



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.]

Due to the COVID-19 pandemic, Bitterwater-Tully School created a blending learning model for all students. On Tuesday, March 17th, students were issued their textbooks, consumables, and paper packets for the first three weeks of the school closure. Teachers expanded their Google Classroom with support materials in handouts and videos to supplement blended learning. Parents and students submitted electronic or hard copies of student work weekly. Staff corrected work and provided feedback to students. The week before Spring Break, parents then picked up the work packets for the following two weeks. During the week of April 27th, parents dropped off hard copies of student work and picked up the last five weeks work. Throughout the pandemic, staff answered questions via phone, text, FaceTime, Zoom, Google Meets, email, and through the Remind app. The classrooms, bathrooms, kitchen, office, school bus, and playground received a deep cleaning.

As we start the 2020-2021 school year with Distance Learning, our staff took a deep look to assess the program and instruction being provided to students. Our goal for the school year is to make learning meaningful! We provide daily live instruction to all students as well as asynchronous work to support the lessons being taught. Staff is teaching from school in order to have reliable internet to teach daily lessons and the supplies they need in order to be effective. The school is continued to be cleaned daily. Families picked up their textbooks, chromebooks, and first week's work was handed out on Friday, August 7th. Each Friday, student work is dropped off and the following week's work is picked up.

Stakeholder Engagement

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

Several surveys were sent home to parents. Paper copies were available if needed.

- Blended Learning Survey April 30, 2020
- Blended Learning Parent Feedback May 18, 2020
- 2020-2021 COVID-19 Planning as of June 12, 2020

On July 15, 2020, we held a Parent Informational Meeting to discuss Instructional Models & Requirements, Active Screening for Students & Staff, Snacks & Lunches new process, Recess & P.E. ideas and games, Transportation, and PTF Events & Fundraising. At that time we were planning on having students return to school in-person with the hybrid model and the distance learning model.

Staff meetings held August 3rd and 4th were used to discuss planning of the new school year and give feedback.

A Zoom PTF Meeting was held September 9, 2020 to present the Learning Continuity and Attendance Plan.

The public hearing will be held during the Board of Trustees Meeting on Wednesday, September 9, 2020 at 5:30pm.

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

Surveys were sent out to parents through the Remind app.

The Parent Informational Meeting was held in-person following social distancing and face covering guidelines. We also provided a Zoom link for parents to attend virtually.

The PTF Meeting was held through Zoom. The link was sent through the Remind app to parents.

A Zoom link is available on request for the Board of Trustee Meetings.

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

From the first survey that was sent out on April 30, a little over a month after the COVID-19 shutdown, parents felt they were getting enough feedback and support from staff. They also felt that their child/children were making academic progress. Parents felt under the circumstances that communication between home and school was strong. Some parents would like to see more Zoom meetings in the upper grades classroom. Parents and students called the school or had Zoom/Google Meet session for additional support. Concerns were given around the lack of internet in the home.

The second survey on Blended Learning Feedback, showed that a majority of family had a device with internet connection for students to use. During blended learning, 92% of families had internet at home while others used public internet or hotspots. In regards to the impact that COVID has had on families, 70.3% reported low negative to strong positive impact on their child/children. 29.6% reported strong negative to moderate negative impact. Concerns/Comments given by parents included wearing masks, wanting to see more live instruction, and parents needing to return to work and their children needing support with instruction at home.

The third survey, COVID-19 Planning, 73.3% of families would like to return to in-person instruction following social distancing guidelines while 26.7% rather continue with distance learning model. Parent concerns included wearing face masks, limit social interaction for students in peer groups and recess/sports involvement, and the limit of parents on campus.

During the parent informational meeting, instructional models were presented. Screenings and new requirements were discussed to maintain social distancing to keep students healthy. New recess & P.E. activities and games were introduced. With the new guidelines, the number of students allowed on the bus at one time will be dramatically reduced with students sitting in every other seat. The bus would be

disinfected between routes. Normal PTF events are on hold until restrictions lift. Concerns were discussed about students having to limit interaction with peers, and how often the restrooms will be disinfected during the school day. The old water fountain will be replaced with a new hand washing station.

