

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.]

Prior to the March 16, 2020 countywide school closures, Bayshore was preparing models to execute conversion to PK-8 Distance Learning. Bayshore staff developed and fully committed to our vision and mission of Engage. Educate. Empower. The Bayshore Community - Growing engaged hearts, educated minds, and empowered visionaries.

During the week of March 16-20, teachers, staff and administration communicated directly with all families. Parents confirmed working device access or received a District Chromebook for 2nd - 8th grade and a District iPad for grades Kindergarten and 1st. Students and families were provided digital guidance and detailed instruction on the new classroom platforms along with paper packets to ensure continuity and access. Teachers and specialists successfully executed a full March 16 conversion to distance learning at all grade levels. From March 16 to the end of the trimester, all students were provided daily instruction. Special Education services were implemented in this new digital format in full compliance with all Individualized Learning Plans (IEPs.) Teachers worked tirelessly in transitioning to distance learning, focusing on student engagement, social-emotional support, and targeted outreach and intervention for students with unique needs. The Bayshore school board and community has been regularly updated by the Superintendent. Report cards were modified to provide authentic feedback while honoring a 'hold harmless' approach based on the shared value that no student would be issued a failing grade and all students would be promoted as planned.

Stakeholder Engagement

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

We began stakeholder engagement in the spring following our transition to Distance Learning. We elicited feedback from parents and staff via multiple surveys. All surveys were sent in English, Spanish, and Chinese. Parent meetings were held via zoom to allow the community to share the impact of distance learning and make recommendations. Stakeholder engagement continued through summer including parent meetings to review the plan for reopening schools. The district/school leadership and staff reviewed the data from stakeholder groups and included those recommendations and concerns in this plan. The draft Learning Continuity Plan will be presented to our Parent and EL Advisory Committee on September 15th.

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

All public meetings and hearings were conducted via zoom with notification sent out 72 hours in advance. We provided information about our meetings via our website and through our student information system which sent out calls, text and emails.

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

The first survey given in June, 2020 resulted in 70% of our families preferring an option to have students participate through in-person instruction this fall. By July, 2020, that percentage decreased to 50% with the other 50% preferring full time distance learning for the entire school year. Parents expressed concern about student engagement and the safety of bringing students back to campus. A majority of parents expressed concerns about how to support their students while in distance learning. Parents expressed concern about students falling behind and/or starting school. Trends included the following:

- Synchronous instruction
- Daily schedule
- Live interaction
- Support with technology. Both with devices and internet accessibility.
- Motivation of students while at home

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

The state guidelines prohibited in-person learning for the opening of the school year. This plan recognizes parent recommendation for synchronous instruction which is further detailed in the section on continuity of instruction. All students will have a daily schedule that includes 2 hours and 30 minutes of synchronous instruction with their teacher(s). This plan reflects the ability to seamlessly transition to in-person hybrid instruction once our county is removed from the state monitoring list. We also implemented a technology orientation for all students and families prior to the start of the school year to ensure all students had access to a reliable device, reliable internet access, and could access all apps which would be utilized by the school (i.e. Zoom, Clever, Remind, Google Classroom, etc.). All students who did not have access to a device were able to check out an iPad K-1 and Chromebook 2-8 prior to the start of school.

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.]

At this time, all schools in San Mateo County may only offer distance learning. Our reopening plan provides detailed information about how our school/district will support student and staff health and safety and how we will provide continuity of learning both for in-person and during distance learning. A link to our reopening plan can be found at <https://5il.co/jnii>.

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

Description	Total Funds	Contributing
Reading intervention program and 0.625 reading intervention teacher to support EL, FY and Low-Income students in learning acceleration.	\$65,725.00	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.]

Distance Learning will be standards-aligned and meet the needs of all students including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. We will continue the work we started last spring to provide connectivity and devices to all students who are participating in distance learning. Teachers and other certificated employees will connect with students daily through internet-based classrooms. Interaction will ensure English Language Assessment, proficiency, and reclassification through designated and integrated English Language Development. The curriculum and instructional resources for distance learning classrooms may also be utilized in an in-person instructional model. Instructional resources such as Zoom, Google Classroom, Seesaw, Nearpod, and Remind will be utilized via the distance learning classroom.

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.]

