

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
Tres Pinos Union Elementary School District	Bronson Mendes-LoBue Superintendent/Principal	blobue@sbcoe.k12.ca.us 831-637-0503

General Information

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

The impact of the COVID-19 virus has created many changes at Tres Pinos School. We have begun the 2020/2021 school year with a hybrid model that allows students to be placed in two cohorts. Cohort 1 consists grades 1, 4, 6 which have in-person learning on Monday and Tuesday. Cohort 2 consists of grades TK, K, 2, 3, 5 and meet in person on Thursday and Friday. Students have staggered times entering the campus, 2nd-6th 8:00 a.m. and, TK-1st 8:30 a.m. and at dismissal times 2:00 and 3:00 p.m.. On Monday/Tuesday, we have 16 students who have in-person learning and 10 students who do on-line learning. On Thursday/Friday, we have 14 in person learning students and 11 distance learning students. Grades 7th and 8th which consist of 14 students were not allowed to attend in-person learning, so they are doing every day on line. On Wednesday, all students are doing asynchronous learning with support from their teachers. We have provided Wednesdays for pickup and drop off of materials for our on-line distance learners. The school day begins with parents lining up in a drive through method and the Principal does the health screening of every student before they exit the vehicle. Their temperature is checked and they are asked three questions that pertain to if they have had exposure to someone who tested positive or if they have specific symptoms. If a student has a temperature of 100.4 or answers yes to the provided questions, they are not allowed to leave their vehicle and are asked to leave. They receive a ticket and are able to enter the campus at a designated gate. Students enter their classroom and immediately wash their hands before beginning class, attendance is taken with all students in their homeroom. Throughout the day, students have mini face covering breaks where they can go outside and take off their masks and stay 6 feet apart. Limiting the number of students on the campus each day allows the school to follow the California Department of Public Health guidelines and the San Benito County Reopening Plan. Parents were given the reopening plan and were asked to sign the agreement page. Also, parents who did not want their children to attend school due to COVID-19 were allowed to have the option of distance learning. The impact has created smaller classroom sizes and less students on the campus. Tres Pinos Union School is a small rural TK-8 school located 5 miles south of Hollister, California. As a direct result of our rural setting, our school operates multigrade classrooms. This has been another impact with teachers teaching three different grade levels in one classroom plus having to teach in-person and on-line. The majority of our students are interdistrict transfers (59%) from outlining school districts, the biggest being Hollister School District. Our total enrollment is 65 students. Our demographics consist of 32.8% socioeconomically disadvantaged, 4% english learners, 0% foster youth. Tres Pinos unduplicated count is 42.

Stakeholder Engagement

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

We began the process of soliciting stakeholder feedback with our District Advisory Committee on February 25, 2020 to discuss what classroom configurations for the 2020/2021 year would look like and what the group felt was needed for the new 3 year goals for the LCAP. The District Advisory Committee consists of parents and staff members. Another meeting was scheduled for March but due to the COVID19 shut down, we were unable to meet. A meeting with our Parent Teacher Organization happened February 10, 2020 and the responses from the District Advisory Committee were reviewed by this organization. Input was provided to the Principal and added to the lists. The next stakeholder group was the classified and certificated staff who reviewed responses from both groups. This group met on March 16 and April 13th to discuss parent concerns and concerns over technology. A survey was provided to parents, teachers and staff about their experience with distance learning after the school year was over and this survey provided the most information on distance learning and how it affected parents, students and staff. As the summer went on without knowing if the school would open to in-person learning. Another survey was sent out asking parents if they would support in-person learning with the two hybrid models (distance and in-person learning) and the response was 91% positive. Phone calls were also made to parents who did not respond to the on-line survey. On August 18, 2020, there was a mandatory parent meeting that took place outside following health and safety guidelines. Parents were given the San Benito County Schools Reopening Plan and the Principal discussed the procedures that were in place to secure safety on the playground. Over 31 parents attended this meeting and were asked to read the reopening plan and sign the agreement page. The only concern was from the 7th and 8th grade parents who did not understand why their children could not do in-person learning with the waiver approved. The California Department of Public Health states in the waiver process that "elementary school waiver is applicable only for grades TK-6 even if the grade configuration at the school includes additional grades".

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

Remote participation was conducted through two types of platforms. Teachers were able to communicate and teach on line through Zoom meetings and also google classroom. Public Board meetings and hearings were conducted through Zoom meetings set up by the Superintendent. Facebook and e-mails were used to inform stakeholders of any changes in instruction or the school closure. Currently we have no language needs for parents in our small school community.

