

MCCS Safe Return to In-person Instruction & Continuity of Services Plan October 2021

MCCS Background: MAAC Community Charter School (MAAC) is a DASS Alternative High School, serving students from age 14-24, located in Chula Vista, CA about eight miles from the border with Mexico. Currently 91% of our students are unduplicated pupils and nearly 100% of our students are high-needs students who have been identified as needing integrated supports or academic interventions, including, but not limited to, pupils with disabilities, youth in foster care, homeless youth, English language learners (70%), pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

In early 2020, COVID-19 swept through the world, resulting in major upheaval to all aspects of life. This event resulted in unprecedented school closures in the spring of 2020 including at MCCS. Learning was abruptly interrupted. For students who were “high needs” and already facing limited educational opportunities and disengagement, losing access to reliable in-person instruction and the many supports schools can provide has led to significant challenges. MCCS closed on March 13, 2020.

During our period of closure the school provided distance learning for all our students through Zoom and Google Classroom. Students had the option of borrowing laptops and hotspots from the school to access on-line education. Students attended daily classes on Zoom with their class and completed additional assignments independently.

On April 26, 2021, MCCS invited all of its 192 seat based students back to in-person instruction four days per week with a fifth day of distance learning where students received instruction through Zoom and Google classroom. Students and families had the option of remaining in Distance Learning full-time or attending in-person hybrid learning during the remaining days of the quarter. Fifty-nine students attended at least one day of in person instruction with an average number of 19.13 students attending in-person during the 25 (Mon-Thu) in-person days that were offered.

Independent Study summer school was offered for three weeks from Monday, June 14, 2021, through Friday, July 2, 2021 to help students catch up and complete credits that were started during the pandemic as well as catch up on credits needed for high school graduation. 57 students attended summer school earning a total of 115 credits during the Summer Session for an average of 2.01 credits per student.

As we prepare to start fall quarter on July 21, 2021, the pandemic has moved into a new phase, vaccines are widely available for ages 12 and older, and federal and state health officials have said that it is much safer than it was previously to bring students back to school if health and safety measures are followed. MAAC has put in place policies and procedures outlined in this plan to ensure MCCS students are as safe as possible for our full return to in-person instruction.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Health Precautions

MCCS considers the health of our students and staff of the utmost importance. In the midst of the Covid epidemic, MCCS, in collaboration with its stakeholders, has developed the following plan for health and Safety during the 2021-22 school year. This plan is based on scientific evidence and health department recommendations that are available to date and supports the goals of safe and effective in-person instruction. California Department of Public Health guidelines can be found at:
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Plans can only be effective when students and staff follow them. This plan will be reviewed with the MCCS Community and health precautions will be reviewed regularly in our classrooms.

The Transformative Justice model of discipline will be utilized with any student who refuses to follow health precautions.

- i. This may include up to sending a student home for the day, following MCCS transformative justices process.
- ii. Breaking of any Precautions in this plan will be considered a Safety Issue: Proceed to MCCS transformative justice process re: safety issue. Student will be pulled from class immediately by Administration.
- iii. Students who are excluded from class due to non-compliance with health requirements will be provided with alternative educational opportunities.

Current State of Public Health in South San Diego County

Southbay San Diego County, was hit hard with the Covid 19 pandemic with a cumulative case rate of 17,260 per 100,000 residents as of July 6, 2021. MCCS is located in the 91911 zip code in the heart of the Southbay in Chula Vista, CA. This zipcode has a total population of 89,819 residents and currently has a case rate of 1.9 residents over the last 7 days. The zip codes surrounding the 91911 zip code have case rates that vary from 2.2 to 3.2 for the past week. Case rates have dropped quite dramatically in the last few months as 85% of the population has now been vaccinated. Even though rates have dropped, residents are still cautious as so many have been impacted, or known someone who has been impacted, by Covid 19.