All families were surveyed to determine if they needed a device or hotspot (iPad for K-1, Chromebook for 2-8) during the July Parent Survey. The expectation was that every child had their own device to use regardless of family size or income level. The District held 8 Technology Orientation days prior to the start of school for every student to either check out a device or hotspot and participate in a tech orientation to ensure all students would be able to access and attend school on the first day of school. Teachers are monitoring the use of devices and reliable internet during their daily Zoom classes. If they notice any issues with the student accessing the class, they forward the students name to the Wellness Coordinator and the Principal to determine if the student needs a device or hotspot.

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.]

We will document daily participation and interaction in distance learning. We will measure the number or percentage of students participating in virtual learning sessions with teacher(s), both synchronously or asynchronously through sign on data and submission of assignments. Students who do not participate in distance learning will be marked absent for that day. Participation in distance learning may include engagement in online activities, completion of regular assignments, completion of assessments, and contacts between staff and pupils. Instructional time shall be based on the time value of assignments as determined, and certified to, by a teacher of record who possesses a valid certification document. Distance learning instructional time shall be based on the time value of assignments as determined by teachers. It must be standard-aligned and meet the needs of all students including students who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

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 Learning will be targeted based on district goals and teacher need. Staff inservice days were moved to the beginning of the year to allow for staff to build, plan and prepare to teach in a distance learning model. Professional development included setting up digital platforms, training in digital tools, and holding technology orientations with each student in their class. Professional learning will be both targeted and ongoing every Wednesday throughout the entire 2020-2021 school year through: digital learning tools, instructional approaches to balanced assessment practices, high quality instruction to engage students and to support a deeper understanding of the essential standards.

Staff Roles and Responsibilities

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

With the shift to distance learning came a shift in the role and responsibilities for staff working directly with students and those who support the operations. Instructional aides have been assigned to provide individual additional academic support for those students who are struggling with learning loss. Our Principal will coordinate a student wellness team along with a home visit team to identify and provide

support to students and their families who need social emotional support. Our Counselor will be working with our instructional tech department to identify any families who need devices or hotspots. All staff have been asked to carry a caseload of 5-7 students that they check on weekly for support outside of academics (i.e. mental health, food and housing, technology, etc.).

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 with unique needs are the first set of students that will be brought back to campus under the CDPH small group support cohorts. We recognize that these students may need additional support beyond the standard distance learning platform provided to all students. The goal remains for our students with IEPs and English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, our students with IEPs and our English learners are assigned an aide to assist them virtually outside of their scheduled class time.

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

Description	Total Funds	Contributing
Purchase of 125 Chromebooks to distribute to 2nd - 8th grade students who do not have access to devices.	\$38,673.30	Yes
Purchase of 40 iPads to distribute to Kindergarten and 1st grade students who do not have access to devices.	\$16,167.80	Yes
Purchase data plans for 130 T-Mobile Hotspots to ensure students have access to reliable internet access.	\$18,204.00	Yes
Instructional Aides	\$129,182.00	Yes
Google Classroom Professional Development	\$237.76	No
Nearpod Subscription	\$3,500.00	No

Description	Total Funds	Contributing
Zoom Subscription	\$3,420.00	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.]

We will use universal screeners and pre-assessments, to determine any pupil learning loss resulting from COVID-19 during the latter part of 2019-20 (i.e. running records, etc.). We will continue to use formative assessments throughout 2020-2021 to monitor student learning in a distance learning environment. These assessments will provide information on student learning in the areas of English Language Arts, English Language Development and mathematics.

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 continue to focus on grade-level content and instructional rigor, as well as focus on the depth of instruction, rather than on the pace. Our focus for the year will be on acceleration over remediation to fill in the gaps from learning loss. To provide this grade-level instruction, we will need to help teachers prioritize content and learning. In order to continue to reflect a districts' instructional vision and commitment to equity, educators will also need to maintain the inclusion of each and every learner and identify and address gaps in learning through instruction, implementing acceleration strategies avoiding providing low levels of instructional rigor to lower performing students.

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.]

Teachers will administer formative assessments every 3 weeks and bring this data to collaboration with their peers. There will be monthly collaboration meetings focusing specifically on math and ELA utilizing this data to inform teaching and learning. Collaborative teams will use this data to develop and implement interventions with a focus on student groups including English Learners, FY, and Low-Income students. Weekly collaboration will support ongoing assessment of the impact of interventions on accelerating student learning.

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

Description	Total Funds	Contributing
Elevate Summer Math Program	\$8,000	No
After school math support	\$14,368.87	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.]