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

The Distance Learning Survey provided the most information. It confirmed that parents wanted students back in school. The survey asked various questions such as; had your child ever participated in on-line learning; what type of equipment the child used during distance learning, access to the internet, which type of platform was used from home, would parents want the option to use on line distance learning for the coming school year, what area impacted academic success in distance learning, what did the teacher do to help make distance learning a positive experience and what did administration do differently to make a positive experience with distance learning. Parents wrote positive feedback about what was working for their children. They also had suggestions for the Administration and those suggestions were

added for the 2020/2021 school year. For example, one suggestion was to add morning ceremonies to the google meet and google classroom homeroom every day. The survey told the district that parents wanted students doing in-person learning and they were willing to proceed with a hybrid model for the school day.

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

Responses from parents, staff and surveys influenced the development of the 2020/2021 school year by providing information on what worked and what did not work for both parents, students and staff. Such as, the survey asked would they like to have the option of on-line learning for the 2020/2021 school year, and 57% responded no. This made administration look at how the school could provide in-person learning and distance learning with a hybrid model. Also, verbal feedback through phone calls made the decision to use the hybrid model that was developed with two cohorts divided through the week. When it was announced that schools could apply for a waiver to reopen, 89.5% of the the parent feedback was overwhelming yes to apply for the waiver.

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.]

Tres Pinos Elementary sent a letter out on July 13, 2020 offering the two options to parents for the reopening of the 2020/2021 school year. One option was students attending school 2 days a week on campus and 3 days on-line. Option 2 was at home full time distance learning 5 days a week. Parents were asked to select the option and return it by mail. The majority of the parents responded with Option 1. There were still parents who did not want to send their child to school due to the COVID-19 virus and opted to keep them home but continue with distance learning through the school. This information did not change when another letter was sent home to parents on July 27, 2020 asking parents if they would support a waiver to open the campus and the result was 90% agreeing to open up. Tres Pinos Elementary has accommodated both on line learning and in-person learning for their students when it was allowed to open up by the Health Officer of San Benito County on August 17, 2020. The morning starts at Tres Pinos School with specific grade levels being on campus on Monday/Tuesday, Thursday/Friday. Parents pull up in a drive through model and the Principal does the health screening before students exit the vehicle. Student temperatures are taken at this point, along with three questions which are; "within the last 14 days have you been diagnosed with COVID-19, or had a test confirming you have the virus; Do you live in the same household with, or have you had close contact with someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus?; Have you had any one or more of these symptoms today or within the past 24 hours: fever, cough, shortness of breath/trouble breathing, chills, night sweats, sore throat, muscle/body aches, loss of taste or smell, headache, confusion, vomiting or diarrhea. If a student answer yes to any of these questions, they are asked to stay home and contact their health provider. For staff, daily health screenings are done when they enter

the campus by the Administrative Assistant. Staff members go through the same screening as students do with temperature checks, and the three questions asked daily. Once the students enter the campus through a specific entrance (gate) that was recently installed to prevent any visitors entering the campus, they are asked to wash their hands and go straight to their classroom. Students also enter the campus with face coverings within the CDPH age recommendations.

Students have a 15 minute morning recess where they are able to play on equipment and visit with other students. Any equipment that is used is cleaned at the end of the day with a specific cleaning solution for COVID-19. Students have a chrome book at home and one in class so this limits the exposure of the virus. This is the same with textbooks, they have a set for home and a set for the classroom. The home version is on-line textbooks. Teachers meet with students through Google Meets for support, assessment, and clarification of the Board approved Math, Language Arts, Science, and Social Science curriculum. Music, art and photography are provided by the San Benito County Arts Council and E-cubed foundation. Students are identified through the benchmark assessment STAR 360 the first week of school by the Intervention paraprofessional. This data will allow Administration to place students in specific intervention groups during the day.

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

Description	Total Funds	Contributing
Purchase of consumable materials for both reading and math programs for grades TK-6 so students have access to aligned materials for both home and at school learning.	1,250.00	Yes
Studies Weekly Social Studies materials	\$2,800.00	Yes
Intervention Math Program for on-line learning	\$2,340.00	Yes
Purchase of fence for barrier into the school	\$4,850.00	Yes
Purchase of 5 HD Pro Webcams for google instruction.	\$248.90	Yes
Purchase of COVID 19 precaution signs.	\$88.91	Yes
Hiring of intervention paraprofessional	\$27,060.00	Yes

Description	Total Funds	Contributing
Footsteps to Brilliance	0	Yes
Purchase of a safe digital program for on-line learning.	\$629.60	Yes
Purchase of Identiy program to boost mobile strategy about Tres Pinos School	\$4,950.00	Yes
Contract with YMCA for after school homework program.	\$5,500.00	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.]

