

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.]

Immediately following the decision to close the Maple Creek School campus, all families were contacted by email and phone calls to determine needs for devices, connectivity, food insecurity, and child care. All teachers made contact with each student’s parent to make a personal connection and further determine needs on the first day of the closure. Once needs were determined, they were quickly addressed.

The District utilized a combination of packet work and digital enrichment to meet the educational needs of students. Computers and tablets were checked out to families who requested them and Zoom or Google Meet schedules were utilized to communicate with students and to deliver the curriculum. Teachers vetted a massive amount of materials to provide the most appropriate distance learning opportunities.

Maintaining communication with families was a top priority, as was addressing the social-emotional needs of our students. Teachers and administrators utilized a layered approach that included individual and mass notification texts and emails, personal phone calls, surveys, virtual 1:1 meeting, home drop-off of materials and snacks/lunches, and links to community services.

Administrators were available daily in order to meet needs for students/families, whatever they may be. Staff provided technical support as needed.

All district staff monitored district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.

Stakeholder Engagement

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

Online surveys, emails, telephone calls, online meetings, letters home, the school Facebook page and website were used to communicate with students, parents, staff, and community members. The LEA does not have any English learners; English is the primary language of all parents and students. School Site Council Meeting and Board Meetings were held online. Devices and wifi were available at the school site.

The LEA does not have a bargaining unit and is not affiliated with any union. August 11, 2020 the board reviewed a draft of the MC Learning Continuity and Attendance Plan and welcomed input. September 10, 2020 the board held a public hearing with September 11, 2020 to the date for approval of the MC Learning Continuity and Attendance Plan.

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

Stakeholders were able to participate in public meetings online and/or by telephone. Notice of meetings were posted at the school site, on the website, invitations were sent by email and/or phone calls. Devices and wifi were available at the school site for anyone without access to the Internet. Stakeholders could also contribute to the meetings by letter and/or email.

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

Parents, students, staff, and community members communicated with the Superintendent using Zoom, email, telephone, and/or in person with masks and social distancing to communicate needs and concerns. Eighty percent of families need assistance with devices and/or Internet access. Seventy-five percent of parents want school to re-open in the Fall, and they support social distancing and mask wearing upon return. Twenty-five percent of parents want to continue full time distance learning. One hundred percent of staff members want to return to on-campus learning in the Fall. Over sixty percent of parents want paper packets if they have to do distance learning. Thirty percent of parents need telephone time with a teacher because of Internet connectivity. Hot spots and connectivity in student homes continues to be an issue with no foreseeable solution in our rural area other than making the school's wifi more accessible to parents/students. Students want to return to school to be with friends. School Site Council and the Maple Creek Board of Trustees support extra tutoring; prior to school start date support, and the purchase of technology and increasing on campus wifi access.

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

The district will make every effort possible for a safe reopening of campus. Safety protocols are in place. Additional devices will be purchased; a booster will be installed to increase wifi coverage on campus to include the entire parking area. For distance learning teachers will schedule online meetings, telephone contact time, and assist with paper packets in the home. A combination of paper packets and online instruction will be utilized. Funding will be set aside for tutoring; prior to school start date support; technology and increased wifi accessibility on campus. An enrichment teacher (0.10FTE), special education support teacher (0.10), and an additional teacher (0.80FTE) for daily support targeting students with learning loss, learning disabilities, foster youth, and low-income students will be provided.

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.]

The goal of the LEA is to provide on campus learning for all students, five days a week. Foster/homeless youth, IEP students, and students that have experienced significant learning loss due campus closures in the 2019-2020 school year will be prioritized. These students will be given extra one to one and small group instruction on campus or online/telephone if they will be using distance learning. All IEP minutes will be met regardless of distance versus on campus learning.

The LEA will follow safety and sanitization protocols outlined in the **COVID-19 School Site-Specific Protection Plan, SSSP**.

