughout the school year for the COVID related situations. The pool is pre-populated with 10 days of COVID-related sick leave per staff member, by the number of hours typically scheduled in a single work week, collectively, to use throughout the school year as follows	25,180.00	No

Description	Total Funds	Contributing
Administrator to oversee student arrival and ensure health and safety protocols are followed. \$51.19/hour * 5 hours/week * 30 weeks *1.25 to account for benefits.	9598.13	No
Classroom materials for social distancing	578.81	No
Addition mid-day paraprofessional to serve lunch and supervise students receiving free and reduced lunch	3622.50	Yes
Maintain low student-staff ratio to allow for a significant amount of small group work and individualized attention. This is of particular importance for our low-income students, students with disabilities, English learners and foster youth. Without the support of supplemental funding in the face of minimum wage increases and rising STRS/PERS costs, class sizes would need to be increased significantly and/or paraprofessional staff would need to be cut. Our supplemental funds will provide support for a 1. FTE teacher to maintain the existing staff-student ratios in our middle grades where we have two low enrollment classes.	93800.18	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.]

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

We will determine that the distance learning curriculum is of substantially similar quality by training staff on this requirement, assigning lessons of comparable quality and rigor (if possible from the same texts as are being used for in person instruction), and assessing students on the same measures. Each teacher is filling out a distance learning plan for their class that lists the anticipated number of instructional minutes for in person and distance learners that meets or exceeds the required daily instructional minutes..

We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by: sending paper materials home as needed and otherwise providing digital access to all curriculum.

We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by: offering tutoring/small group enhancements to struggling learners, offering daily check ins with all distance learners, providing regular feedback to families, loaning Chromebooks and hotspots as necessary, and staying responsive to family needs.

The following curriculum and instructional resources that have been (will be) developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary: Distance learners and in-person learners of the same grade are provided with the same curriculum and instructional resources such that students should be able to transition seamlessly from distance learning to in person or vice versa. A non-exhaustive list of the curriculum and instructional resources being utilized include: Journeys (ELA), Bridges (math), CPM (math), FOSS (science), GEMS (science), iReady, IXL, Accelerated Reader, Kahn Academy, etc.

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: keeping communication open, including teachers in the decision to transition from in-person to distance learning (whether for a single student or the whole class), and offering support as needed in the form of resources and/or staff time.

The transition plan will be communicated to families by at least one of the following methods: Parent Square (online private communication platform), phone, email, webinar, videoconference, letter or other paper communication sent home through the student's parent folder or mail.

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.]

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

1. First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by: the family surveys released May 21 and July 23, 2020 and subsequently through emails, phone calls, and other requests received by staff from families asking for support.
2. We provided technical support (Including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by: a Parent Tech Support Q&A offered Friday, April 3, 2020; teaching

students soon after school closed and again in the first days of the new school year how to login to the various learning platforms they will be using this school year; one teacher offered a parent tech education program for his families on Tuesday, August 25, 2020; Parent Square communication; and lots of one-on-one emails and phone calls.

3. We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by: addressing those families needs individually through phone or email.

4. 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: Parent Square, phone, email, text, in person meetings, and videoconferencing. Those families needs were addressed within 30 days of school closure.

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.]

Chrysalis will track and monitor student progress through both live contacts and synchronous instructional minutes. Attendance will be tracked in our student information system. Teachers will measure student participation and/or presence through one or more of the following methods: completion of regular assignments, completion of assessments, a screen shot of daily live interaction, log of contacts with pupils/parents/guardians, and/or a daily digital check in form. Teachers were trained on the requirements and co-developed the monitoring system at their August 10, August 14, and August 21 staff meetings.

Parents should call the office if their child is unable to engage in distance learning for an excused reason (e.g. illness, medical appointment, death in the family, etc.). In order to re-engage students who are absent from distance learning for more that three schooldays or 60% of the instruction days in a week, the following steps shall be taken:

1. On the school day immediately following the third absence (day 4), an office staff member from the school will call the family to clarify ways for families to contact the school so their student can engage, using an emergency contact list if needed.
2. If no response for 24 hours and the student is not in attendance the following school day (day 5), a credentialed staff member (e.g. teacher, school counselor, special education teacher, etc.) will call the family.
3. If continued no response for 24 additional hours and the student is not in attendance the following school day (day 6), the Administrator will call the family and make every reasonable attempt to re-engage the student in distance learning. Referral to the teachers' cooperative or the Executive Board are options should other means fail to re-engage the student.
4. If a student misses more than 10% of the school year after the first month a team meeting will be held with the family, teachers and administration to determine if voluntary distance learning is in the best interest of the student.

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 these instructional times and that of the time values of pupil work by: having credentialed teachers maintain a daily log of the instructional time value of all synchronous and asynchronous lessons as well as independently completed assignments and turning that into the office for central logging and monitoring. The daily log was created on August 10 and amended on August 23 in accordance with new CDE guidance pertaining to the specific requirements for that log.

