

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chicago Park Elementary School District

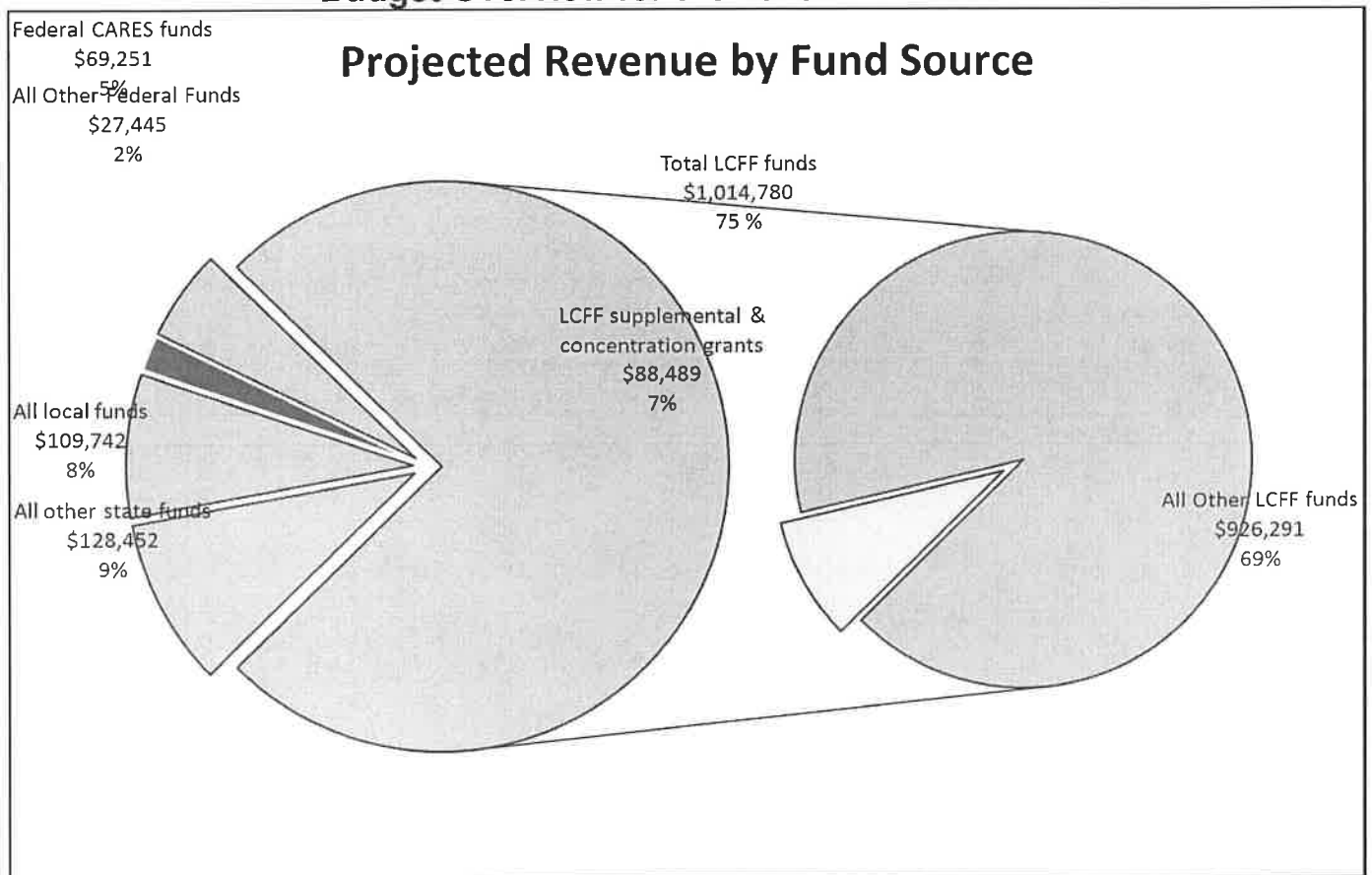
CDS Code: 29-66316-6027080

School Year: 2020-2021

LEA contact information: Katie Kohler, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2020-21 LCAP Year