Students will have access to a sink, soap, and hand sanitizer in each classroom. Teachers will create hand washing routines and schedules for their classrooms. Teaching staff will have a supply of cleaning materials to use throughout the day in order to disinfect frequently touched surfaces mentioned above. Students will go out for recess and will stay in an assigned area of the school playground, and students will be instructed on how to stay safe while at recess (i.e. social distancing, appropriate games, and boundaries). Staff will carry hand sanitizer to the playground. Students will wash hands before and after recess. Students and staff will wear face coverings provided by the school. Students will wear face coverings and have assigned seating if using school transportation. Surfaces will be cleaned after each use. An outdoor classroom model will be used as long as weather permits. Each student will have a tub with individual supplies. Surfaces and materials will be cleaned regularly throughout the day. PPE, materials and supplies will be purchased to ensure the above protocols are able to be followed.

Standard based assessments from the 2019/2020 school year will be compared with the beginning of the year 2020/2021 school year assessments. Targeted instruction and intervention plans will be established based on these assessments, CoreGrowth Screening tool assessments, teacher observation, and parent input. Progress will be monitored throughout the school year and will guide changes in instruction and interventions. Progress reports and formative and summative assessments will be shared with parents and used by staff to target instruction and tutoring support.

8:45-10:20 Distance Learning: Students will be contacted at 8:45am by phone and/or Google Meet or Zoom. Students will have distance learning assignments to work on independently with support available from the teacher.

10:45-3:00 On campus, in-person instruction is available for all students with 12:20 to 1:00 for recess/lunch. Students who choose distance learning will be able to access the classroom via the Internet at 10:45 to 11:45; and 2:00 to 3:00 for instruction. Additional support will be available. IEP instructional minutes will be met in person unless the parent/guardian requests that the minutes be met online.

If the LEA must close and all students must go to full time distance learning the following schedule will be used: 8:45-9:45 online; 9:45-10:20 Independent Work (I.W.); 10:45-11:45online; 11:45-12:20 I.W.; 1:00-2:00 I.W.; 2:00-3:00 online. Telephone contact will be available when the

Internet cannot be accessed. Individual locations on campus will be made available for families to access the school's wifi and devices will be loaned out.

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

Description	Total Funds	Contributing
A 0.10 FTE teacher position will provide targeted support and instruction for IEP goals	\$2,745.64	Yes
A 0.80 FTE teacher position will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; and IEP students	\$72,529.87	Yes
A 0.10 FTE teacher position will provide enrichment learning	\$2,745.64	No
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. TBD N Health Materials: Masks for students and staff and materials to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$300	No
Outdoor classroom and individual supplies: Additional supplies to limit the number of individuals using shared objects and materials and supplies needed to provide an outdoor classroom	\$1,500	No

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.]

The LEA is aligning on campus and distance learning curriculum so that transitions between different the two are seamlessly integrated. Students will utilize various online platforms and resources that provide daily interaction with teachers and peers. All distance learning students will have scheduled online instruction and support from a teacher. Additional appointments and support will be available.

Access to Devices and Connectivity

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

Surveys and telephone calls indicated the eighty percent of students had limited Internet access from home. Outreach to meet student needs indicated that all families needed assistance with devices and that 80% percent needed alternatives and/or access to wifi. From these findings the LEA determined that all students will be provided with a laptop and/or tablet. Free high speed Internet access locations will be available at the school site. Hotspots are not effective in our rural location.

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.]

Daily record of pupil attendance will be recorded by participation in online instruction, or telephone connection as needed in accordance with CDE requirements. Maple Creek will use the Time Value Schoolwork attendance template provided by CDE. Work will be required to be submitted either online, or turned in on campus or at the bus stop during scheduled pick up times.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff will receive professional development to support technology use, online instruction, social emotional support instruction, and/or intervention strategies for struggling students.

Staff attended:

Multiple Zoom trainings to hold virtual classroom sessions and meetings with parents.