1. UNIVERSAL AND CORRECT WEARING OF MASKS.

Masks are one of the most effective and simplest safety measures to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in schools. SARS-CoV-2, the virus that causes COVID-19, is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing. Additionally, under the new guidance from the CDC, universal masking also permits modified quarantine practices under certain conditions in school settings, further promoting more instructional time for students. Universal masking indoors in schools is recommended by the American Academy of Pediatrics and by the CDC in their Guidance for COVID-19 Prevention in K-12 schools (from: CDPH k-12 Guidance) .

All MCCS students and staff are required to bring personal masks or face coverings to school and wear them correctly, upon entry to the school and at all required times while indoors on campus.

- a. Masks are optional outdoors for all school settings.
- b. Students are required to mask indoors, with exemptions per [CDPH face mask guidance](#). Adults are required to mask when sharing indoor spaces with students.
- c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- d. MCCS will provide a face covering to students or staff who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- e. MCCS will implement its Transformative Justice process for **safety** issues for any student who refuses to follow health precautions including masks. Student will be pulled from class immediately by Administration. Following the transformative justice process students will:
 - i. return to class with mask and ready to learn.
 - ii. be provided with alternative educational opportunities including independent study options.
 - iii. be sent home for the day
- f. In limited situations where a face covering cannot be used for instructional or developmental reasons, (e.g., teaching English learners, communicating with or assisting those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

2. CLEAR BARRIERS AND SHEILDS

Clear barriers have been installed throughout the school on student, teacher, and staff desks. These are not required by local health guidelines but add an additional layer of protection for students and staff. Gloves are available upon request and must be used by persons handling or serving food.

3. FRONT ENTRY SCREENING

Training: MAAC Training will be provided for all front desk staff and health aides on Covid 19 screening procedures. Current guidelines concerning COVID-19 health practices will be implemented and enforced.

Signage will be continuously posted at the school entrance with self-check information on COVID-19 Symptom checking for all persons entering the building.

Students: Parents, students, caregivers, and guardians (“caregivers”) are strongly encouraged to review the list of Covid-19 symptoms provided, to monitor themselves and their children for symptoms of, and exposure to, infectious illness every day through home-based symptom screening. Students who have symptoms or have been exposed to a person with confirmed Covid 19 should not attend school in-person.

Staff: Staff are strongly encouraged to self-screen at home before coming to work and call in sick and stay home if they are unwell or experiencing symptoms of Covid 19. Staff who have been in close contact with a person with Covid 19 are strongly encouraged to stay home.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or **chills**
- Cough
- Shortness of breath or difficulty breathing.
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

4. COVID TESTING, CONTACT TRACING, ISOLATION AND QUARANTINE and COORDINATION WITH STATE AND LOCAL HEALTH OFFICIALS.

Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at school.

Symptoms at School

- A. Any Students or Staff exhibiting one or more symptoms should wait in isolation until they can be transported home or to a healthcare facility for Covid testing.
- B. Staff and Students should self-monitor throughout the day.
- C. Staff should observe students and support students who are less likely to self-report.

Staying home when sick and getting tested:

Staff members and students with symptoms of COVID-19 infection may not return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:

- i. They have a negative test for SARS-CoV-2, **OR** a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) **OR** a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), **OR** at least **10 days have passed** since symptom onset, **and**;
- ii. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; **and**;
- iii. All other symptoms have improved.

Covid Testing

Used with other strategies for reducing transmission of Covid 19, Covid testing provides an additional tool to support safe instruction at MCCS. Testing allows for the early identification of cases and exclusion from school. MCCS will have rapid Covid Antigen test on-Site available to students and staff use to identify early cases of Covid 19.

- a. Guidelines and process: MCCS will follow the Testing Guidance found at: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Updated-COVID-19-Testing-Guidance.aspx>.

Symptomatic Testing:

This testing is for individuals with symptoms of Covid-19. School guidance requires that these individuals stay home and isolate in case they are infectious. The guidance includes the possibility of returning to school in the case of a

negative test for SARS-CoV-2 and 24 hours after the fever is resolved and symptoms are improving.

