



DRAFT

Learning Continuity and Attendance Plan (2020–21)

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General Information

In response to the Coronavirus/COVID 19 Pandemic, Bitney Prep High School transitioned to a Distance Learning Model starting on Monday, March 16, 2020. Bitney Prep High School (BPHS) remained on an asynchronous Distance Learning model through the end of the 2019-2020 school year, ending on May 29, 2020.

In preparation for the closure of BPHS and the transition from in-person learning and attendance to distance learning, our instructional staff and administration worked to develop a Distance Learning Plan to meet the needs of all of our students. Our goal of our distance learning plan was to work carefully to limit the negative impact of this change upon our students and to provide them with a clear structure and every possible opportunity to move forward in their classes and earn course credits. This plan was developed upon the assumption that both instruction and learning would encounter significant limitations. There was also an understanding that it would be necessary to be flexible and to make appropriate accommodations to support individual students.

Working closely with our Special Education partners from the Nevada County Charter Services Authority, we were also able to transition our special education services to a distance learning model. Our Resource Specialist arranged to meet on a weekly basis with individual students, sometimes their parents on Google Meets and phone calls. The frequency of these meetings depended upon the individual needs of the students being served. Some students met with their teacher once a week, others met every day.

Throughout the Summer of 2020, Bitney Prep's Director participated in the Nevada County Schools Task Force that was facilitated by the Nevada County Superintendent of Schools. This Task Force helped the district administrators in Nevada County keep track of the guidance being provided by the

California Department of Education (CDE), the California Department of Public Health and by the Nevada County Department of Public Health, regarding the requirements and recommendations for developing appropriate school reopening plans. Also during the Summer of 2020, the staff of Bitney Prep met regularly to work on Bitney's Reopening Plan. The Reopening Plan, as outlined in this document, was developed by the full BPHS faculty & staff and adopted by the BPHS Charter Council at its July meeting. Bitney's Reopening Plan involved starting the 2020-2021 school year with synchronous distance learning for all students. This plan also included the development and implementation of a Technology Learning Center where up to 12 students could come to campus four days per week to access their synchronous distance classes in a stable learning environment. The Technology Learning Center provides a socially distanced environment that maintains strict adherence to safety guidelines with daily health checks, mandatory face masks, socially distanced desks, and strict daily sanitizing. Our 20/21 school year began as scheduled on August 17, 2020.

Stakeholder Engagement

The initial transition to distance learning in March 2020, that included all public schools in Nevada County, came with little warning, or the opportunity for preparation or planning. There was limited time for Bitney staff to solicit stakeholder feedback. The plan for distance learning that was developed by bitney staff for the final quarter of the 2019-2020 school year was approved in a public meeting of the Bitney Prep Charter Council at its April 2020 meeting. In the Spring of 2020, parents and students were asked to take a survey to provide feedback on the distance learning program that Bitney had in place. Approximately 25% of Bitney families responded to the survey. Results from the survey, as well as from informal surveying of students done by BPHS Teachers, were taken into account by staff and adjustments were made during the remainder of the 2019-2020 school year. Survey feedback also helped to guide bitney staff in developing the 2020-2021 school year Reopening Plan.

Once plans were developed for the Synchronous Distance Learning Program with a Technology Learning Center, during the summer of 2020, the Reopening Plans were presented to the BPHS Charter Council at a Special Session Meeting on July, 23, 2020. The Reopening Plan was sent to all stakeholder groups within the Bitney community prior to the meeting and stakeholders were asked to provide feedback in writing or at the Charter Council meeting. The feedback that the Charter Council received was supportive of the Reopening Plan and the plan was approved as presented.

After the Reopening Plan was approved by the Charter Council, there were a series of three informational meetings prior to the start of the school year. All Bitney stakeholders were invited to participate in these meetings. The meetings were held on July 30, 2020, August 6, 2020, and August 14, 2020. All meetings were held through Zoom. Notices for the meetings were sent out by email and voicemail. Families who could not access meetings from home due to technology issues were invited to come to Bitney Prep's campus to access the school's wireless network.

