

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
Maple School district	Julie Boesch, EdD Superintendent	jboesch@mapleschool.org 661-746-4439

General Information

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

Maple is a small single-school District located between the small, rural, farming communities of Shafter and Wasco. Our size enables us to have very close, frequent communication with our families and our community. We have continued our Tradition of Excellence even in these most trying times. Maple has been a part of this community for 110 years.

Our District is located in Kern County which is currently one of the State’s hotspots as far as COVID cases, hospitalizations and deaths. Our community is largely made up of agriculture workers who have experienced a higher than average rate of infection due to continued need to work, limited resources and close working and living quarters.

Stakeholder Engagement

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

Maple School district has done several surveys in both English and Spanish to gather information from our parents, staff (including teachers, administrators/principals as well as bargaining unit) and community members.

Interpreters are available during all meetings and provide our correspondence in both English and Spanish on all written and virtual formats.

Multiple outlets are utilized to share and solicit information from our stakeholders:

Phone calls are made to student’s homes to make sure parents are aware of any changes that occur.

Written notifications are sent via US Mail to all current students and their families to make certain we are reaching all families including those that may not have reliable internet access.

Remind (One-way communication tool via text),

Facebook page (set up by our parent club MCC- Maple Community Club),

School website <https://sites.google.com/mapleschool.org/home/home>

Instagram is used to send messages directly to parent's communication devices.

Each teacher uses a separate tool for communication with their class (such as: Class DOJO, Bloomz or Remind)

Parents have access to all of our email addresses.

School office is staffed daily with highly qualified, bi-lingual staff.

Learning Continuity and Attendance plan (LCAP) and request for input was shared August 31, 2020 at a parent meeting with 8 parents who are also community members in attendance. Administration requested parents to email with any written comments, suggestions or proposed actions or expenditures. No questions were received therefore no responses were required. Several positive comments were received during the presentation.

Our plan was presented to parents on August 10th (Parent informational meeting) and August 31st (Maple Community Club Parent meeting including representatives from ELAC). During the meetings parents provided input, comments and approval of proposed plan. Our District is a single-school district with only 11.3% English Learners so we do not have a separate DLAC but if we did, we would have met with them and sought input as well.

Plan was also shared with students during informational meetings with our families on the above-mentioned dates.

Feedback was considered and plan was edited to include comments regarding current virtual learning schedule as well as transition to in person learning schedule.

Learning Continuity Plan was made available for public viewing beginning Sept. 4, 2020.

Public Hearing was held on September 9,2020.

Superintendent did not receive any written comments that could be responded to.

Board approval of plan occurred on September 10, 202

Public hearing notification and Board Meeting notification were posted 72 hours in advance at the school site, on our website and one our Facebook page.

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

All public meeting notifications are posted well in advance on our website, on our parent Club Facebook page, on Instagram and in our Remind APP. We also post hard copy notifications in our campus office window.

Board meeting was held in person on campus August 27th and September 10th. Both were held at our regularly scheduled Board meeting time of 4:30 PM.

Parent (Maple Community Club) ZOOM meetings

Public Hearing held via ZOOM with 72-hours notice given and connection instructions provided.

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

Parents: Some parents are struggling with Distance Learning and would like their students to be served on campus as soon as possible. Approximately 30-40% of students based on the most recent survey as well as frequent communication with parents will choose to keep their students' home for learning even if the school is able to open in the near future. Many are happy with the schedule that we have created and our plan for phasing in our reopening when it can occur safely.

Board: The Board collectively feels that the best place for our students is in school, however with current guidelines in place and liability concerns it is best for our students to remain in Distance Learning at this time until there is more guidance and protection.

Teachers: Teachers chose to teach from their classroom during both in person as well as virtual learning. Teachers will also utilize their aides to make additional contact with families and support small group instruction to struggling students.

Teachers Union: Teachers union is in favor of returning to work and having teachers teach from their classrooms where they can better serve students, have access to connectivity, have access to materials and avoid distractions.

Students: Students have reported that they would like to be back on campus but are also enjoying daily distance interaction with their teachers and classmates.