At our staff meeting, staff expressed their concerns around social distancing and meeting the needs of students. The staff also felt that our program needed to be reevaluated to make learning more meaningful and to address the social and emotional needs of students.

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

As we reevaluated our program, the decision was made to provide students with three daily blocks of instruction: Morning Meeting/Art, Math, and ELA/Science/Social Studies with additional office hours before the Morning Meeting and in the afternoon at the request of the teacher/student. As staff continued to use Google Classroom, it was decided to use Google Meet as the platform for live instruction as it was the easiest for students to access. With connectivity a concern, students are able to easily reconnect if they lose their connection.

Staff discussed the pace of instruction as we start the new school year. With students not being in the classroom since March 13, 2020, and experiencing the pandemic, the staff felt it was best to do more modeling during instruction and adjust the pace to help students and families feel more confident with technology as we start the new school year. Google Classroom is our main platform with students also using Footsteps to Brilliance(K-3), ST Math, Star 360, and Typing.com to supplement and strengthen their skills.

Curriculum integration was also determined to make learning more meaningful for students. Students will be given projects with writing components to strengthen their skills.

In regards to face masks, parents were concerned about their children wearing them all day. If we are able to return in person, we will provide a hybrid model to start where students would attend school two days per week in person and the rest of the week through distance learning. With the new guidance, students in grades Kindergarten - 2nd grade are not required to wear masks but encouraged to do so.

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.]

Following social distancing and face covering guidelines, when we are able to return for in-person instruction, we will offer a hybrid model where K-3 students and 4th-6th students would attend classes in-person on Mondays and Wednesdays, and be online Tuesdays, Thursdays, and Fridays. The 7th and 8th graders would attend in-person on Tuesdays and Thursdays and be online Mondays, Wednesdays, and Fridays. We will continue to use Google Classroom and supplement with Footsteps to Brilliance(K-3), ST Math, Star 360, and Typing.com.

Desks will be spaced 6 feet apart. Students will have sneeze/cough shields at their desk. Active screening will be conducted for students and staff. PPE equipment will be provided to staff and students.

Students will eat their snacks and lunches at their desks or outside permitted they are seated 6 feet apart. Students will be allowed to interact at recess providing they maintain minimum of 6 feet apart and wear face coverings. Staff will create and monitor a variety of games that promote social distancing.

Students were issued textbooks, chromebooks, and materials on August 7th.

Teachers are incorporating SEL monthly themes into their lessons. For example, in August students learned about Coping Skills and for September students are learning about Self-Control.

Once students return, initial screenings will be conducted. Students will continuous be assessed through formative and summative assessments. Interventions will be provided to those students in need.

For students experienced significant learning loss/at greater risk of experiencing learning loss due to school closures, teachers will arrange meetings to meet with those students to support their academic needs. Teachers will provide visuals through anchor charts and resource videos to bridge the gap. Students will continue to read aloud lessons to increase comprehension and fluency. Manipulatives will be used to support instruction.

The school will continue to received through cleaning daily to minimize the potential for a COVID outbreak.

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

Description	Total Funds	Contributing
Replace interactive white boards	TBA	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.]

All students will have access to full curriculum regardless of delivery. Textbooks, chromebooks, and materials were issued to students on August 7th. Students will receive the same quality of instruction and access to content. We will provide daily live instruction to all students as well as asynchronous work to support the lessons being taught. Staff will be teaching from school in order to have reliable internet to teach daily lessons and the supplies they need in order to be effective. Teachers will provide three blocks of live instruction: Morning Meeting/Art, Math, and ELA/Science/Social Studies. Students will be able to connect back in Google Meets through Google Classroom for additional support/instruction. Afternoon office hours will also be available to assess students and provide intervention and support.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Surveys were sent home to determine the need of chrome books and hotspots. We have Chromebooks available for all students to check out. We are awaiting the arrival of hotspots to support connectivity issues. Trainings will be provided to students during the first week of school to provide tech support. On going tech support will be provided to students and families.

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.]