We communicated these instructional times by: email communication to all credentialed staff on August 10, 23, and 25; training during staff meeting on August 21; and one-on-one trainings with individual teachers throughout the week of August 24.

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, Chrysalis Charter School has provided the following professional development opportunities and resources, which are based upon the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

1. Peer sharing of best practices that are already working.
2. County-wide Teacher grade level community of practice sessions on Distance Learning best practices throughout spring 2020
3. County-wide Paraprofessional community of practice sessions on Distance Learning best practices weekly throughout spring 2020
3. Google Suite (Meet, Classroom, Docs, Slides, Sites, etc.) trainings April 9, April 23, April 28, April 30, August 24, August 26, August 27, September 2
4. Zoom trainings April 24, May 6, May 15, August 26
5. Digital choice boards April 20, April 21 August 25

Technological support was also given by: Administrators, office staff, and the tech support team based out of Shasta Union High School District.

Staff Roles and Responsibilities

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

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

To meet the academic needs of students, we have: reassigned two part time credentialed teachers to supporting students to ensure distance learners identified as Low Income, EL, or Foster Youth continue to make academic progress.

To meet the social-emotional needs of students, we have: had our school counselor develop asynchronous, virtual social and emotional learning lessons for students and teachers.

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

- * all teachers support distance learners as well as in person learners in the afternoons;
- * teachers have redesigned field study which normally occurs on Fridays via take home assignments such as backyard safaris;
- * administrators and teachers participated in Google Meet or Zoom staff meetings;
- * administrators organize our weekly all school assembly via Google Meet or Zoom;
- * all staff have taken on responsibility for supporting students and parents in using the many technology tools that have been adopted and have added the role of tech support to their responsibilities;
- * one paraprofessional whose responsibility normally includes creating short term independent study packets is instead monitoring instructional minutes and pupil participation via teachers' daily distance learning logs..

Chrysalis will continue to monitor the impact of changed roles and support staff that is working in a new role by: regularly checking in with teachers, paraprofessionals, and office staff to understand the impact of the added and changed roles and responsibilities on staff morale, retention, and workload. Questions and concerns will be addressed as they arise.

Supports for Pupils with Unique Needs

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

We will assess the unique needs of all learners to determine what additional supports are needed by:

- * Regularly surveying families and students. Family surveys were conducted on May 21, Jul 23, Aug 10. We anticipate at least two more surveys in 2020-21 for continual feedback.
- * Most pupils in grades 3-8 are completing daily surveys which include the questions: "Do you need any help getting started with your assignments?" and "What questions do you have about your assignments?"
- * Outreach from our special education department for Pupils with individualized education plans.
- * Outreach from our Administrators for Pupils in foster care and who are experiencing homelessness.
- * Outreach from our Administrators and EL Coordinator for English learners (though we currently have zero English Learners enrolled).
- * Outreach from Teachers and Administrators to assess the needs of pupils with unique needs that are struggling with distance learning.

In addition to academics and social/emotional needs, other areas of inquiry include meals, devices, school supplies, and additional staff support.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

- * English learners (though we currently have zero English Learners): our Administrator and EL Coordinator would offer supports for educators planning designated and integrated ELD, through collaborative planning opportunities.
- * Pupils with exceptional needs: our special education department will serve across the full continuum of placements, document daily interaction through our daily log, communicate IEP goals, assess students, conduct IEP meetings, and progress monitoring goals.
- * Pupils in foster care and who are experiencing homelessness: our Administrator will offer targeted supports through our personnel (including the school counselor if necessary) or connections with MCOE Foster Youth and McKinney-Vento leads

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

Description	Total Funds	Contributing
Provide wifi hotspots and monthly ongoing service for students identified as Low Income, EL, or Foster Youth to access and engage distance learning	1800.00	Yes
Repurpose two part time certificated staff members to ensure distance learners identified as Low Income, EL, or Foster Youth continue to make academic progress	25,200	Yes
Repurpose paraprofessional to monitor instructional minutes and pupil participation logs	17,659.69	No
Distance learning tech programs & curriculum	3643	No
Chromebooks & chargers to loan to families that do not have computing at home	5760	Yes
Distance teaching equipment so that teachers can more easily teach online	847	No
Teacher and admin professional development and training	500	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Chrysalis will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status in the following content areas: English language arts, English language development (for any English Learners), and Mathematics. Students are instructed in all content area; however, specific learning loss in ELA, ELD and math may have the greatest impact on achievement in other content areas. The iReady reading and math assessments will be administered to all student within the first six weeks of the school year, in January/February 2021 and in May 2021. The beginning of the year results will be compared to either January or May 2020 assessments as a measure of pupil learning loss, and to 2021 assessment results to examine learning recovery.