Opinions provided for remote participation in public meetings and public hearings

All meetings held prior to the start of the 2020-2021 school year were held through Zoom meetings. Families were given advance notice of these meetings by email and by voicemail. Copies of the

Reopening Plan were provided digitally through email to all families and also on our website. Stakeholders were informed that they could pick up paper copies of the plans at the school office. Families were given the option of coming to the Bitney campus to access the school's wireless network, if they did not have digital access from home.

Summary of feedback from Stakeholders:

Bitney gained some significant feedback from students and families during the Spring and Summer of 2020, both formally by completing the school survey and informally through regular communication with teachers and office staff. Some of the significant feedback that the school received included:

- Many students felt overwhelmed while trying to keep up with a seven period schedule in a distance learning environment.
- Because learning in the Spring was primarily asynchronous, many students had a difficult time establishing and keeping a regular school schedule.
- Students missed the social interaction with teachers and peers that they experienced through in-person education.
- A significant number of students at Bitney ended up working with paper and pencil work packets during the Spring of 2020. The lack of direct interaction with teachers and peers had a significant impact upon students' learning, growth, and mental health.
- Whether or not students had digital access to their classes, some of them were not in home environments that could provide an equitable learning environment.

Aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input:

A number of areas of student and parent feedback were directly taken into account in the BPHS Reopening Plan:

- The school switched to a "Block Schedule" for the 2020-2021 school year, so that students would have fewer classes to focus at one time.
- The school returned to a regular bell schedule in the synchronous learning classes, so that students would once again be following a school day that began and ended at consistent times. These synchronous learning classes take place through live Google Meets and Zoom meetings, so that students can interact with peers and teachers in real time.
- The school developed plans for the on-campus Technology Learning Center to provide a consistent learning environment for students who were not able to find success with distance learning at home.
Mobile hotspots were purchased with Covid 19 funds to offer students a better wifi connection at home.
- To provide Social Emotional Learning (SEL) and mental health support, we added the last period each day which is dedicated to student-led clubs with a teacher facilitation, and to office hours in which students can meet individually with their teachers for extra help with their academics.

Continuity of Learning

In-Person Instructional Offerings

Bitney Prep High School has developed a Four Phase Plan for school reopening.

- **Phase 1** calls for all students to participate in a combination of synchronous and asynchronous distance learning.
- **Phase 2** calls for the majority of Bitney students to be involved in synchronous and asynchronous distance learning and allows the opportunity for a small group of up to twelve students to physically attend school, in a socially-distanced classroom, to take part in the Technology Learning Center Program. The students involved in the TLC Program are students who are at risk, either because they do not have technology at home, or because there are other factors that create a significant barrier to successfully learning at home.
- **Phase 3** calls for a Hybrid Cohort Based Program, where half of Bitney's students would come to school on Mondays and Tuesdays and the other half would come on Thursdays and Fridays.
- **Phase 4** calls for return of all students to in-person classes.

At the Beginning of 2020-2021, Bitney Prep High School started school in Phase 2 and opened up the Technology Learning Center.

Note: During the 2020-2021 school year, if Bitney is in Phase 3 or Phase 4 families will still be able to choose to have their student(s) remain in a distance learning mode.

For the Fall Semester of the 2020-2021 school year, the majority of Bitney Prep students will complete their coursework at home by participating in synchronous on-line classes. Students will log into on-line classes at set times to receive direct instruction from their teachers. They will be able to participate in class activities, discussions, and guided practice. We know that some of our students do not have access to consistent, reliable internet connectivity at home. To address this lack of connectivity, Bitney will provide either mobile hotspots for use at home or, in certain cases, access to the Technology Learning Center. We are reserving the spaces for the students who need it most due to significant learning loss in the Spring of 2020 and for our unduplicated students, who are dealing with unique circumstances, such as homelessness, IEPs, lack of connectivity, etc. that may further hinder their learning. The students & staff who use the Technology Learning Center, will conform with social distancing, mask requirements, temperature checks, proper hygiene, cleaning and safety guidelines provided to our school by the Nevada County Department of Public Health and by the California Department of Public Health. Space will be limited to 12 students per day. This is not a drop-in space. Students participating in the TLC will form a consistent cohort of students who will be expected to attend school regularly.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
In order to create a safe, socially-distanced, in-person learning environment, that ensures our students' social-emotional well-being & competency development that will increase student learning, and to increase & improve our program offerings for unduplicated pupils that	10,182.74	Yes