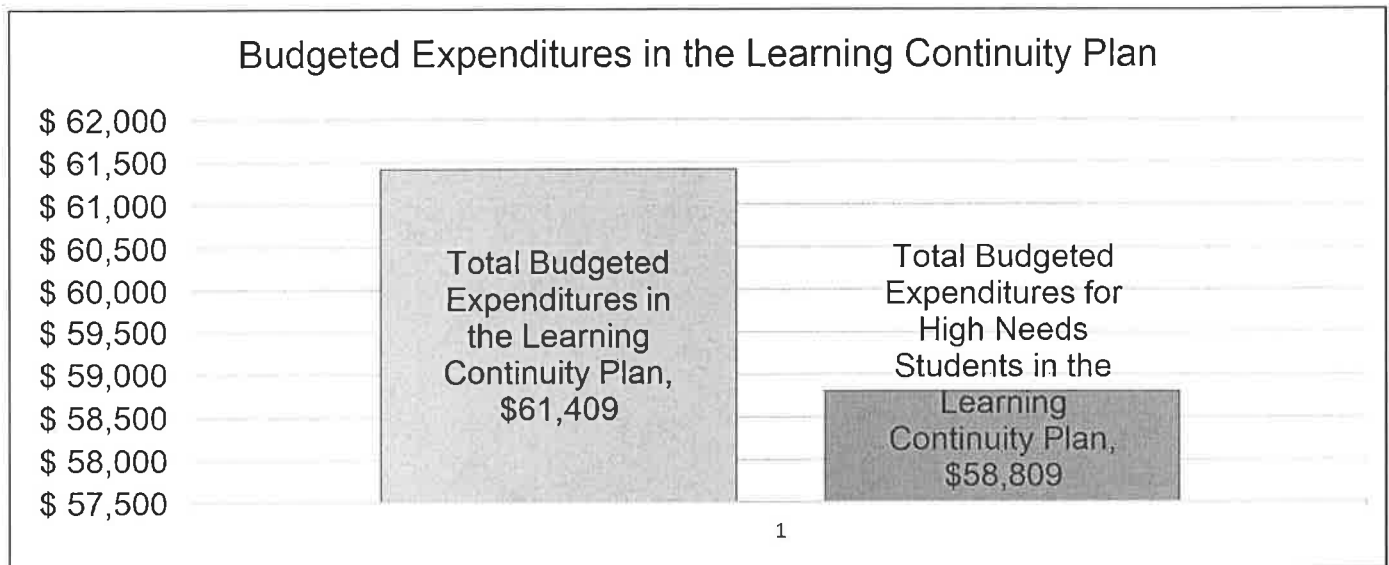


This chart shows the total general purpose revenue Chicago Park Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Chicago Park Elementary School District is \$1,349,670, of which \$1,014,780 is Local Control Funding Formula (LCFF), \$128,452 is other state funds, \$109,742 is local funds, and \$96,696 is federal funds. Of the \$96,696 in federal funds, \$69,251 are federal CARES Act funds. Of the \$1,014,780 in LCFF Funds, \$88,489 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Chicago Park Elementary School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Chicago Park Elementary School District plans to spend \$1,294,549 for the 2020-21 school year. Of that amount, \$61,409 is tied to actions/services in the Learning Continuity Plan and \$1,233,140 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Admin staffing, most classified staffing, maintenance/custodial, travel/conferences, insurance, utilities, communications, special education excess costs, deferred maintenance projects.

### Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

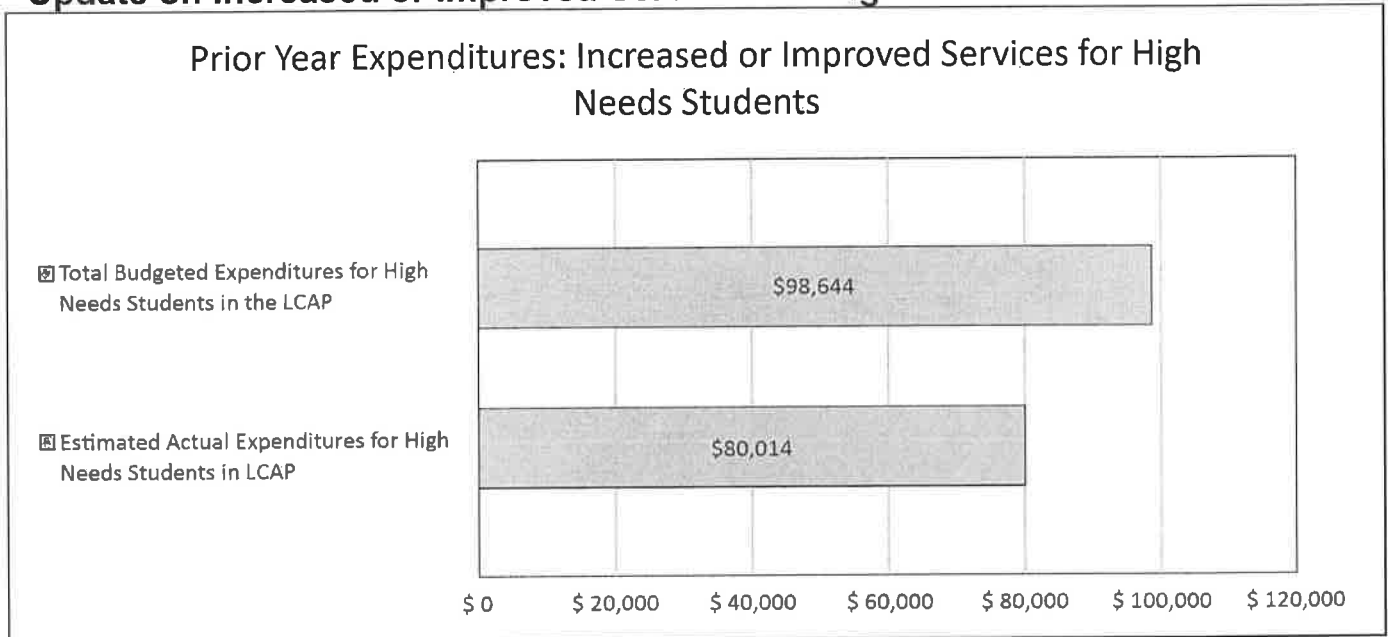
In 2020-21, Chicago Park Elementary School District is projecting it will receive \$88,489 based on the enrollment of foster youth, English learner, and low-income students. Chicago Park Elementary School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Chicago Park Elementary School District plans to spend \$58,809 towards meeting this requirement, as described in the Learning Continuity Plan.

Counseling services and Certificated staff have been increased to help provide support for students in need, professional development for staff to help students with social emotional needs, staff training in

suicide prevention, specialized staff to support intervention needs, hotspots for students who need internet service and mitigate learning loss.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Chicago Park Elementary School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Chicago Park Elementary School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Chicago Park Elementary School District's LCAP budgeted \$98,644 for planned actions to increase or improve services for high needs students. Chicago Park Elementary School District actually spent \$80,014 for actions to increase or improve services for high needs students in 2019-20.

The actual expenditures were lower than projected primarily due to changes in staffing (regarding the RTI program and IT). This did not have any negative impact on the services provided to high needs students.