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.]

Chrysalis will address the learning loss for students and will accelerate learning progress for students by pairing students who have declined or who have failed to grow with a credentialed teacher or from a paraprofessional under the direction of a credentialed teacher who will provide targeted instructional support in small groups or, in rare instances, individually.

Specific actions and strategies for each student group is as follows:

- * Outreach from our special education department for Pupils with individualized education plans.
- * Outreach from our Administrators for Pupils in foster care and who are experiencing homelessness.
- * Outreach from our Administrators and EL Coordinator for English learners (though we currently have zero English Learners enrolled).
- * Outreach from Teachers and Administrators to assess the needs of pupils with unique needs.

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.]

Chrysalis will measure the effectiveness of services and/or supports provided to address learning loss by repeating the beginning of the year assessments. The iReady reading and math assessments will be administered to all student within the first six weeks of the school year, in January/February 2021 and in May 2021. The beginning of the year results will be compared to 2021 assessment results to examine learning recovery.

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

Description	Total Funds	Contributing
Administration of universal screener (iReady reading and math) to identify pupil learning loss of all students	7350	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.]

Chrysalis will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include: SEL Curriculum delivered virtually and/or in person, administration of a universal SEL screener at least twice in the school year (SRSS-IE), mental health support through school counselors, referral process for students/staff to address trauma and impacts of COVID-19, and activation of the school counselor to help teachers support SEL in the classroom.

Chrysalis will also provide the following resources for students and staff to address trauma and other impacts of COVID-19 on the school community by: offering virtual SEL lessons for families to do at home together, and offering free Q&A and virtual workshops for families to reduce fear and uncertainty in this crazy school year (e.g. the brown bag Q&A with our school counselor and administrators on August 4, 2020).

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.]

Chrysalis will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows. This plan is the same for students and their parents/guardians when students are not meeting compulsory education requirements.

Chrysalis will track and monitor student progress through both live contacts and synchronous instructional minutes. Attendance will be tracked in our student information system. Teachers will measure student participation and/or presence through one or more of the following methods: completion of regular assignments, completion of assessments, a screen shot of daily live interaction, log of contacts with pupils/parents/guardians, and/or a daily digital check in form. Teachers were trained on the requirements and co-developed the monitoring system at their August 10, August 14, and August 21 staff meetings.

Parents should call the office if their child is unable to engage in distance learning for an excused reason (e.g. illness, medical appointment, death in the family, etc.). In order to re-engage students who are absent from distance learning for more than three schooldays or 60% of the instruction days in a week, the following steps shall be taken:

1. On the school day immediately following the third absence (day 4), an office staff member from the school will call the family to clarify ways for families to contact the school so their student can engage, using an emergency contact list if needed.
2. If no response for 24 hours and the student is not in attendance the following school day (day 5), a credentialed staff member (e.g. teacher, school counselor, special education teacher, etc.) will call the family.
3. If continued no response for 24 additional hours and the student is not in attendance the following school day (day 6), the Administrator will call the family and make every reasonable attempt to re-engage the student in distance learning. Referral to the teachers' cooperative or the Executive Board are options should other means fail to re-engage the student.
4. If a student misses more than 10% of the school year after the first month a team meeting will be held with the family, teachers and administration to determine if voluntary distance learning is in the best interest of the student.

Chrysalis will address the learning loss for students and will accelerate learning progress for students by pairing students who have declined or who have failed to grow with a credentialed teacher or from a paraprofessional under the direction of a credentialed teacher who will provide targeted instructional support in small groups or, in rare instances, individually.

Should a family not speak English, the school will provide documents and dialogue via a translator or translation service.

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.]

Chrysalis will continue to provide nutritionally adequate meals for all pupils through grab and go meals served on site every day school is in session, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:

In-person learning: Families must order a lunch for their child by 9 am daily by phone, email, or by in person request. Students lunches will be served by school staff between 11:15 and 12:30 pm

Distance learning: Families must order a lunch for their child by 9 am daily by phone, email, or by in person request. Students lunches must be picked up at the school site between 11:15 and 12:30 pm

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

Section	Description	Total Funds	Contributing
N/A	Low income essential workers need to utilize our after school program for child care during the typical school day (8:30-3:15) due to our half-day hybrid program. The after school program requires a registration and monthly materials fee from 12:00 to 3:15, and an additional daily fee from 3:15-5:30. The school has offered to financially support low income	5,565	Yes

Section	Description	Total Funds	Contributing
	families that would otherwise not be able to afford after school care, but requires that service in order to keep their jobs.		
Mental Health and Social and Emotional Well-Being	School counselor to provide supports individually or in small groups to address socio-emotional needs with a primary emphasis on ensuring the socio-emotional well being of foster, EL, homeless, or low income students	31,500	Yes
N/A	Additional staff time during summer for Administrators and teachers to prepare	6232.08	No

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
8.72%	141,032

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.]