Multiple Google Classroom trainings to provide a seamless transition between in person and distance learning. Google Choice Boards ; 10 Hacks for Using Google Classroom; Step-by-Step into Google Slides; Google Classroom: Setting Up, Organizing, Archiving, and More; Game-based Learning ; Google for Education Level 1

Multiple trainings combining academic skills with technology: 21st Century Teaching and Learning; Using Digital Tools to Support Student Learning; Racial Healing: How to Become a Mindful Ally; Combating Unconscious Bias: Strategies for Developing Cultural Awareness; Preparing Your Curriculum for the New Normal; How to Assess Project-based Learning; How to Manage Behavioral Issues in an Inclusive Classroom; COVID-19: Moving Your Class Online

Kim Sutton Seminar: Math Games to Motivate Students

Series of training to support student and family mental health and well being: Trauma-Responsive Resilience Building Approaches to Early Learning in the Context of COVID; The Impact of Stress and Trauma on Young Children's Play; Supporting Children to Cope, Build Resilience and Heal Through Play; Trauma-Responsive Resilience Building Leadership and Supervision; Trauma-Responsive Resilience Building Family Engagement Strategies.

Additional trainings: Racial Healing: How to Become a Mindful Ally; Combating Unconscious Bias: Strategies for Developing Cultural Awareness; Ka'm-t'em Ambassador Program



Staff Roles and Responsibilities

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

Teachers will provide instruction and support for both on campus learning and distance learning. Teachers will assist maintenance/custodial staff in cleaning surfaces frequently throughout the day.

Administration and teachers will survey students and parents for social emotional needs and provide resource information. Outreach to HCOE, Social Services, and other community resources will be conducted as needed.

Transportation staff will deliver meals, paper packets, and completed work between school and designated bus stops.

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.]

The LEA does not have any English learners. All students with disabilities will receive their resource minutes and all requirements identified in their IEP. Distance Learning Plans; Daily contact; Progress reports; Academic and IEP assessments will be used to monitor progress and growth towards meeting IEP goals. Additional amendments, progress meetings, and IEP meetings will be scheduled and completed as needed.

Students with Disabilities To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student’s program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook and/or tablet to

assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Distance Learning supports specific to Foster/Homeless Youth will include: • Case management to support all eligible foster youth • Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail. • Monitoring of attendance/engagement and communication with teachers and administrators when needed. • Referrals to both district and community agencies for additional support/resources as needed. • Online tutoring services will be offered to eligible foster youth. • Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
Title II federal funding allocated for professional development; (ESSA)Elementary and Secondary Education Act (ESEA), Title II, Part A – Supporting Effective Instruction. Professional development will be provided for certificated staff members to improve quality and/or delivery of education.	\$300 or \$310	No
Appointments with a certificated teacher prior to the start of school are available for both parent and student support and training for distance learning; technology use; academic expectations, and addressing individual family needs.	\$300	Yes
Devices: Chromebooks and/or tablets, protective cases for devices, and headsets made available for all students who need a device to access distance learning at home and/or need devices for extra academic support/services to address learning loss.	\$8,000	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff to be able to deliver instruction and outreach remotely.	\$1,200	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.]

Standard based assessments from the 2019/2020 school year will be compared with the beginning of the year 2020/2021 school year assessments. Targeted instruction and intervention plans will be established based on these assessments, CoreGrowth Screening tool assessments, teacher observation, and parent input. Progress will be monitored at three or more intervals throughout the school year and will guide changes in instruction and interventions. IEP addendums may occur after learning loss has been identified. Each IEP student will have an IEP meeting in the 2020-2021 school year. IEP and foster/homeless youth will be given priority for after school tutoring.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Students experiencing learning loss will be provided with one to one and/or small group instruction. Low-income students (80% of the LEA), foster/homeless youth, and students with exceptional needs are prioritized for the one to one and/or small group instruction. Additional technology, materials and supplies will be purchased based on needs. Two certificated teachers will be available for after school tutoring at least one day a week. Additional tutoring days may be added based on the participation and the success of the tutoring program.

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.]

Targeted instruction and intervention plans will be established based on these assessments, teacher observation, and parent input. Progress will be monitored at three or more intervals throughout the school year and will guide changes in instruction and interventions. Certificated staff will provide assessments and direct instruction to address learning needs.