## 2020-21 LCFF Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
<b>Local Educational Agency (LEA) Name:</b>	Chicago Park Elementary School District
<b>CDS Code:</b>	29-66316-6027080
<b>LEA Contact Information:</b>	Katie Kohler, Superintendent
<b>Current School Year:</b>	2020-21
<b>Prior School Year:</b>	2019-20

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2020-2021 School Year	Amount
<b>Total LCFF Funds</b>	\$1,014,780
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$88,489
<b>All Other State Funds</b>	\$128,452
<b>All Local Funds</b>	\$109,742
<b>Total Federal Funds</b>	\$96,696
<b>Federal CARES Funds</b>	\$69,251
<b>Total Projected Revenue</b>	\$1,349,670

Total Budgeted Expenditures for the 2020-2021 School Year	Amount
<b>Total Budgeted General Fund Expenditures</b>	\$1,294,549
<b>Total Budgeted Expenditures in the Learning Continuity Plan</b>	\$61,409
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$58,809
<b>Expenditures not in the Learning Continuity Plan</b>	\$1,233,140

Expenditures for High Needs Students in the 2019-2020 School Year	Amount
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$98,644
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$80,014

Funds for High Needs Students	Amount
<b>2020-21 Difference in Projected Funds and Budgeted Expenditures</b>	\$-29,680
<b>2019-20 Difference in Budgeted and Actual Expenditures</b>	\$-18,630

Required Prompts(s)	Response(s)
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Learning Continuity Plan.</b>	Admin staffing, most classified staffing, maintenance/custodial, travel/conferences, insurance, utilities, communications, special education excess costs, deferred maintenance projects.
<b>The amount budgeted to increase or improve services for high needs students in the 2020-2021 Learning Continuity Plan is less than the projected revenue of LCFF supplemental and concentration grants for 2020-2021. Provide a brief description of the</b>	Counseling services and Certificated staff have been increased to help provide support for students in need, professional development for staff to help students with social emotional needs, staff training in suicide prevention, specialized staff to support intervention needs, hotspots for students who need internet service and mitigate learning loss.

<b>additional actions the LEA is taking to meet its requirement to improve services for high needs students.</b>	
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2019-2020 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2019-2020.</b>	The actual expenditures were lower than projected primarily due to changes in staffing (regarding the RTI program and IT). This did not have any negative impact on the services provided to high needs students.



# 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
Chicago Park Elementary School District	Katie Kohler Superintendent	katiek@chicagoparkschool.org 5303462153

## General Information

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

Chicago Park Community Charter School is a community school established in 1898. Located just off scenic Route 174 in the beautiful foothills of the Sierra Nevada Mountains. Chicago Park School is a small, rural, public school for grades TK-8. The educational team of 14 certified professionals is lead by School Superintendent Katie Kohler, who has served in this position since January of 2020. There are trained Instructional Aides to support low performing and Special Education students where needed. The school is proud of its Gifted and Talented Program, as well as its success in providing intensive remedial support for struggling students. In addition to providing a strong educational foundation, our school provides programs such as music, sports, art, and computer literacy. An intensive character development program is an important part of the Chicago Park experience and is woven into the daily curriculum. The school serves families mostly from Chicago Park, Grass Valley, Nevada City, Peardale, Colfax and Alta Sierra. We pride ourselves in maintaining a positive, safe, learning environment for all students enrolled in Chicago Park School.

The COVID-19 pandemic has had an impact on the LEA providing in-person instruction, as well as full peer interaction that would occur with school taking place, in-person, all day, with full class sizes. Since the pandemic, hands-on activities have been modified to include, not sharing supplies, and limited the amount of time in the classroom.

# Stakeholder Engagement

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

All ideas and plans incorporated into this document have been discussed with all stakeholder groups. Some planning, and processes adopted, came directly from parents, teachers, community members, students, classified staff and administration. The LEA has pushed out three surveys to gather input from school community on school model. School personnel reached out to families with limited internet. LEA is working on providing internet for families with limited internet and have made arrangements for students to use school internet in the interim.

LEA shared Learning Continuity and Attendance Plan and asked for input with Chicago Park Elementary School Districts Teachers Union on August 31, 2020, Site Council on September 2, 2020 and community at the September 10, 2020 Board of Trustee meeting.

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

All Board of Trustee meetings are held in person with an option to attend via Zoom. All meetings allow time for public comment throughout meeting. Public comments during agenda items and for public hearings are allowed and documented in all Board minutes. In addition, parent meetings have been held per grade level on August 12, 2020.