Community Members: Community members have empathy for the situation that the school and our families and students are in but also acknowledging that we are doing all we can to serve students. Community members input has also helped us to create a re-entry to school plan so that students avoid groups, avoid wearing masks for prolonged periods of time and still receive a robust education that includes support and rigor.

Classified Staff: Maintenance Operation and Transportation Manager and support staff are in favor of limiting staff and students on campus currently while there are still restrictions. They are fully prepared for following all sanitation, social distancing and masking guidelines when we are able to welcome students back on campus. They also appreciate the limits put on the number of people allowed on campus so they can still be here to perform necessary duties. Classified Instructional aides were all in favor of returning to campus and doing what ever was necessary to serve students, however we elected not to bring them back to campus in order to limit our number of people on campus. They are serving students and families remotely and there is an instructional aide assigned to each class as well as three in the nutrition department currently.

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

Virtual Learning Schedule: The greatest input on our plan by stakeholders was our schedule for virtual learning. Based on input by parents, staff and teachers we have worked to create a schedule that can be adhered to whether we are in all Distance Learning, a hybrid distance learning model or if we are able to re-open and then are required to return to distance Learning.

Input by stakeholders also impacted the following planning related to transportation, our return to campus, lunch distribution and cleaning and sanitation as follows:

Transportation Plan- Our transportation plan will include picking up all students who receive transportation services. We will space the students the appropriate length apart and limit bus seating to accommodate social distancing. We will also require students to wear face coverings on the bus. Disinfection and sanitation will occur before and after each trip to ensure the buses are as clean as possible.

Returning to Campus Plan- Our original plan was to attempt to bring all students back split into two cohorts who would be able to meet in separate locations with supervision by Certificated staff and Classified staff in order to accommodate all students and provide services for the entire school day. Based on feedback from community members, consultation with staff and careful consideration it was determined that the District would be much better off attempting to open in phases. Based on our county and State mandate we were only able to open remotely and as we are allowed back on campus; we believe the best approach will be a phased in return to campus. With this plan we will serve as many students as is allowable following all limitations and health mandates but will still maintain the current schedule that students and families are accessing for virtual instruction.

Lunch Distribution: Our lunch distribution is done daily from 11:30-12:15. We have a drive thru lunch service

Cleaning and Sanitation is completed multiple times a day after each staff member leaves their classroom. We have a sign system in place so that teaching staff can notify custodial staff when they exit their rooms and it is available for cleaning and disinfection.

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 district is purchasing additional classrooms in order to provide social distancing to bring in a larger number of students. We are also buying additional cafeteria seating that is a style that will provide opportunities for social distancing and placement in multiple locations. We have also purchased masks, desk barriers and sanitation equipment to ensure we are meeting all current health department guidelines. We have also purchased and or upgraded our technology and provided connectivity to each of our students and teachers.

Cohorting:

How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g. instruction, breaks and recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

Students will be in their own classroom or assigned alternate “learning space” for all activities. A learning space will be the classroom, a location on the stage, the library, in temporary portable buildings, in our covered outdoor eating area or in the multipurpose room. We will refer to each location as a “learning space” and each group of students as a “learning group”. Each learning group will consist of approximately 10-14 children. There will be assigned seating for each student in their learning space. They will be with their teacher or Instructional aide assigned to their group for all activities indoors and outdoors. Recess times will be staggered and the use of two playground areas will be put in place. Social distancing will be implemented at all times. When weather allows, more students will be outdoors at one time in different areas. Staff will be using two-way radios (Walkie-Talkies) to communicate so we can avoid things such as two students in the restroom at one time. All events such as back-to-school night, outdoor recreation day, awards assemblies, and activities with other small school districts have been postponed or cancelled so there are no large gatherings during this time.

Entrance, Egress, and Movement within the School:

How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Students will not be allowed on campus prior to beginning class or after the final class time. Upon arrival students will be dropped off at the East entrance to the campus in our designated parent drop off location. Students who ride the bus will be dropped off in the bus unloading zone and escorted to their class by the bus drivers. Their assigned staff member will keep them socially distanced in their learning group. Each student will enter campus and proceed directly to their assigned learning space (for example: Classroom, library, portable, etc.). There will be adequate signage to remind staff and students to follow safety guidelines, wear masks, social distance and look for potential symptoms.