<p>will mitigate prior & decrease further significant learning loss, we have provided the following in our Technology Learning Center:</p> <ul style="list-style-type: none"> • Building three sided partitions for each student & teacher workstations (SB117 funds) = \$1,064.68 • HEPA filter for additional sanitation & air filtering in the Tech Learning Center (SB117 funds) = 292.90 • Headsets for TLC students and teachers for synchronous learning (CARES Act funds) = \$644.40 • School-wide Zoom account, an extra server for SEL on-line clubs & activities, mobile Hotspots, extra textbooks & supplemental on-line a-g curricula for credit <p>recovery with staff & faculty training (CARES Act funds) = \$8,180.76</p>		
<p>Reassigning two staff members to supervise students in the TLC full-time. Since we do not yet know how long this will be necessary, it is not yet possible to say what this will cost, but we have calculated that there may be an additional \$5,000-\$6,000 needed to pay staff if this synchronous distance learning program continues for the entire school year.</p> <p>If this current program continues for the remainder of the 20/21 school year, we would also like to offer more mental health services for students, professional development training for faculty & staff & tutoring services for students at an estimated amount of \$5,000-\$6,000.</p>	\$11,000.00	Yes

Distance Learning Program

Continuity of Instruction

Overview - Learning At Home with Onsite Technology Learning Center
 For the Fall Semester of the 2020-2021 school year, the majority of Bitney Prep students will complete their coursework at home by participating in synchronous on-line learning classes. Students will log into on-line classes at set times to receive direct instruction from their teachers. They will be able to participate in class activities, discussions, and guided practice. We know that some of our students do not have access to consistent, reliable internet connectivity at home. To address this lack of connectivity,

BPHS is providing mobile hotspots for several students, which will enable them to work from home. For those unduplicated and other students for whom that will not work, BPHS has dedicated our largest classroom for use as a Technology Learning Center. The students who have personal situations that are not conducive to learning at home &/or have experienced significant learning loss in Spring 2020, will be on campus for in-person learning. This Technology Learning Center space, along with the students and staff who use the space, will conform with all social distancing, mask requirements, and safety guidelines provided to Nevada County schools by the Nevada County Department of Public Health and the California Department of Public Health. The Technology Learning Center is intended primarily to support students who do not have access to reliable internet at home. Space will be limited to 10-12 students per day. This is not a drop-in space. Students participating in the TLC will form a consistent cohort of students and will be expected to attend school consistently on Monday, Tuesday, Thursday, and Friday.

Bitney Prep will continue to follow the practice of scheduling academic courses on Monday, Tuesday, Thursday, and Friday. We have implemented a block schedule, which allowed us to be able to reduce the periods from seven to five each day. This gives students fewer core classes to focus on and we expect will increase their learning comprehension and success this semester. In following the Big Picture Learning model, Wednesdays are the Internship days for students, when they go out into the community to work with a mentor in an area of interest for real world learning. During this time of synchronous distance learning, only a handful of students still have that opportunity to participate in in-person internships. The rest of our students will be checking in on-line with their Teacher/ Advisors and then will spend the rest of the day working asynchronously on passion projects, also known as Learning Through Interest (LTI) projects. These projects will be facilitated through their Advisory class. Students will be working independently at home on LTI projects that they have developed in coordination with their Advisory teachers. Students will be required to check-in with their Advisors each Wednesday. They will also be required to document their learning activities and the time that they are working on their LTI projects.

We believe that a Learning at Home model will provide the greatest amount of safety and stability for our students. Using this approach, we will be able to fully focus upon social distancing, cleaning, and sanitation for a significantly smaller portion of our campus and student body. This approach will also limit cross exposure created by having students move among different groups, teachers, and rooms throughout each day and week. Additionally, this model will create a situation where we do not have to close the school and significantly redirect our instructional program if a member of our community tests positive for COVID-19.

Lastly, starting the year with a program that is primarily on-line will allow our teachers to fully focus on online instruction. They will be able to build upon the experiences from last spring to expand and strengthen the curricula and learning opportunities that are being provided to our students.