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

Description	Total Funds	Contributing
A 0.10 FTE teacher position will provide targeted support and instruction for IEP goals	\$2,745.64	Yes
A 0.80 FTE teacher position will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; and IEP students	\$72,529.87	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.]

Surveys and teacher observations will be used to monitor the social-emotional wellbeing and needs of pupils and their families. Students and parents will have a daily check in with staff. Staff meetings and daily communication will be utilized for staff needs. Second Step and additional supporting curriculum will be utilized throughout the school year. The LEA will work with HCOE to provide additional resources and support for all students and SELPA for students with disabilities. Resources and support will be shared in phone calls, emails, online

meetings, parent letters, and on the school's Facebook page and newsletter. Maintaining communication with families will continue to be a top priority, as we address the social-emotional needs of our students. Free and reduced priced school snacks/lunches will be provided. Staff attended a series of training to support student and family mental health and well being: Trauma-Responsive Resilience Building Approaches to Early Learning in the Context of COVID; The Impact of Stress and Trauma on Young Children's Play; Supporting Children to Cope, Build Resilience and Heal Through Play; Trauma-Responsive Resilience Building Leadership and Supervision; Trauma-Responsive Resilience Building Family Engagement Strategies

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 is not engaging in instruction and is at risk of learning loss.]

Teachers and administrators will utilize a layered approach that includes individual and mass notification texts and emails, personal phone calls, surveys, virtual 1:1 meeting, home drop-off of materials and snacks/lunches, and links to community services. Daily attendance will be recorded. Attendance and work expectations will be shared with families prior to the start of school. If a student is absent the family will be contacted. Staff will work with families individually to overcome barriers to attendance. SARB procedures will be followed.

The LEA will develop a tiered engagement process to ensure that all students are participating and receiving a quality education. Targeted interventions will be in place to assist students that are not participating.

1. Verify contact information
2. Conduct a daily phone call to the student and parent
3. Provide a weekly summary of engagement to student and/or parent
4. Create a plan with student/parent to address barriers to participation such as transportation, technology, and telephone/Internet access
5. Provide reasonable alternatives to meet the required instructional minutes
6. Follow SARB guidelines as needed

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.]

Free and reduced priced school snacks/lunches that meet USDA school lunch requirements will be provided. Meals will be served daily at school. Distance learning students will have meals delivered daily, weekly, or biweekly depending on need and COVID safety measures. All meal preparations and delivery will adhere to safety guidelines as spelled out in the Maple Creek SSSPS.

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

Section	Description	Total Funds	Contributing
Actions to Address Pupil Learning Loss	Additional after school tutoring will be available with a certificated teacher. Students experiencing learning loss, IEP students, and Foster Youth will be prioritized for tutoring.	\$3,500	Yes
Distance Learning Program: Access to Devices and Connectivity	Funding for technology; increasing wifi access on campus	\$8,000	No
Actions to Address Pupil Learning Loss/ Family Engagement	Prior to school start date families may make an appointment with their teacher to discuss learning loss; be trained to use technology; and review expectations for the school year.	\$300	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
A 0.80 FTE teacher position will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; IEP students; and English Learners if the LEA acquires any English Learners.	\$16,741 for a 10.07% increase

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.]

The LEA does not have any English learners. Eighty percent of the population are low-income students. Thirty percent of the population are students with a disability. Ten percent of students are foster youth. The needs of these students are prioritized. They need more one to one and small group instruction to support their understanding of grade level content and vocabulary. Additional materials and supplies are purchased for these students based on individual needs. Interval local assessments and teacher observations will be used to determine the effectiveness of these interventions.

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

Unduplicated students will receive more one to one and small group instructions with increased teacher FTE under goal number two. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. With 80% of students being low-income, the actions and goals are school wide allowing our low-income students to be principally served without segregating the low and middle income students. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. This vocabulary development benefits all students but is critical for low-income students to be prepared for academic success and independence in high school and college. Vocabulary assessments will be utilized to monitor progress in the students ability to complete a task based upon the need to comprehend the vocabulary in the instructions and/or assignment.