At dismissal students will be socially distanced in a single file line to proceed through the cafeteria to receive a meal and then proceed to parent pick-up or the bus pick-up area. Parents will not leave their vehicles and students will be placed in their cars to return home as quickly as possible. We have used this process for the past two years while we underwent construction and by using walkie-talkies and adequate staff, we are confident that this procedure will be effective.

Office Traffic:

All parents have been informed that they will not be allowed to enter the school building where student’s classrooms are located. Parents/guardians will be allowed to enter in the office area with a mask to make any updates or obtain any information for their student.

Face Coverings and Other Essential Protective Gear:

How CDPH’s face covering requirements will be satisfied and enforced.

In accordance with CDPH guidelines, student in grades K- 2nd will be strongly encouraged to wear a face mask. If your child is unable to wear a face covering, a face shield will be provided and students will maintain 6 feet of distancing at all times. Grades 3rd and above will be required to wear a face mask. In the case where it is medically necessary, a student will be allowed to wear a face shield (such as asthma or other related health issues). This will be updated in students file (health card/portfolio) to reflect the need for a face shield versus mask. All staff will be required to wear a mask and washing hands before handling your mask. Place mask on your face and please keep mask on at all times. If you are wearing a disposable mask, please dispose of properly in the touchless trash can. If you are wearing a reusable mask, please remove and store in paper bag once you have left the building. All masks should be laundered before re-using. Staff will be allowed to wear a face shield if medically necessary and will be required to maintain 6 feet of distancing at all times. Maple School District currently has an adequate supply of facemasks and face shields on hand in case a student or staff member arrives at school without proper PPE to cover us for the remainder of this year. Staff will be required to wear gloves when handling any food items or cleaning supplies. We have received donations from the State, community organizations and purchased what we believe to be an adequate supply.

(This information is directly from our Waiver application written to the Kern County Health Department)

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

Description	Total Funds	Contributing
In crease options for Social Distancing by separating our students into cohort groups of 15 with the lease of additional learning space necessary to accomplish this at every grade level (Two portable classroom buildings)	\$38,098.08 Year one	N
Increase ability to social distance by purchasing additional flexible seating options for cafeteria and outdoors	\$35,000 est.	N
Hire two additional Long-Term subs to increase instruction to our 7 th and 8 th grade students	\$80,000	N
Laptops for teachers for higher quality delivery of Distance Learning	\$13,768.99	N
Upgraded ZOOM Plan	\$199.00	N
Desk Barriers for each student desk	\$6960.00	N
Additional Student computers (50)	\$6599.50	N
Face masks for staff and students	\$2,371.00	N
Additional disposable masks	\$747.00	N
Hand sanitation dispensers and supplies (estimated costs)	\$1500.00	N

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.]

Attendance Times-

Transitional Kindergarten & Kindergarten M-F

200 Instructional Minutes/Day TK

230 Instructional Minutes/Day Kindergarten

180 CDE Required Time

8:15-8:55 (40 min) Synchronous Check-In (20) SEL Lesson/ Team Building (20)

8:55-9:25 (30 Min) Asynchronous/Synchronous Designated ELD (examples - see ELD standards) Think/pair/share, Understanding text structure

Foundational Literacy Skills

9:25- 9:35 (10 min) Virtual Recess

9:35 - 11:45 (130 min) Asynchronous/Synchronous ELA/ Integrated HSS and Science (60) Math (60) Structure: I do, we do, you do format

Integrated with technology

11:45 - 1:20 (95 min) Kindergarten: 30 min Duty Free Lunch and Prep for Teachers

TK: Your day ends at 11:45

1:30 - 2:00 (30 min) Asynchronous/Synchronous Small Group/ Individualized Instruction-Guided reading groups, Math reteach

2:00 - 2:10 Break

2:10- 3:15 (65) Prep- Professional Development Tuesdays

First - Third Grade M-F

285 Instructional Minutes/Day

230 CDE Required Time

8:15-8:55 (40 min) Synchronous Check-In (20) SEL Lesson/ Team Building (20)

8:55-9:25 (30 Min) Asynchronous/Synchronous Designated ELD (Actively engage in spoken word (breakout rooms, collaboration activities) See ELD standards