We recognize that with the necessity of distance learning, there are potentially negative impacts upon students, including significant learning losses. We have seen that students want and need to interact with their teachers and peers. We are committed to expanding and improving our program to provide more opportunities for Social and Emotional Learning (SEL) and to increase our mental health support services. Changing to a delivery model where students will be required to join and participate in their classes on-line during a regularly scheduled day, will greatly increase teacher contact and student-to-student interaction. We are also building time into each week for students to interact in

non-academic settings through student-led/ teacher facilitated, on-line clubs and activities. We have also increased teachers' office hours and created a credit recovery class for students who were unable to complete the minimum amount of coursework for any given class in Spring 2020 and therefore received an 'Incomplete' on their Spring Semester Report Card. We are giving students the Fall 2020 semester to work one-on-one with their teachers to bring those Incompletes up to passing grades so that they can earn their credits.

Block Scheduling

Last spring the feedback that we received from many of our students was that they found that keeping on track of seven classes using a distance learning format was often overwhelming. To address this challenge, we are switching to a block schedule for the 2020-2021 school year. Each student will take four classes plus Advisory each semester. Changing to a system where both students and teachers are involved in fewer classes will allow teachers to work more closely with a smaller number of students and provide support where needed. One of the five classes that each student will take will be their Advisory Class, which will meet each day for 50 minutes. Each semester, students will earn 5 credits for Advisory Class. The three core classes that students will take will meet Monday, Tuesday, Thursday, and Friday for 90 minutes, allowing them to earn 5 credits each quarter & 10 credits each semester. The last period of the day is reserved for students to work on-line with teachers during their office hours, to use as a study hall, or to join a teacher facilitated club activity. The Clubs are provided to give students the opportunity to engage with peers in a non-academic, social environment. Using this schedule, students will be able to focus on a smaller number of classes at a time. Students will still be able to complete up to 70 credits per year and progress toward graduation.

Wednesday - Learning Through Interest Focus

Because of safety concerns, it will not be possible for the majority of BPHS students to participate in their Internships on Wednesdays. However, we feel that it is very important for our students to re-engage in the kind of interest-based learning that students experience through these mentored internships. Interest-based learning can take place in many different ways. On Wednesdays, students will develop and undertake their own learning-through-interest/passion projects. Students will work with their Advisors to develop these projects. Advisors will connect digitally with students on Wednesdays to help develop these projects and supervise their completion. On Wednesdays, students will be expected to check in with their Advisor and then to work asynchronously on individual or small-group projects.

Access to Devices and Connectivity

All students at Bitney Prep are provided with a Chromebook that they use to access both synchronous and asynchronous classes and assignments. Bitney has a technician who works to address problems with Chromebooks. Also, Bitney provides loaner Chromebooks for students when their assigned device is not working.

Bitney Prep has contracted with a company called Hubbl to provide cellular hotspots to families that do not have sufficient access to the internet for students to be able to access on-line classes from home.

The Technology Learning Center was developed specifically to support students who might not have access to reliable connectivity at home.

Pupil Participation and Progress

Our approved block bell schedule & 20/21 calendar exceed the minimum required daily and annual minutes, respectively. Our teachers are taking period attendance based on the guidelines that the CDE released in late August of 2020. We are tracking attendance based on the daily minutes of the class and each student's class participation in daily synchronous distance learning, in asynchronous distance learning shown through completion of daily &/or weekly assignments and in some cases, through in-person learning. Although this year's attendance will not be used for ADA, we are implementing best practices to remain compliant with CDE guidelines and are keeping detailed records in preparation for our 20/21 audit.

Distance Learning Professional Development

Bitney Prep High School has been very fortunate in the last two years to benefit from support and partnership from Resolve Technology Group. The Senior Consultant from RTG has supported our staff in implementing the use of Google Classrooms and supported our students with connectivity, accessibility, and filtering on their chromebooks. This Tech support has aided us all in adapting to distance teaching and learning.

During the 2019-2020 school year, BPHS issued Chromebooks to all students This change was initiated prior to the start of the COVID-19 Pandemic. When we had all students start to use Chromebooks there was a commitment on the part of our teaching staff to begin using Google Classroom. During the 2019-2020 school year, Bitney teachers took the online Google Classroom training. Consequently, when distance learning came in the Spring of 2020, Bitney teachers all had experience with the Google Classroom platform that we are currently using for both synchronous and asynchronous teaching and learning.