Addition of a mid-day bus run to take the AM cohort home and bring the PM cohort to school - In our survey of the needs of Low Income, EL, homeless or foster youth, bus transportation for before and after the morning AND afternoon cohort was a high priority for families.

Originally, we had considered charging families for bus service on a sliding scale and offering only two runs a day as we had pre-pandemic. As we realized the needs of our low income students, we decided to provide an additional bus run for our families. Though it was designed to serve our unduplicated students, it is meeting the needs of many others as well.

Provide wifi hotspots and monthly ongoing service for students identified as Low Income, EL, or Foster Youth to access and engage distance learning - Nearly 50% of our families, the vast majority of which were low income, EL, homeless or foster, requested support with either Internet connectivity or a loaner chromebook in early surveys. This, we have set aside funds to be able to provide wifi hotspots and monthly ongoing service for our families. Though it was designed to serve our unduplicated students, the hotspots we purchased are meeting the needs of a few others as well. That is because we purchased many hotspots but families may only need it for a few weeks at a time as they are quarantined at home. Once the student returns to in person instruction, that hotspot may be repurposed for other students who are not necessarily low income, EL, homeless or foster.

Repurpose two part time certificated staff members to ensure distance learners identified as Low Income, EL, or Foster Youth continue to make academic progress - During distance learning in the spring, we observed very clearly that our Low Income, EL, homeless or foster youth struggled more than others with distance learning. These students were often already struggling academically. Thus, we reassigned two part time certificated staff members to providing small group and/or individual support for students. Though it was designed to serve our unduplicated students, some of the small groups also have other non-disadvantaged students with them.

Low income essential workers need to utilize our after school program for child care during the typical school day (8:30-3:15) due to our half-day hybrid program - Low income essential workers made it very clear in the parent surveys that child care was a huge issue for them. All low income families and essential workers were offered a subsidy for our afterschool program should finances be an issue for them.

Addition mid-day paraprofessional to serve lunch and supervise students receiving free and reduced lunch - Low income students and the children of essential workers are the main customers for our school's hot lunch program. Very few non-low income students are taking advantage of the school lunch program this year because most can go home or stay home for lunch. Yet these families need supervision. Other aides are occupied mid-day disinfecting classrooms in the transition from our morning to our afternoon cohorts.

Maintain low student-staff ratio to allow for a significant amount of small group work and individualized attention. This is of particular importance for our low-income students, students with disabilities, English learners and foster youth. Without the support of supplemental funding in the face of minimum wage increases and rising STRS/PERS costs, class sizes would need to be increased significantly and/or paraprofessional staff would need to be cut. Our supplemental funds will provide support for a 1. FTE teacher to maintain the existing staff-student ratios in our middle grades where we have two low enrollment classes.

Chromebooks & chargers to loan to families that do not have computing at home. Like with hotspots, 50% of our families, the vast majority of which were low income, EL, homeless or foster, requested support with either Internet connectivity or a loaner chromebook in early surveys. Thus, we have set aside funds to be able to provide loaner hotspots for families that need it. Though it was designed to serve our unduplicated students, the chromebooks we purchased are meeting the needs of a few others as well. That is because we purchased many chromebooks but families may only need it for a few weeks at a time as they are quarantined at home. Once the student returns to in person instruction, that chromebook may be repurposed for other students who are not necessarily low income, EL, homeless or foster.

School counselor to provide supports individually or in small groups to address socio-emotional needs with a primary emphasis on ensuring the socio-emotional well being of foster, EL, homeless, or low income students. We all know that these under-served populations have the greatest socio-emotional needs and the least access to outside, private counseling support. We are providing these services primarily for these students, though others may be served as well.

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

Mid-day bus run - This is an increase in service. There was no mid-day bus run prior to covid-19.

Hotspots - This is an increase in service. There was no need to provide hotspots or service plans for students prior to covid-19.

Two part time certificated - This is an increase in service. There was no need to offer extra academic support outside the intervention program already taking place as part of the classroom program prior to covid-19.

For after school - This is an increase in service as we would not typically cover the afterschool program fees with state dollars.

Mid-day paraprofessional - This is an increase in service. There was no need to provide a mid-day paraprofessional prior to covid-19.

Low student-staff ratio - This is an improvement in services from what we would otherwise offer.

Chromebooks - This is an increase in service. There was no need to provide chromebooks and chargers for students prior to covid-19.

School counselor - This is an improvement in services from what we would otherwise offer. In previous years, our school counselor served the general education population as a whole. This year, we are directing her support towards the socio-emotional well being of foster, EL, homeless, or low income students. We all know that these under-served populations have the greatest socio-emotional needs and the least access to outside, private counseling support. We are providing these services primarily for these