All Site Council meetings are held in person with an option to attend via Zoom. Input on Learning Continuity and Attendance Plan was gathered at the September 2, 2020 meeting.

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

75% of families reported that they wanted to attend school in-person, while 25% responded they wanted to attend via Distance Learning. Parents indicated they wanted more support if district moved to Distance Learning. Teachers provided feedback that they did not feel comfortable opening school with large groups of students. They would like to meet with students and families individually or in small (four to six students) groups once a week. Community members shared their concern at the July 27, 2020 Board of Trustees meeting that students need to have peer interaction (be in school) for child's mental health. One parent shared an article on why schools should reopen at the August 7, 2020 Special Board of Trustees meeting.

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

With the input gathered from stakeholders, LEA has developed a four phase reopening model. LEA has started the school year in phase II, which is a hybrid model that allows for small group instruction (four to six students) on a weekly bases and Distance Learning ([Learn@Home](#)).



# 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.]

Description of LEA Phases:

- I- Full Learn@Home
- II- Hybrid, Learn@Home and one day a week Learn@School
- III- Hybrid, Learn@Home and two to four days a week of Learn@School
- IV- Learn@School five days a week

No matter what phase LEA is in, all staff members will report to campus each contract day to provide instruction via Learn@Home (Phase I) or through the hybrid Learn@Home/Learn@School (Phase II or III) model when permitted. In Phase II and III, LEA will offer classroom-based instruction through a hybrid model. Teachers will differentiate instruction for students in need to ensure students who found success in Spring 2020 can continue to thrive, while also supporting students that experienced learning loss by filling learning gaps. Staff will participate in ongoing professional development (monthly and bimonthly depending on month and availability of trainings) to provide best practices for distance learning and also provide best interventions based on need.

Students are required to engage with teachers via in-person, through Zoom or a combination of both daily. Transitional Kindergarten and Kindergarten teachers will provide 180 minutes of instruction daily, first through third grade teachers will provide 230 minutes of instruction daily, and fourth through eighth grade teachers will provide 240 minutes of instruction daily to decrease learning loss and deliver new learning material to be able to cover grade level standards. Initial assessments will take place the first two weeks of school and ongoing formative and summative assessments will take place throughout year. The data collected from assessments will drive instruction in Transitional Kindergarten through eighth grade. No matter what phase LEA is in, students will be provided with all necessary school supplies for home use including internet (based on need) and computer.

School counselor will be available by teacher referral and/or parental request to support students in mental health.

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

Description	Total Funds	Contributing
160 Desk Shields to provide more protection from Covid-19.	\$3,200	Yes

Description	Total Funds	Contributing
90 Chromebooks (Computers for students) purchased so LEA would be a 1:1 device school to support distance learning.	\$25,000	Yes
6 Staff computers used to support online and in-person instruction.	\$7,000	Yes
15 iPads: 5 for Kindergarten, 5 for first grade and 5 for teachers. Student ones are used to support distance learning. Teacher ones are used to support online instruction.	\$8,400	Yes
9 iPad holders used to support online and in-person instruction.	\$1,340	Yes
Music Teacher hours increased by .015 FTE to meet the anticipated social emotional needs of students.	\$1,375	Yes
Counselor hours increase by .083 FTE to meet the anticipated social emotional needs of students.	\$5,510	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.]

Each student will be provided a device (Chromebook), all textbook and consumables, and school supplies that would usually be needed to be successful in the classroom setting. Face-to-face log in time will take place daily, in the morning (8:30 am to 12:00 pm) with a certificated teacher and their peers via Zoom. Students will be able to ask and answer questions verbally or written for daily assignments. The daily interaction of direct instruction and assignments completion will allow students to have continuity and access to all district adopted curriculum for their grade level. Each lesson will be designed to meet their needs and will contain new learning material. This system will allow the district to easily move between models as needed.