Staff Roles and Responsibilities

All of Bitney's instructional staff has had to take on new roles in their teaching to design, implement, and assess on-line classes. Additionally, all teachers have had to take on additional responsibilities for tracking both student attendance, participation, and learning.

Bitney's Climbing teacher and Mathematics tutor have both been reassigned to work in the Technology Learning Center.

The part-time Custodian has had to take on new responsibilities for cleaning and sanitizing the areas on campus that are currently being used by teachers for their online lessons and the Technology Learning Center.

BPHS's Secretary has been trained to perform new responsibilities such as student and staff health checks and with illness contact tracing. She is also learning the new system for attendance tracking.

Supports for Pupils with Unique Needs

Bitney Prep continues to work closely with the leadership and staff of the Nevada County Charter Services Authority to provide IEP services and assessment for identified students. These services are primarily provided through distance meetings. We are also working with our students with 504s to make sure that they have all the resources needed to access learning. Some students, including unduplicated students with IEPs, in foster care, experiencing homelessness, etc. are receiving in-person support through the Technology Learning Center. BPHS in partnership with the NCCSA, our Resource Specialist teacher and the school Psychologist are developing procedures to provide in-person assessment for IEPs.

Bitney staff reviews 504 Plans on an annual basis. 504 Reviews for the current year will include considerations for how accommodations will be provided for these students during distance learning,

During the disruptions caused by the COVID-19 Pandemic, Bitney has worked closely to provide additional support for foster students and students experiencing homelessness. This support has included providing transportation for homeless students, mobile hotspots for students lacking connectivity, priority placement in the Technology Learning Center, and helping families access supplemental food resources. We are also providing these students and any students who request it, access to speak with a counselor for crisis care support.

Actions related to the Distance Learning Program

Description	Total Funds	Contributing
These are the same purchases that were listed previously, using CARES Act funds: Mobile hotspots, supplemental on-line a-g curricula for credit recovery, texts for Sierra College classes, an extra server rental for SEL clubs, headsets for students in the TLC & a school-wide Zoom account.	\$8,825.16	Yes
These are the same purchases that were listed previously, using SB117 funding to provide social-distancing health & safety measures in the Technology Learning Center: HEPA filter & partitions for students & teachers.	\$1,357.74	Yes

Pupil Learning Loss

One important aspect of any instructional plan that we undertake is to address learning and credit losses that have occurred or may occur during distance learning. Teachers, especially in Mathematics and

English/Language Arts courses, will conduct an assessment at the beginning of the year to identify and remediate any losses caused by the transition to distance learning during the Spring 2020 semester. Additionally, a significant number of our students finished the Spring semester with Incomplete grades in one or more of their classes. All students will have the opportunity during the Fall 2020 semester, to engage with core class teachers during their daily office hours to do make-up work and/or to be a part of the Credit Recovery class and/or to use teacher-facilitated on-line a-g curricula through Edgenuity to convert those Incompletes into passing grades and to earn those credits from the Spring semester. At the beginning of the school year, Wednesday's asynchronous Learning Through Interest (LTI) projects will be assigned, developed and worked on by students in lieu of their usual internships, which are currently on hold.

(Note: Bitney Prep does not currently have any ELD students enrolled.)

Pupil Learning Loss Strategies

During the time that Bitney students are impacted by the COVID-19 Pandemic, we will continue to follow our philosophy and practice of working with one student at a time. We continue to work with individual students and their families to address learning needs, including needs that are caused, or exacerbated by the COVID-19 Pandemic.

Over 25% of the students at Bitney have Individualized Education Plans (IEPs) or 504 Plans under the Americans with Disabilities Act. These students have access to daily supported studies classes, where they are provided with subject specific help as well as with support for study planning and executive functioning. We have built time into the end of each instructional day for subject area teachers to support students during office hours. During this period, teachers and students can schedule time with individual students or with small groups of students to provide extra instructional support.

All Bitney Prep students participate in our Advisory Program. They meet with their Advisor and their advisory group each day to check in and to develop short and long-range individual learning plans. Advisory teachers work with each of their students to review graduation plans and make sure that students stay on track towards graduation. Advisors also work with their students to develop their LTI Projects. These projects help students stay connected, invested, and motivated to stay on track in their content specific classes.