Symptomatic individuals should obtain diagnostic testing and should not be allowed to attend events or gatherings or be admitted to congregate settings; ***irrespective of their test results.***

Response Testing: This testing is used to identify positive individuals once a case has been identified in a given stable group.

Identification and Reporting of COVID

- A. MCCS has identified designated staff persons as liaison with local health department who will be responsible for Identifying and reporting Covid cases to the health department.
 - a. Administrative Assistant
 - b. Attendance and Assessment Technicians
- B. These designated staff members will:
 - a. Support contact tracing, including creation of spreadsheets documenting all exposed students and staff.
 - b. Creation of reports in conjunction with MCCS Operations Manager
 - c. Notify the local health officer of any known case of COVID-19 among any student or employee who was present.
- C. MCCS will comply with all requirements of applicable law as it relates to reporting known cases of COVID-19.
 - a. This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case.
 - b. This reporting shall continue until this directive is modified or rescinded.
 - c. Information reported to the local health officer pursuant to this directive shall not be disclosed except to:
 - i. the California Department of Public Health.
 - ii. to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19.
 - iii. if required by state or federal law; or
 - iv. with the written consent of the individual to whom the information pertains or the legal representative of the individual.

- D. This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA

Quarantine & Isolation For Vaccinated Close Contacts

- a. For those who are vaccinated, follow the [CDPH Fully Vaccinated People Guidance](#) regarding quarantine.

Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact.

a. **When both parties were wearing a mask** in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses, including on buses operated by public and private school systems), unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet) may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:

- i. Are asymptomatic;
- ii. Continue to appropriately mask, as required;
- iii. Undergo at least twice weekly testing during quarantine; and
- iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

Quarantine Duration for unvaccinated close contacts:

Standard quarantine: [Standard CDC quarantine guidance](#) of 14 days will be followed (i.e., students & staff who were not wearing masks or for whom the infected individual was not wearing a mask during the exposure);

OR

Modified quarantine (i.e., students & staff as described as wearing a mask, above).

- a. These contacts, if they remain asymptomatic (meaning they have NOT had any symptoms), may discontinue self-quarantine under the following conditions:

- i. **Quarantine can end after Day 10** from the date of last exposure without

testing;

OR

ii. **Quarantine can end after Day 7** if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests **negative**.

Discontinuing quarantine before 14 days following last known exposure:

Asymptomatic close contacts must:

- i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
- ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.
- c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.

Isolation Requirements

- a. For both vaccinated and unvaccinated persons, follow the [CDPH Isolation Guidance for those diagnosed with COVID-19](#).

Staff Training

- 1. All Staff will receive training at the start of the 2021-22 school year: All staff have taken the MAAC Covid 19 Healthy practices training.
- 2. Staff will receive training on this plan.

Family Education

A. Letters and emails will be sent to all students, families, and staff at least one week prior to opening.

B. Virtual Meeting and Conferences.

- a. Meeting with stakeholders at least one week prior to opening.
- b. Monthly Zoom meetings and Cafecitos with parents;
- c. Communications to keep stakeholders up to date with what is changing, why it is changing and how it will affect the school and the

students.

C. Small group meetings in the Multi-Purpose room as CDPH health guidelines allow.

5. SUPPLIES FOR EACH STUDENT-NO SHARING:

Each student should bring their own school supplies to school. We recommend that students do not share these with other students.

6. WASH STATIONS

Wash stations are located in the outside courtyard and strategically throughout campus. Hand sanitizer stations have been installed in each classroom.

7. HEALTHY HYGIENE PRACTICES

Healthy hygiene practices including handwashing and respiratory etiquette will be reviewed with all staff, students, and families at Reopening Conferences, in all classes during the first week back on campus and weekly by teachers in the advisory classes.