### **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.]

District has provided Chromebooks to any student that is in need of one. District is providing hotspots for families that do not have internet access. While waiting for hotspots to arrive, district opened up the library for families that did not have internet access at home. District tech staff will be available for families and staff as needed for support.

### **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.]

Certificated employees created daily schedules and agendas for student/family use that outlines how many minutes of each core subject area should be completed each school day. Each student will be provided the required time value of pupil work required by the CDE. Certificated employees will certify each week that students engaged in the correct time value of pupil work each school day. A tracking sheet, provided by CDE, will be used to ensure all engagement and assigned work is completed set forth in time valued assignment guidelines. The tracking sheet will be verified by certificated teachers and submitted to the attendance clerk each week. All records will be maintained for auditing purposes.

### **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.]

Professional development was offered in the Fall of 2020 for staff members in the areas of iReady, Think Central, Google Classroom, Seesaw, Zoom, other related technology programs. Training videos and digital resources are shared with staff so they can access information regarding these platforms throughout the upcoming school year. Also, we have just-in-time coaching to assist educators with ongoing questions while implementing these programs. Educators will also participate in training regarding intervention and meeting the

needs of our diverse population. This will include additional training in the iReady intervention & enrichment program, Universal Design for Learning strategies, and best practices in the distance learning model. Our staff members will also receive professional development in the area of how to help students who have social emotional needs and learn how to implement SEL (Social Emotional Learning) strategies in the classroom. It will include how to understand, identify, and support students and their social emotional needs. Staff will also learn to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. In addition to this training teachers will complete suicide prevention training.

### Staff Roles and Responsibilities

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

Certificated staff have not experienced role or responsibility changes due to COVID-19. All staff have transitioned into the hybrid learning model and know how to best provide students and families what they need to find success this school year. One Classified staff role has changed to include deep cleaning and sanitizing of site to prevent the spread of Covid-19.

### 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.]

Students who are pupils with exceptional needs, foster care students, and students experiencing homelessness have access to specialized staff to support their intervention needs. Services will be offered via 1:1 support and/or through small group instruction. The purpose of these supports is to mitigate learning loss and build academic learning going forward.

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

Description	Total Funds	Contributing
90 Chromebooks (Computers for students) purchased so LEA would be a 1:1 device school to support distance learning.	\$25,000	Yes
6 Staff computers used to support online and in-person instruction.	\$7,000	Yes
15 iPads: 5 for Kindergarten, 5 for first grade and 5 for teachers. Student ones are used to support distance learning. Teacher ones are used to support online instruction.	\$8,400	Yes
9 iPad holders used to support online and in-person instruction.	\$1,340	Yes

Description	Total Funds	Contributing
40 hotspots purchased to provide internet services for families in need.	\$20,200	Yes
Curriculum and Instruction Specialist Stipend to support staff with distance learning.	\$4,000	No
Two and a half additional work days added to calendar for certificated staff for professional development and planning of hybrid model.	\$6,200	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.]

All students will be assessed through iReady program for current academic levels upon the start of the school. Any student who has shown any amount of learning loss in ELA and/or mathematics will be assigned support through the iReady program. All students will be receiving small group instruction (in-person and distance as an option) once a week. This support will provide students with direct instruction with a certificated teacher above what they will receive from their assigned classroom grade level teacher. The goal is that any student in need will have full access to additional teaching staff and intervention programs to ensure they are able to fill academic gaps caused by Covid-19 during the 2019-2020 school year.

District wide formative/summative assessments will take place three times a year and grade-level formative/summative assessments will take place at least monthly. Data will be tracked to ensure improvement in academic growth and will be used to drive instruction and intervention.

Small class sizes and small group in-person instruction will be implemented during the 2020-2021 school year to lower teacher to student ratio. Certificated staff have also been provided training in the Fall of 2020 in iReady, to allow for maximization of the program. Four Certificated staff were trained in Responsive Classroom during the Summer of 2020.