One area where a number of Bitney students struggled in the Spring of 2020, was the content area of social studies. The three year Social Sciences course of study, that all students must complete between their Sophomore and Senior years, is a significant challenge for some students. A number of students did not successfully complete World History and US History classes during the Spring 2020 semester and received Incompletes on their report cards. To address this issue, we built a Social Studies Credit Recovery class into our schedule. Our Social Sciences teacher is working with these students and an adjusted curriculum in order to make sure that the students can successfully complete these mandated credits.

Another area where Bitney has adjusted our curricula is in our Mathematics Program. Some of our students who struggled the most during the period of asynchronous distance learning were our Pre-Algebra students. These students were definitely impacted by the lack of in-person instruction. To help address any learning loss due to COVID-19, we are doing a beginning of the year assessment for

each student and offering a two year Algebra A/B-Algebra C/D series, so that these students can move through the Algebra concepts in a more extended time period.

The transition to Block Scheduling for the 2020-2021 school year, has provided Bitney students with expanded opportunities to participate in college level classes through the special MOU that we negotiated with Sierra College. We have seen an increased number of students accessing advanced mathematics, Language Arts and Foreign Language classes through Sierra College's Academic Enrichment Program.

Effectiveness of Implemented Pupil Learning Loss Strategies

Measures of success will remain consistent at Bitney Prep and are focused upon the following measures:

1. Student progress towards credit recovery and ultimately towards graduation.
2. Successful student preparation for the next courses in sequential programs such as Mathematics, English Language Arts, and Foreign Languages.
3. Career and College Readiness.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
As stated previously, the actions that we have taken to address Pupil Learning Loss are as follows: Creating a Technology Learning Center with partitions, so that students who need that extra support can be on campus; Headsets for students in the TLC; A school-wide Zoom account so that students can have more contact and connection with teachers & peers through synchronous distance learning; Mobile hotspots for students with connectivity issues at home to be able to access synchronous distance learning; Edgenuity's on-line a-g curricula to meet the needs of students needing credit recovery in courses that we are not currently offering.	\$9,710.22	Yes

Mental Health and Social and Emotional Well-Being

We recognize the importance of social interaction for teenage students and know that much of that interaction is lost when students are not able to attend school in person. We also know that for some students, attending school provides important emotional and mental support. While this social interaction and support will not be fully available until all students can return to school on a daily basis, we are committed to taking steps to support our students' mental health needs through Social and Emotional Learning opportunities.

Our return to synchronous daily Advisory classes will help students stay in closer touch with both their peers and Teacher/Advisors. It will allow us as a staff to better monitor and support the mental health, as well as the social and emotional well-being of our pupils. All Advisors will institute procedures to assist students in reaching out for help when they are struggling. Along these lines, our staff will also be taking steps to connect with parents to seek feedback on student wellness and needs. We have incorporated time at the end of each school day for teacher office hours. During this last hour, we will be setting up voluntary groups or clubs that students can choose to attend. These groups are intended to connect students with shared interests and needs and to provide peer social interaction.

Working with the Nevada County Charter Services Authority, BPHS will continue to offer short-term, self-referral and crisis counseling to not only our unduplicated student population, but to our regular education students. Students, teachers, peers, parents and guardians can all make referrals on the behalf of a struggling student for crisis counseling. The counselor will work to assess the individual student's needs and, if needed, work with the student's family to help set up ongoing therapeutic counseling outside of school.

If other assistance is needed to support the well-being of any student, we can offer assistance through the County's SMART program, with McKinney-Vento funds for homeless youth and by helping to feed and clothe families, as needed. We are a small, closely-knit community who support one another in all ways possible.

During the fall of the 2020-2021 school year, all Bitney staff will participate in online suicide prevention training as well as mandated reporter training.

Pupil and Family Engagement and Outreach

Bitney Prep has a significant number of students who are at-risk because of the disconnection that they are experiencing due to the mandatory school shutdown due to the COVID-19 Pandemic. Once again, the staff at BPHS is able to take advantage of the relatively small size of our student population by building connections with families and providing supportive outreach to students who are either missing from distance learning or are having difficulty connecting to their learning.