8. Physical Distancing

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other strategies such as masks are used. This is consistent with [CDC K-12 School Guidance](#). In addition to masks:

- A. Restrooms will be limited to three students at a time with floor marking showing proper distancing for lines backed up into the hallways. Students will use the restroom as needed in staggered times. No “all class” bathroom breaks, keeping hallways clear at all times.
- B. Students are encouraged to eat lunch outdoors and additional lunch tables have been added in the front and back of the school to provide additional places to eat.
 - a. In case of rain or other inclement weather students eating indoors must be distanced 6 feet while masks are off.
- C. Teachers may utilize the outdoor classroom environment: Teachers are strongly encouraged to use the outside classroom environment when appropriate for their class. Please use the sign up schedule to reserve these spaces.

Options for instruction outside of the Classroom include

1. Garden
2. Blacktop/Behind school
3. Front Tables
4. Multi-Purpose Room

9. CLEANING AND MAINTAINING HEALTHY FACILITIES, INCLUDING IMPROVING VENTILATION

- A. Custodians will disinfect frequently touched surfaces such as door handles, student desks, and desk shields between periods and at lunch as well as after school.
- B. All classrooms will be provided with sanitation resources to wipe down surfaces.
 - i. Gloves
 - ii. Sanitation Wipes
 - iii. Sprays
- C. MCCS Heating, Ventilation and Air-Conditioning System was installed in 2017 and has been optimized to provide optimal ventilation. In addition the school is applying for the California Energy Commission's, CA School's Healthy Air, plumbing and Efficiency grant to study the schools ventilation and make improvements as determined through this study.
- D. Outdoor air ventilation: The ventilation system should provide at least the code-required minimum ventilation rate (per California Title 24).
- E. Filtration: Ventilation system filters should be MERV-rated at MERV 13 or better. They should also be properly installed (i.e., no gaps that would allow air to bypass the filter) and properly maintained (i.e., replaced as often as recommended).
- F. Where there is no ventilation system installed: In-room (portable) air cleaners: Air cleaners used to reduce the risk of long-range airborne transmission should provide high-efficiency filtration and a sufficient "clean air delivery rate" (CADR) (i.e., at least 2/3 of the floor area). Multiple devices per classroom may be necessary for sufficient total air cleaning.
- G. HVAC Emergency Procedures: In the even there is an emergency where the HVAC system is not operational the following steps will be taken:
 1. Classes affected, students and staff to move to Outdoor Classroom Environment
 2. School to have onsite mobile air filtration and ventilation sets

3. If above is not sufficient, those classrooms affected will be dismissed until remedied

10. EFFORTS TO PROVIDE VACCINATIONS TO SCHOOL COMMUNITIES.

MCCS is partnering with Kaiser Permanente to provide on-site vaccination clinics at the school.

MCCS will promote vaccines through its website and other communications about the safety, effectiveness, and availability of Vaccines. More information about vaccines can be found at:

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines.html

11. APPROPRIATE ACCOMMODATIONS FOR CHILDREN WITH DISABILITIES WITH RESPECT TO HEALTH AND SAFETY POLICIES.

The following persons may be exempted from using face coverings in school: Students with a medical or mental health condition or disability that would impede them from properly wearing or handling a mask or those with a communication disability, or when it would inhibit communication with a person who is hearing impaired.

Persons exempted from wearing a mask due to a medical condition , as confirmed by the school, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge if the condition permits that.

- 3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.**

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

California now requires District and Charter schools to offer in-person instruction to the greatest extent possible. During the 2021-22 School year, MCCS will move to phase three of our initial reopening plan and be open fully for In-Person Learning. Due to the wide availability of safe and effective vaccines, students and staff can protect themselves from contracting Covid 19. While no vaccine is 100%, they have greatly reduced the risks associated with in-person instruction. We are excited for students to return fully to in-person learning.

Student learning loss will be monitored through NWEA's benchmark Measures of Academic Progress (MAP) assessments (Math, Reading and Language). Students with learning loss will participate in small group instruction and individualized services as well as quarterly benchmark assessments to monitor growth. Student growth will continue to be monitored through graduation. The goal is to help students improve in reading, math and language and achieve one year of growth regardless of their initial placement level. Students will set learning goals and learn strategies that will help them achieve their goals.