All Staff will act as Wellness Coordinators for 5-7 students. Teachers will monitor their students for signs of stress and record concerns on our attendance/wellness logs. Wellness Coordinators will check in with their individual caseloads on a weekly basis. If a concern is raised, the wellness coordinator will report the concern to the Counselor and Principal. Counselors will be available to meet with students virtually, or in person if the scenario allows. Teachers will provide social/emotional learning to students through classroom lessons, increasing student knowledge of well-being practices. Wellness Coordinators will continue to reach out to their families and offer support in basic needs as well as resources. Teachers will incorporate weekly lessons on social emotional well-being. Staff will use weekly collaboration to address any concerns about student social and emotional well-being. Principal will provide weekly resources and time during collaboration for staff to address their social emotional well-being. A Home Visit team will reach out to families that we are unable to engage in other ways.

We will also partner with the SMCOE through the Mental Health Student Service Act, the grant will address student stress and trauma through social-emotional learning and resiliency building programs and specialized school-site behavioral health services. The grant will allow us to receive evidence-based social emotional curriculum designed to strengthen school climate and improve student success. We will also receive trauma-informed, resiliency-focused training to improve staff well-being and our ability to serve students. The grant will also support specialized school-site behavioral health services. These services will include a universal screener to assess the mental health needs of all students, culturally and racially responsive social-emotional learning curriculum, and on-site behavioral health supports and care coordination for those needing services outside of school hours. This grant has allowed us to increase our counseling services by 0.5 FTE. The goal is to recognize symptoms early and proactively support students before symptoms become more chronic.

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.]

Connecting and maintaining engagement for all students is foundational to our work with a distance learning platform. We will support a tiered response beginning with assigning all students to a Wellness Coordinator for weekly check-ins. At our weekly collaboration we will identify those students who are in need of additional support. Our teachers will reach out to families each day if a student is not present or engaged in our distance learning program. Our tier II response will be initiated for students who have not participated in distance learning for three days K-5 and two days 6-8 and have not responded to teacher or staff member who reached out. Tier II response will include meeting with family and connection to community resources. We will provide outreach and support to our families who first language is not English by having a Wellness Coordinator assigned to them who speaks their first language. We will be starting The Latino Family Literacy Project which will provide training in family reading for Hispanic parent involvement, vocabulary development, and English-language development for parents and their children.

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.]

We will continue to ensure access to student meals while maintaining physical distancing protocols. Families in need of meal service will continue to access safe school food distribution daily on our school site. We will provide a grab and go breakfast and lunch meal program to all students. We applied for and were granted P2 status along with a grant through the SMCOE to ensure all students could access breakfast and lunch at no cost during the 2020-2021 school year. We are also extending the Seamless Summer Program through 12/30/2020. Families can pick up meals daily from 11am - 1pm and reassured that not only were all meals were free of charge, no family will be turned away.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Wellness Together Counselor	\$57,888.00	Yes
Mental Health and Social and Emotional Well-Being	Increase counselor services by 0.1 FTE	\$10,006.01	Yes
Mental Health and Social and Emotional Well-Being	Behaviorist	\$49,210.00	Yes
Pupil Engagement and Outreach	Family Outreach Phone Calls	\$	No
Pupil Engagement and Outreach	Latino Literacy Project	\$2120.62	Yes
Pupil Engagement and Outreach	Remind Subscription	\$1,470.00	Yes
School Nutrition	Provide breakfast and lunch to all students	\$55,699.43	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
18.52%%	\$557,900.00

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.]

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Pupils:
 Actions related to increased technology access, which include purchasing Chromebooks, iPads, and Hotspots, contribute to the increased and improved service requirement because it was evident that students from low income families were not able to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

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

Actions Related to Reading and Math Support:
 This action is principally directed at supporting EL, FY, and Low-Income students. These student groups have experienced significant challenges in our transition to Distance Learning and reading scores demonstrate a need for increased support. We have prioritized these needs and believe that providing a high-quality curriculum and certified instructors will accelerate the learning of these students who have experienced learning loss.

Actions Related to Mental Health Support:
 This action is principally directed at supporting FY and Low-income students. These student groups have experienced significant challenges in our transition to Distance Learning and have not had access to quality mental health support demonstrating a need for increased support. We have prioritized these needs and believe that providing additional counseling services will aide in this support.