Bitney will continue to use a team approach to fostering tiered reengagement strategies with students and families when students are absent from distance learning:

1. The first line of outreach is often with a student's teachers who will reach out by phone, text or email to students & parents when students do not show up to a synchronous learning class or to a scheduled individual or small group support session. This is especially true of Advisors who work to hold each of their Advisory group students closely.
2. Working closely with teachers, Bitney's Majordomo of Attendance also connects on a daily basis with parents of students who are missing from classes.

3. If student absence is persistent or extended additional steps to re engage with the students can include:
- Working with parents & other students to contact the missing student
 - Scheduling Students Success Team (SST) meetings
 - Conducting home visits
 - Reaching out to provide families with additional assistance including food access, assistance with internet connection through wireless hotspots and wifi extenders
 - Following through with the SARB Process
 - SMART Team referrals
 - Referrals to Behavioral Health
4. When students are successfully reengaged, then teachers will work with each student to determine the amount of learning loss and to assign the amount of work necessary to get that student caught up to the rest of the class as soon as possible, so that those students can rejoin the class at present.

It is important to note that Bitney is working to closely follow the CDE mandated process for tracking instructional minutes, synchronous learning periods and/or asynchronous learning periods, and instructional plans and assignments.

School Nutrition

In accordance with state mandates, Bitney provides all students with the option of a nutritionally balanced breakfast. During the COVID-19 Pandemic we have made these breakfasts available to any student or family that wants to come to school to pick them up. We also, of course, have the breakfasts available each day for students who are working on campus.

Bitney is working to provide students who are coming to campus as a part of the Technology Learning Center with school lunches. Currently, we are able to provide those lunches through a partnership with the staff at Nevada Union High School District. Through California State funding, NJUHSD is providing weekly breakfasts and lunches to any student or family who comes to school on Wednesdays to pick them up. These lunches are also available to Bitney students who are on campus and by request, to students who are doing their distance learning from home.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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<p>Pupil Engagement and Outreach</p>	<p>Faculty & Staff will continue to reach out through emails & phone calls home to engage with students & parents/guardians. In addition, we will offer opportunities each month for families to offer feedback through Zoom meetings (Board Meetings, Stakeholder meetings) and through email & phone messages from the Administration about the status of the school. Communication with our families is key and we will keep them abreast of the often changing dynamics of the mandatory school closures. The only cost that may be incurred in relation to this is through increasing our school all-call services to include texting services to better connect us with families. (~\$1,500.00) Also if needed, we will offer tutoring services to IEP and Regular Ed. students who are experiencing learning loss. (~\$2,000.00) If necessary, we will provide transportation costs & supplies costs for our low income students, foster youth, homeless & IEP students, to ensure their accessibility to learning. (~\$500)</p>	<p>\$4,000.00</p>	<p>Yes</p>
<p>Mental Health and Social and Emotional Well-Being</p>	<p>We want to offer crisis counseling for any & all students who need immediate attention. This will potentially cost us more than we had budgeted and we would want the ability to use funds to pay for extra counseling services. (~\$1,500.00) To facilitate social and emotional well-being for all of our students, we have implemented afternoon clubs to increase student interaction with peers. This may require us to provide arts & craft supplies to our low income, foster & homeless youth. (~\$500.00)</p>	<p>\$2,000.00</p>	<p>Yes</p>
<p>School Nutrition</p>	<p>We are working towards the goal of becoming part of the National School Lunch Program through CNIPS. This requires an Environmental Health Permit from our County office (which includes installing self-closing doors, no touch paper towel and soap dispensers, a special & expensive refrigerator, etc.) and the ability to purchase hot lunches, for which we will then be reimbursed.</p>	<p>\$3,000.00</p>	<p>Yes</p>

In-Person Instructional Offerings	When the time comes that it is safe to bring back cohorts of students, we may need to build more desk shields.	\$5,000.00	Yes
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

More than half our student body is considered low-income. We also have foster students & homeless youth attending Bitney Prep High School. Therefore all of the increased and improved services that have been described above, are for the benefit of these students and for all of our students. During this pandemic shutdown, we will continue to learn and adapt to meet the needs of our students. The CARES Act funds and other Covid 19 funds, such as the monies from SB117, will be used 100% to assure that all of our students, especially the students facing unique challenges have equal and equitable access to learning.

We will take every action necessary to maintain and support the physical and emotional well-being of our students. This is our top priority.