Tres Pinos Elementary will provide synchronous and asynchronous learning through the use of Google classroom and Google meets 5 days a week. Teachers create lessons and assignments in classroom and engage with students 4 times a day for instruction, checking for understanding and completion of assignments. Students are hooked up with those students who chose on-line learning within their grade level so that they can socialize with their friends and work together. Also, teachers have exit tickets for all students to fill out before their day is completed. Students have a chrome book at home along with their textbooks and materials needed. Students have the ability on Wednesday for a check-in time with their teacher for clarification, support and assessment with the Board approved Mathematics, English Language Arts, Science and Social Studies curriculum. Art, music and photography are implemented through the San Benito County Arts Council and E-Cubed foundation.

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.]

Students were familiar with devices before we moved to remote learning. This allowed each student to have a chrome book for the classroom and one at home for asynchronous learning. Ten parents requested some type of hot spot and at this point, we are on a wait list of up to 2-3 weeks. We were fortunate to receive 65 new chrome books through the State of California digital divide task force. The administration bought mini cameras for the teachers to use in the classroom which allowed movement around the classroom so all could see the lesson going on and the interactions with students and teacher.

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.]

Pupil participation will be through both synchronous and asynchronous instruction. Teachers have developed lessons that will coordinate with both types of instruction. The morning begins with a google meets time and morning ceremonies are announced. Students are explained to what the up coming assignments are in google classroom for the day. Teachers check in with their students 4 times a day and are accessible for any comments or concerns. When a student is not logging into a meet, the teacher informs the Administrative Assistant to contact the parent by phone and inform them their child was not in the meeting. Assessment will be through our benchmark system called STAR 360 every 8 weeks. Teachers will also assess with curriculum assessments and visual assessments with the use of a camera through google classroom.

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 have been attending Google classroom professional development offered through the San Benito County Office of Education. The San Benito County Office of Education is providing Distance Learning Units and lesson plan collaboration meetings for mathematics and language arts.

Staff Roles and Responsibilities

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

We did not change any positions due to COVID-19, but responsibilities have changed for everyone involved in the school. The Principals role has changed drastically each day with having to be the person who does the health screening at the drive through drop off each morning.

This encompasses checking temperatures first thing while students are in their vehicles and throughout the day. Students are allowed to check out one ball for the entire day and are not allowed to share it with another student. When the day is over the Principal collects all balls and sprays them with the COVID-19 cleaner. The Principal also monitors bathroom use that is limited to one student in the restroom. Teachers roles are not only teaching, but now monitoring hand washing stations and making sure students are 6 feet apart at all times. The Administrative Assistant has the responsibility to check all staff members when they enter the campus for temperature checks and questions about exposure to COVID0-19. She is also more involved with taking phone calls from parents who have technology needs or any other

issues that were not normal in the past. She monitors students entering through the designated gate who have passed the health screening done by the Principal. She is also in charge of making sure visitors or volunteers do not enter the campus unless prior arrangements have been made with the Principal or a teacher. Before school had started, she prepared the campus with signage throughout the bathrooms and classrooms on proper hand washing, distancing and face covering guidelines. She has now taken control of the campus facebook page and makes sure that all necessary announcements are posted for parents. The Administrative Assistant is instrumental in preparing new attendance policies that are affected by COVID-19. Tres Pinos School contracts with a company for custodial services. This company has been informed by Administration that Wednesday has been designated for deep cleaning to ensure that the school is safe for students and staff. Staff leave at 1:30 on Wednesday and this allows the cleaning company to come in the afternoon to disinfect the entire campus from any virus germs. The teacher role has changed due to more time on the computer for asynchronous teaching and continues with in-person learning with specific grade levels each day. Teachers have to plan much more materials for the distance learning students and prepare packets for those students who struggle with on-line learning, such as the Kindergarten and 1st grade classes.

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.]

ELD is integrated in our curriculum for both ELA and Math. Special Education students are receiving their services according to their IEP by their special education teacher through zoom or Google Classroom. Students also receive packets for work during the week which includes curriculum, art and needed supplies for projects for the week. At this time, Tres Pinos School has one ELL and will be giving the ELPAC exam for reclassification needs. Our ELL student also receives intervention time for language needs and vocabulary.

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

Description	Total Funds	Contributing
Purchase of google chrome management console license for at home learning.	1,683.00	Yes
Math on line license for additional grades 6, 7, and 8th.	430.00	Yes
Intervention on line program	4,200.00	Yes
Intervention math program for on-line learning.	2,340.00	Yes

Description	Total Funds	Contributing
Purchase of a digital program that features literature guides, test prep and social emotional learning	\$4,250.00	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.]