9:25- 9:35 (10 min) Virtual Recess

9:35 - 11:45 (130 min) Asynchronous/Synchronous ELA/ Integrated HSS and Science (60) Math (60) Structure: I do, we do, you do format

Integrated with technology

11:45 - 1:00 30 min Duty Free Lunch and Prep for Teachers

1:00-1:30 Asynchronous/Synchronous Writing block

1:30 - 2:25 (55 min) Asynchronous/Synchronous Small Group/ Individualized Instruction-Guided reading groups, Math reteach

2:25- 3:15 (50) Prep- Professional Development Tuesdays

Fourth – Eighth M-F

305 Instructional Minutes/Day

240 CDE Required Time

8:15-8:55 (40 min) Synchronous Check-In (20) SEL Lesson/ Team Building (20)

8:55-9:25 (30 Min) Asynchronous/Synchronous Designated ELD (Actively engage in spoken word (breakout rooms, collaboration activities) See ELD standards

9:25- 9:35 (10 min) Virtual Recess

9:35 - 11:45 (130 min) Asynchronous/Synchronous ELA/ Integrated HSS and Science (60) Math (60) Structure: I do, we do, you do format Integrated with technology

11:45 - 1:00 (30 min Duty Free Lunch) and Prep for Teachers

1:00-1:45 (45 min) Asynchronous/Synchronous Writing block

1:45 - 2:45 (60 min) Asynchronous/Synchronous Small Group/ Individualized Instruction-Guided reading groups, Math reteach

2:25- 3:15 (50) Prep- Professional Development Tuesdays

When we are allowed to return to campus, we plan to implement this same schedule so that we are able to continue to serve each and every one of our students whether they are here on campus or at home still participating virtually. We have purchased a license for CANVAS Learning Management system: The Canvas Learning Management System was purchased to support the learning needs of unduplicated students through the use of embedded accessibility tools, including Immersive Reader, translating options, and text-to-speech. When the students return to campus, they will continue to submit assignments in the same manner they currently do while in Distance Learning, via CANVAS or Google Classroom. This will create a seamless transition for students whether we are in full distance learning, a Hybrid Learning environment or if we are required to return to full Distance Learning at a later date.

All of the same curriculum will be used, the same technology and the same supports.

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.]

When we transitioned to distance Learning in March, we did a survey of each of our parents to assess their connectivity needs. At that time, we had very few families request support. As the Distance Learning platform has continued and the requirements became more intense for all students in the family, the need for additional connectivity and more reliable internet service became greater. This required us to source additional Hotspots and pay for a greater amount of data.

LEA has purchased and maintained a 1:1 student to device ratio by purchasing additional Chromebooks as well as higher quality devices for teachers. LEA also purchased and paid for internet connectivity for those students and staff members who were unable to fully participate in distance learning due to connectivity limitations.

We are in constant contact with our families and our network providers to ensure that our families have all that they need to have reliable connectivity. If they are experiencing difficulty, we will meet with them in person to walk them through the process, create video tutorials or have a ZOOM meeting, share our screen and provide visual details of what they need to do.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

We are having teachers report attendance daily through our current Student Information System Aeries. That data will be recorded and the documentation will be saved. We are also using ZOOM and Google Classroom as well as Reports available in CANVAS (Learning Management System). We are still in the process of identifying each of the analytics or reports available to us but feel confident that we will be able to demonstrate student interaction and participation with the systems we have in place. Teachers are online with students daily from 8:15-11:45 with additional small group instruction each afternoon. Teachers are collecting data from all classes attended virtually, all assignments completed, all support provided and checking in with students on multiple occasions daily. These interactions are recorded in Aeries, on ZOOM, in their Google Classrooms and evident in the work product received from students.

In order to assign time value to the students work product teachers meet regularly to discuss and evaluate student work. Assignments and expectations are evaluated based on student grade level and learning standards.

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.]

Rayshell, Fambrough: We contacted with Rayshell Fambrough and KCSOS to provide Professional Development related to technology and tools to be used including Google classroom, ZOOM, Flipgrid, Screencastify, Google Meets and more...Staff was able to participate in high quality professional growth targeted at their needs and technology integration level.