## 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.]

Students identified as exceptional needs, low-income, foster youth, and/or experiencing homelessness will receive direct support from trained staff (certificated and classified based on need). Support will be provided to students in small groups and/or one on one depending on need and subject area. All students are assessed through iReady program so staff know student's learning loss and their challenges. District has increased certificated staff for 2020-2021 school year to provide more support to students in need.

## 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.]

Students will be assessed three times during the 2020-2021 through the District iReady assessment (August, December and May) and regularly through classroom formative/summative assessments. Data collected will demonstrate the learning gain and loss levels. Data collected will drive instruction with whole class, small group and one on one instruction to ensure all students are supported in the special area of need. Data will be presented to the Board of Trustees throughout the year to show overall improvement and/or decline in academic achievement. Discussion and reformatting of support will take place based on data.

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

Description	Total Funds	Contributing
iReady program (online) purchased for LEA to support and fill gaps for students.	\$9,350	Yes
3 teachers sent to the Responsive Classroom professional development (4 day training) that focuses on creating an emotionally safe learning environment.	\$2,900	Yes
Counselor hours increase by .083 FTE to meet the anticipated social emotional needs of students.	\$5,510	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.]

Responsive Classroom has been a professional development focus for the past two years. Staff are trained to create an environment that is safe and protects the mental wellbeing of all students. Staff have also been trained on trauma informed practices and suicide prevention through professional developments throughout each year as a common practice.

This district has increased hours for music teacher and school counselor, to support emotional well-being and mental health. Music teacher's hours were expanded to provide a music outlet to all students in district. School counselor's hours were doubled to provide more support to students during the Covid-19 pandemic.

School office personnel, administration and school counselor will provide significant support and outreach for certificated teachers if students lack participation, engagement or become absent during any phase (distance learning or hybrid) school district is in. District will maintain all attendance requirements and SARB processes for mailing notices and contacting families according to requirements. Certificated staff will complete daily participation and weekly engagement logs that they will sign and turn in weekly to the district.

## **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.]

School office personnel, administration and school counselor will provide significant support and outreach for certificated teachers if students lack participation, engagement or become absent during any phase (distance learning or hybrid) the school district is in. District will maintain all attendance requirements and SARB processes for mailing notices and contacting families according to requirements. Certificated staff will complete daily participation and weekly engagement logs that they will sign and turn in weekly to the district.

A new online learning platform, Zoom Educational, was purchased to engage with students daily for live interaction. Any student that does not log in that day or attend during assigned class time will be marked absent. Parents are encouraged to communicate attendance needs to school office. School office also reaches out daily to student's family when student does not log on for the day.

## 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.]

The district will continue to offer meals to students every school day regardless of what the phase district is in. Families will call in order in the morning and pick up at designated time from school site. District follows all State and Federal requirements with School Nutrition.

## 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
9.68%	\$88,489



## 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.]

Intervention services are provided through whole group, small group and one on one to all students, especially those that have experienced learning loss. Staff will be available to students in need, with EL (currently LEA does not have any) and low-income students having first priority. Students in need will be given a work space to use in the library for three and a half hours (to cover morning Zoom session). Hotspots will be distributed to families in need of internet. Paraprofessionals will be on hand to provide assistance as needed.

Many foster youth, EL and low-income students experience an array of challenges and are a higher risk of dropping out of school. They also have on average a lack of stability, have experienced trauma and can have significant mental health issues. Foster youth, EL and low-income students were considered first because they have been adversely affected by the school closures in the Spring of the 2019-2020 school year. Staff have seen an overall lack of performance across all grades even with interventions and supports put in place.

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

The district's goal is to ensure unduplicated students are the top priority for improved and increased services. English learners (currently zero enrolled in LEA), foster youth and low-income students will have first priority to all additional services provided. Academic needs are tracked through district intervention program, iReady. Data collected through iReady drives instruction in all academic avenues to allow LEA to address academic needs and gaps.

District has purchased 90 Chromebook computers and 40 hotspots to support learning from home. The district has also increased the music teacher FTE by .015 and the school counselor by .083 FTE. EL, Foster Youth and low-income students has first priority to these resources.