A log will be kept for each time a student attends in each of the three live instruction blocks: Morning Meeting/Art, Math, and ELA/Science/Social Studies. Teachers will keep an ongoing record of students strengths and weaknesses. Rubrics will be used to assess projects.

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.]

Staff will participate in ongoing professional development. Beginning of the year trainings will be completed through Keenan Safe Schools Training. Staff will also participate a variety of trainings from SimpleK12 and through the San Benito County Office of Education.

Staff Roles and Responsibilities

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

Due to distance learning, and a teacher retiring, the board advertised and held interviews for a new upper grades teacher. After receiving several applications and holding numerous interviews, the board felt it was in their best interest to promote the qualified substitute teacher/instructional aide using a STSP for the 2020-2021 school year. Due to budget cuts and deferrals, the lower grades aide position will not be filled at this time.

Our bus driver/custodian will continue to deep clean the school daily. Since we are on distance learning, she will work on needed custodial projects at the school that need to be completed.

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.]

For pupils with unique needs, we have scheduled additional time slots to work with those students to make sure they are receiving the services needed. We will post informative educational videos in our Google Classrooms to support student learning and reinforce concepts.

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

Description	Total Funds	Contributing
Hotspots	TBA	Yes
Additional Monitor to support supervision during lessons.	\$107.74	Yes
Online Professional Development - Simple K12	\$314.00	Yes

Description	Total Funds	Contributing
Copy Paper & Toner/Ink for packets	\$461.07	Yes
Theme take home kits.	\$1000.00	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.]

Initial screenings will be held. We will also conduct formative, and summative assessments will be given through the school year. STAR 360 and assessments from the curriculum will be used. Anecdotal records will also be used to determine students strengths and weaknesses.

Vocabulary building activities will be used to strengthen skills. For the 4th-8th grade class, google slides will be given weekly.

Interventions will be given to those students in need in small groups and one-on-one in live sessions. SIPPS Intervention will be used with students struggling with reading and phonological awareness. Additional instructional time slots will be offered in the afternoon to support student's needs.

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.]

We will be using ELD Activity cards for students experiencing learning loss to help English language learners develop key skills in reading, writing, speaking and listening. These cards can be used individually or in small group.

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 taking Math & ELA assessments using STAR 360 at least three times per year. The data will be used to determine the effectiveness of services and support that is being provided to students.

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

Description	Total Funds	Contributing
STAR 360	\$1320.00	Yes
	\$149.00	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.]

Staff have participated in mental health and COVID-19 classes through Keenan Safe School Training professional development. Staff will continue to participate in professional development classes as they are made available.

The principal has been in contact with the San Benito County Behavioral Health Department to learn about resources and services that can be made available to our students if needed.

Teachers are incorporating SEL monthly themes into their lessons. For example, in August students learned about Coping Skills and for September students are learning about Self-Control.

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.]

If a student is absent from distance learning, parents will be contacted first by using the remind app. If a student continues to be absent more than one day, a message will be sent to parents and a phone call home will be placed. The remind app allows for translation of messages to several different languages other than English. If a student continues to not meet compulsory education requirements then a meeting will be held with the student, parent, and teacher/principal to make a plan for the student to meet the requirements and to become successful. A meeting may also be held for those students not engaging in instruction or at risk of learning loss to make a plan to reengage the student.

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.]

Bitterwater-Tully School does not have a food program due to size of the school. Students in need would be referred to the high school or the community food bank.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Replace the existing water fountain with a knee activated hand washing station.	\$1048.58	Yes

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	COVID-19 Signs & Decals for social distancing and hand washing	\$96.37	Yes
In-Person Instructional Offerings	Flipside Blue Premium Study Carrels - Sneeze/Coughing Shields	\$110.20	Yes
In-Person Instructional Offerings	COVID-19 Cleaning Supplies, Vacuum, & PPE Gloves and Wipes	\$734.35	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.38%	\$18,126

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.]

We currently do not have any foster youth students at this time.

As for English learners and low-income students, additional manipulates/resources will be given to those student to support student learning.

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

Additional instructional time slots are given to foster you, English learners, and low-income students to meet the needs of students. Programs are being looked into to provide additional support.