KCSOS: KCSOS has provided numerous trainings and onboarding activities for CANVAS (Learning Management System) as well as other computer-based applications. There have also been an incredible bank of resources and lessons created to support student learning. These are accessible and available to all teachers in the CANVAS system.

SEESAW: Maple contracted with a SEESAW trainer to provide Professional development specific to this program for our TK-3rd grade students prior to school beginning.

Jesse Cranfill: Our Technology specialist has provided countless hours of training and support for our entire staff. He has also created videos and support for parents, teachers and students. These are available on our website and in our Community Club Facebook page. Mr. Cranfill is also here every day to provide all needed support for staff, students and their families.

Staff Roles and Responsibilities

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

Teachers: Provide full distance learning using both synchronous and asynchronous formats, engaging students via technology, take role and assess student learning.

Classified Staff: Classified staff are being used to provide support to classroom teachers, hosting small group instruction via ZOOM Breakout rooms and also reaching out to families if their students are not participating or are struggling with distance learning. Aides have also been called on to do cleaning and sanitizing of high touch surfaces and participate in materials distribution days for students.

MOT: Although our buses are not running currently our 2 MOT staff and one custodian as well as 2 part time helpers are still exceptionally busy installing barriers, ordering materials and sanitation supplies, disinfecting, cleaning and maintaining the grounds. They have also had time to move furnishings and clean up items on campus that were not able to be done when they were busy also transporting students and taking them to play sports and go on field trips.

Custodian: Our one custodian still has the same duties cleaning and disinfecting each classroom because our teachers are still in them each day although our students are not present. He is also responsible for taking additional steps in sanitation and cleaning more frequently and thoroughly than he did in the past.

Nutrition Services: Our nutrition services, unlike most has had very little to do. Most of our students come from neighboring communities. With seamless summer waiver in place our families prefer to go to locations closer to their homes which serve a larger number of offerings each day to a larger age range of children. Throughout this entire even we have only served between 2 and 11 students per day if any students picked up meals.

Office Manager: Our office manager has had an incredible increase in her workload. We have received a number of unemployment claims by employees who were still currently working, we have had constant and consistent communication with our parents which has required her translating skills, and we are closing out a construction project which requires additional payment processing. Our office manager has also worked hard to keep up on employment matter changes, benefit changes and staff responsibilities.

Attendance Clerk: Our office clerk has also had an incredible increase in her workload. We have had constant and consistent communication with our parents which has required her translating skills. Once we began distance learning she has also had to spend most of her days providing technology support for parents and staff, record attendance and monitor phone calls as well as reaching out daily to encourage and support attendance.

Principal/Academic Coach: Our Principal/Coach has worked hard to support and encourage our teachers.

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.]

Our Special Ed teacher and Special Ed aide also hold multiple sessions in the afternoon to help support all of our students on IEPs or 504s to make sure they are receiving appropriate, adequate and intensive support.

Special Ed Teacher: Currently serving students online with plans to bring back small cohort of students for testing and services as soon as possible.

Psychologist: Our Psychologist is very integrated into our entire school system and our service to students. She provides support for our entire system as well as mentoring and coaching and serving in essence as our Special Ed Director.

Social Worker: Social Worker is making contact with students needing additional support. Referral process is in place with teachers and the social worker reaches out to families to offer any support she can and build relationships with students. She also is offering professional development courses for parents and staff.

Special Ed Aide: Works with special Ed teacher daily and attends all class meetings as well as meeting individually and in small groups with students in the afternoon to provide more personalized supports based on student needs.

Orthopedic Impairment added Authorization: Special Ed teacher is able to provide this support to our student needing these services because she has recently received additional authorization.

Speech Pathologist: We contract with the speech pathologist; we are currently working with the county to make a plan for bringing students in for personal services. To this point they are being provided remotely.

Teachers and Classroom aides: In addition to providing daily designated and integrated ELD instruction, teachers and aides are providing additional supports through small group and 1:on:1 instruction to EL Students, as needed.

We do not currently have any homeless or foster youth, however if and when we do we will do all we can to serve them with all resources available.