Data from the Spring Distance Learning showed the following passing results: TK 85%, Kinder 57%, 1st/2nd 99%, 3rd/4th 87%, 5th/6th 67%, 7th 50%, 8th 81%. For the 2020/2021 year, students will be assessed at the beginning of the school year with STAR 360 benchmarks, which assess in English Language Arts and Mathematics. We will compare the end of the school year of 2019/2020 with the new benchmarks being given. Administration and the Intervention paraprofessional will look at these benchmarks and begin the process of intervention for those students who are two years below their grade level in both mathematics and Language Arts. Social Studies, Science, Art and P.E. will be assessed throughout the trimesters by classroom observations, homework, and class assignments. Art will be provided through the San Benito County Arts Council.

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.]

Pull out groups (in google classroom) will be used to work with ELL learners, and low income students who are two years below their grade level equivalent will be assigned intervention classes. The paraprofessional takes the STAR 360 scores and identifies the specific need that the student is lacking. She then prepares in-person lessons and on-line lessons. Students meet for intervention four days a week with the paraprofessional and is reassessed after 8 weeks.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The benchmarks will be reviewed every 8 weeks and student learning will be monitored through intervention groups. Once students reach their grade level goal, they will be exited from intervention. The outcome is to learn new strategies that will allow the students to reach their grade level goal.

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

Description	Total Funds	Contributing
Provide on-line intervention	4,200.00	Yes
Provide Intervention help (in google classroom/meets)	27,060.44	Yes
Provide ST math for spacial learning intervention	2,340.00	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.]

The Principal will do weekly check-ins through Google meets for social and emotional well-being of students. Students will be referred to Student Study Teams for specific needs and will work with the San Benito County Office of Education and San Benito County Behavioral Health Department. Professional Development will also be available from the San Benito County Office of Education for staff members on social and emotional signs to look for when meeting with students throughout the day. At this time, the Principal will be purchasing a program called Shmoop that addresses a digital curriculum through intervention and enrichment videos. Also embedded in this program is PBIS and RTA strategies that will target the social and emotion well being of our students. San Benito County Office of Education, Proposition 47 consortium will give students access to a social worker or clinician when needed. On going counseling and at home support are also available for our resource students through the ERMS program.

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.]

Teachers have set up a daily schedule with assignments and check in times. Students will be counted 4 times a day for attendance. When a student has not logged in for homeroom, the secretary is notified and she notifies the parent. If a student is missing their log in times, the Administrator will contact the parents and set up a meeting to investigate if there are any issues with technology, internet or connectivity. Wednesday is dedicated for teachers to set up google meets with students who are not logging in on time or need extra support help. All correspondence is still through phone calls, letters, PTO facebook page and e-mails. If a parent needs translation, it will be provided for them.

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.]

Tres Pinos Elementary School does not have a nutritional program due to low enrollment and our rural situation. We will be provided meals through the Summer Food Service Program and Seamless Summer Option through December 31, 2020 with the assistance through San Benito High School. After this program has ended, Tres Pinos Elementary will purchase milk for morning and lunch recess utilizing the Learning Loss Mitigation Funds. The meal delivery method will allow parents to pick up their meals in the morning and staff will be wearing PPE during the distribution. Parents will be notified through a district letter how meals will be distributed, and how often.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition is an important part of learning for students. We have noticed throughout prior years when we have provided food through a donation, students attitudes improve and behavior improves. This allows a student to focus more on their academics and not have to think where they will be getting their next meal. With the help of San Benito High	0	Yes

Section	Description	Total Funds	Contributing
	School, Tres Pinos School will be able to provide breakfast and lunch through the Summer Food Service Program extension every day. This allows parents to pick up breakfast and lunch each morning at the school for in-person and distance learning students.		

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
10.74%	\$72,178.00

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.]

At this point, Tres Pinos Elementary does not have any foster youth and we have one English learner. Tres Pinos School looks at all the unduplicated students through assessments and parent recommendations. With this information, the school places the student in intervention and on Wednesday during support time, the teacher assigns the student a specific time to work with the teacher on google meets. With intervention in school, help with YMCA after school Tres Pinos School hopes to increase improve services by 10.74%.

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

Services will be available for our English Learner and low-income students through the use of intervention during the school day for those students who are below grade level. Also with the LLMF funds, we are able to create an after school homework program where students are

able to get academic help through the YMCA. Intervention will be available for in-person students and will be taught by a Paraprofessional who has done intervention in the past with students. Low income students and English learners have a chrome book at home to work with and all the digital curriculum needed during their asynchronous learning time. During synchronous learning, they have textbooks and digital curriculum available along with manipulative and supplies. In-person learning, asynchronous and synchronous learning are all part of the services available to all foster youth, English learners and low-income students at Tres Pinos Elementary.