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

Description	Total Funds	Contributing
Purchased 50 additional Chromebooks	\$6599.50	N
Hire two additional Long-Term subs to increase instruction to our 7 th and 8 th grade students (also reported under in-person section)	\$80,000	N
Laptops for teachers for higher quality delivery of Distance Learning (also reported under in-person section)	\$13,768.99	N
Upgraded ZOOM Plan	\$199.00	N
CANVAS Contract	\$5,000 approx	Y
Hot Spots and data plan for students (48) estimated cost	\$15,000	Y

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.]

Maple School District's current synchronous and asynchronous instruction We are using all available data from ZOOM, Google Classroom, Aeries, Nextgen Math and Renaissance Learning to collect local data on a regular basis.

The schedule includes a daily time block for teacher collaboration and planning. We plan weekly staff meetings via ZOOM to check in regularly and identify any students that may need additional support. Instructional Aides also provide additional support by facilitating small group instruction as well as hosting ZOOM break out rooms.

Each teacher uses a specific application as well as Aeries, our student Information System and Google Classroom to communicate with parents. We also use Remind, Bloomz, Class Dojo, our Parent Club Facebook page and Instagram to continually keep our parents up to date. We also make use of daily phone calls to check in with students/parents requesting additional support.

When students come to campus for IEP testing or initial assessment they are welcomed and made to feel comfortable. Our Psychologist is well prepared with games, prizes, encouraging compliments and patient support.

Our Special Ed teacher, aides and teachers as well as the three current student teachers on campus are all engaged each afternoon with small group instruction providing additional support to our students. This occurs in a variety of ways ranging from additional language support, additional writing support, tutoring, read aloud, Math support and/or just support with technology and assignments.

Teachers are providing formative assessment to collect local data in both Language Arts and Math. They are using a variety of tools such as: digital exit tickets, JamBoard post it note responses, Google Forms, etc. to reinforce skills and check for understanding as well as giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. Students are given opportunities to participate in engaging activities, be sure to provide students with appropriate time to develop well thought out responses.

Our approach is very focused on a Growth Mindset and looking for progress in all students; providing support and feedback to help them be successful.

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.]

Additional time built in to daily plan- Plan is provided previously outlining additional time for small group instruction, additional support and designated and integrated EL support. Instructional Aides also provide additional support by facilitating small group instruction as well as hosting ZOOM break out rooms.

Additional support added for intensive writing intervention in 7th and 8th grade 28% of our unduplicated students are from these two grade levels.

Expanded Learning opportunities continued to be provided (Unduplicated students receive priority admission if space is limited)

Summer Learning options (Unduplicated students receive priority admission if space is limited)

Maple does not currently have any identified Foster Youth or Homeless Youth, however if and when we do, we will provide all possible resources and strategies to support them to the greatest degree possible.

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.]

Currently performing beginning of the year assessments to determine students' current strengths and areas of growth. Our teachers are using a variety of online tools and programs to obtain formative assessment data on our students. The following is a list of some of the programs and applications used: Jamboard, Google Forms, Google Slides, Nextgen Math, STAR testing, Flipgrid, Hand signals, Chat Boxes, Emoji signals, ZOOM Breakout Rooms discussion, and Kahn Academy.

Teachers are meeting each Tuesday for collaboration and also additional tech training.

Teachers are also receiving coaching and support from our Principal/Academic Coach, Mrs. Trickey and our Ed. Tech Specialist, Mr. Cranfill.

Teachers are providing formative assessment to collect local data in both Language Arts and Math. Assessments are performed using current ELD curriculum components of grade level text, language assessments and common formative assessments. Data collected from all of these assessments has been used to inform and guide teachers in developing instruction. Overall, they are finding that they are needing to spend more time on concepts and provide additional support.

Our SpEd teacher is scheduling and holding daily meetings with all students on her caseload. The students will attend their general Ed class meeting in the morning if possible and then proceed into small group instruction for additional support and lessons created for their specific goals and stage of development.

Teachers worked together this summer to identify essential state standards that the student MUST know to advance to the next grade level. Teachers are creating lessons that allow students multiple ways to share content, learn their students' strengths and growth opportunities and provide multiple ways of demonstrating their understanding, tiered support and adjustments to meet students' needs. Teachers and aides are also facilitating intervention and small group instruction into their daily lessons.

Our Social Worker has planned 9 Virtual Workshops for Parents: Use of Electronics and internet safety, The importance of parent participation in education, Dealing with Children's Behavior, Depression in Children, Suicide Prevention Awareness, How to talk to children about grief and loss, Strategies for Children with ADHD, Self-care and Gratitude.

Staff are also providing Google Forms for parents to provide support and ask provide feedback regarding teachers; time with students, format, video length, quality of teaching, support needed, etc.

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

Description	Total Funds	Contributing
Increased student learning time offered by Expanded Learning Program in collaboration with the Boys and Girls Club and local staff (English Learners and Socio-economically disadvantages students are given priority registration for this program)	\$45,000	Y

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.]

Employed School Social worker and Psychologist as well as a Psychology student intern to reach out and serve our students, staff and parents. Our Social Worker has planned 9 Virtual Workshops for Parents: Use of Electronics and internet safety, The importance of parent participation in education, Dealing with Children's Behavior, Depression in Children, Suicide Prevention Awareness, How to talk to children about grief and loss, Strategies for Children with ADHD, Self-care and Gratitude.

Our Psychologist and Social Worker reach out to students weekly to check in with them, ensure they have the resources that they need to be successful and provide support.

We have also purchased (through a Full-Service Community Schools Grant) Second Step Curriculum to be used for Social Emotional and Educational support of our students. This will be used through our expanded learning program and in our summer program.

Teachers Also have access to and training provided onsite by Psychologist and Social Worker.

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.]

Parent Liaison continued to be employed and used to encourage, educate, inform and support our parents.

All information is distributed on every one of our communication outlets to ensure adequate information has the opportunity to reach our students.

If a student is missing from our morning synchronous learning session our office clerk calls the home to check in with the family. If we are unable to reach them, we have additional people (classroom aides) reach out to the family. We also utilize our office manager, our Ed Tech Specialist and our Principal to reach out and ensure families have the resources they need. We make certain that if parents are only Spanish speaking that we ask an aide or office staff to support us in reaching out to the families in their Home language.

We have been very successful in meeting our students needs in this fashion. We make repeated attempts and do not give up until we make contact. We are currently recording between 98.1% and 99% attendance rate each week since school opened on August 12th.

Our Special Ed teacher and Special Ed aide also hold multiple sessions in the afternoon to help support all of our students on IEPs or 504s to make sure they are receiving appropriate, adequate and intensive support.

Maple School district has done several surveys to gather information from our parents, staff and community members.

Interpreters are available during all meetings and provide our correspondence in both English and Spanish on all written and virtual formats.

Multiple outlets are utilized to share and solicit information from our stakeholders:

Phone calls are made to student's homes to make sure parents are aware of any changes that occur.

Written notifications are sent via US Mail to all current students and their families.

Remind (One-way communication tool via text),

Facebook page (set up by our parent club MCC- Maple Community Club),

School website <https://sites.google.com/mapleschool.org/home/home>

Instagram is used to send messages directly to parent's communication devices.

Each teacher uses a separate tool for communication with their class (such as: Class DOJO, Bloomz or Remind)

Parents have access to all of our email addresses.

School office is staffed daily with highly qualified, bi-lingual staff.

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.]

LEA continued to offer school lunches beginning March 17th when school originally closed. However once Seamless Summer Feeding was approved in neighboring districts our families have chosen to obtain meals at locations closer to their homes where they can pick up more meals for each day and meals for all of their children and not just the ones enrolled in school.

Lunch distribution was for lunch only and available each day with drive-thru distribution.

Currently Seamless Summer is back in progress so our families are receiving meals from districts near their homes (Richland and Shafter High in Shafter and Wasco Elementary and Wasco High in Wasco).

Once we return to school, we will resume ordering meals for each student present. Our students will initially be returning to school in a gradual manner:

In this plan we would bring back:

TK on the 19th of October

K (split in two "learning Groups") on the 26th of October

1st (split in two "learning Groups") on the 9th of November

2nd (split in 2 "learning Groups") on the 16th of November

3rd-6th (all split into two "learning Groups" per grade level) on the 30th, after Thanksgiving Break-

Our current plan is to have all students return to school at the end of Christmas Break (January) including 7th and 8th.

In our Phase one of reopening students will still attend school 8:15-11:45 in person and then take their sack lunch and go home to learn for the afternoon. Once we are open for full days, we will serve students by providing lunch pick up in an orderly, socially distanced, single file line and students will return to the “learning space”, or outdoors dependent on the weather.

Students over 3rd grade will wear masks while picking up meals and returning to “learning space” and then remove masks for eating. Younger children (under 2nd grade) will be encouraged to wear masks during this time as well. Masks and hand sanitizer will be available. Students will sanitize hands at meal pick up and also once their meal is complete.

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

Section	Description	Total Funds	Contributing
Principal/Academic coach In-Person Instructional Offerings & Distance Learning Program	We also use our Principal/Academic coach to provide additional teacher support, set up training, check into virtual classrooms, meet with students and field numerous calls from parents.	\$128,500	Y
Ed Tech Specialist In-Person Instructional Offerings & Distance Learning Program	Our Ed Tech Specialist has been especially helpful and effective in providing real time tech support for all staff, students, teachers and parents	\$120,000	Y
Instructional Aides (5) In-Person Instructional Offerings & Distance Learning Program	Our instructional aides are also working to hold one-to-one meetings with students who are struggling. Aides host break-out rooms, intervention and conducting frequent communication and check ins with parents and children.	\$100,000	Y

CANVAS In-Person Instructional Offerings & Distance Learning Program	The Canvas Learning Management System was purchased to support the learning needs of unduplicated students through the use of embedded accessibility tools, including Immersive Reader, translating options, and text-to-speech	\$5,000	Y
Hotspots In-Person Instructional Offerings & Distance Learning Program	We have had to continue to increase our use of Hotspots and connectivity via data purchases as Distance Learning has continued. We anticipate this remaining a cost considering several families (predominantly SEL and EL) have indicated via survey that they will choose to remain on Distance Learning.	\$10,000	Y

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
11.21%	\$254,888

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.]

When creating our plan for distance learning we were intentional about reaching out to the parents of our English Learners and our Low-income students to make certain that their needs were met. We continue to reach out to them daily via email, phone, visits to the school office and short instructional and informational videos to help navigate distance learning. COVID has definitely had an impact on our small community and not having students in school has created multiple obstacles for our parents. We have a large population of agriculture workers who have been hit particularly hard by this virus. Many parents desire this online platform because they are currently too fearful to send their students to campus.

We have provided support and training in English and Spanish, all of our communication is translated and posted so that all families have equitable access.

Our most concentrated use of funds that we utilize to provide additional services that are principally directed to our EL and low-income students is our use of instructional aides in each classroom to provide additional support. Even during distance learning these aides are providing small group instruction and making phone calls and home visits to make connections with students.

We also use our Principal/Academic coach to provide additional teacher support, set up training, check into virtual classrooms, meet with students and field numerous calls from parents.

Our Ed Tech Specialist has been especially helpful and effective in providing real time tech support for all staff, students, teachers and parents. He also hosts PD sessions for teachers most Tuesday afternoons and meets frequently with parents and students to support learning.

Our Academic Coach/Principal, Ed Tech Specialist and Classified Instructional aides support our in-person instructional offerings as well as distance learning. Their greatest impact is on supporting our student's Social Emotional health, providing outreach, frontloading information and supporting small group instruction and reading intervention.

We have purchased a license for CANVAS Learning Management system: The Canvas Learning Management System was purchased to support the learning needs of unduplicated students through the use of embedded accessibility tools, including Immersive Reader, translating options, and text-to-speech

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

Our instructional aides are also working to hold one-to-one meetings with students who are struggling more than others. We also have our Psychologist and Social Worker participating in frequent communication and check ins with parents and children.

In addition, the actions listed above, increase services for unduplicated students by providing additional supports including academic, outreach, and social emotional or improving services by increasing in quality the available supports to ensure that these students are fully able to access high-quality rigorous instruction regardless of the method of delivery: in-person or virtual.