Teacher Assignments & Instructional Aides: MCCS will provide teaching assignments and instructional Aides to address the learning needs of our students and offer more small group and individual services to students based on available academic data including the NWEA benchmark assessments, formative and summative assessments, and teacher observation. The goal is to reduce the number of at-risk students and improve overall academic results, including improving retention and one year graduation rates.

In addition to full-time in-person instruction, MAAC will continue to offer Independent Study as an option to those students who choose a different learning environment, can learn independently and are not yet able to return to in-person instruction. Below are the programs and services that MCCS will offer this fall to meet the academic, social, emotional, mental health and other needs of our MAAC Community Charter School family.

1. Full Time In-Person Instruction

Students: Full-time and fully In-person instruction will start on the first day of the school for the 2021-22 school year on Wednesday, July 21, 2021. We will be returning to our pre-Covid bell schedule as follows:

2021-22 Bell Schedule

Monday & Friday Nutrition 8:28-9:05	Tuesday, Wednesday & Thursday Nutrition & Tutoring 8:00-8:27
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Passing 9:05-9:08	Passing 8:27-8:30
Period 1 9:08-10:31	Period 1 8:30-9:53
Passing 10:31-10:34	Passing 9:53-9:56
Period 2 10:34-11:57	Advisory 9:56-10:31
Lunch 11:57-12:38	Passing 10:31-10:34
Period 3 12:41-2:04	Period 2 10:34-11:57
Passing 2:04-2:07	Lunch 11:57-12:38
Period 4 2:07-3:30	Passing 12:38-12:41
	Period 3 12:41-2:04
	Passing 2:04-2:07
	Period 4 2:07-3:30
	Tutoring 3:30-4:00

For a Full Bell Schedule see:

<https://drive.google.com/file/d/1lp3ySpZnoLr4ZuU5FizczLnbbTO0TQQ0/view?usp=sharing>

Teachers:

Work hours for teachers continue to be an eight (8) hour workday. The teaching assignment will transition back to the pre-covid schedule with four (4) instructional periods including advisory and one (1) preparation period. In addition, teachers will lead before and after school tutoring and Saturday School. Study action groups, department meetings, student support team meetings, and collaboration meetings will follow the Pre-Covid schedule. Teacher attendance for these and/or other similar activities is required during non-instructional time periods.

2. Independent Study Program

In anticipation of a greater need for Independent study MAAC has applied for a funding determination from the state to allow for increased participation in our Independent Study program. IS may be used to accommodate a temporary absence due the individual circumstances of the student or as a way to accommodate special interests, abilities, and individual needs. During the transition from distance and hybrid Learning, IS may be appropriate for students with health concerns or other reasons limiting their ability to return to school for full-time, in-person instruction.

MCCS has two Independent Study programs:

- A. MAAC Traditional Independent Study Program
- B. MAAC YouthBuild Independent Study Program.

Traditional Independent study is conducted under the supervision of a CA credentialed charter school teacher and is strictly voluntary. No student may be required to participate in Independent Study.

MAAC **YouthBuild** is a program to help students obtain their high school diploma or pass the GED while taking the concrete steps necessary for entering college and/or the workforce. This program is also conducted by a credentialed teacher and is a voluntary program for students. various certificates can be earned in this program.

Students with short term illness pay participate in Short-term IS. Students who need independent studies for more than 15 days will enroll in our regular IS program.

3. Special Education Services

All students with disabilities will be fully integrated into the in-person learning programs of MCCS to the greatest extent possible according to the students IEP, as we return from Distance and Hybrid Learning to full time in-person learning. Special Education students will be provided with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending MCCS is properly identified, assessed, and provided with necessary services and supports. MCCS will review and update IEP plans, as necessary, for in-person learning and to meet all the requirements mandated by IDEA and within a student's Individualized Education Program (IEP).

4. PAIS

Personal Academic Intervention Support) for students identified in weekly Student Study Team screening, with difficulties in attendance or academics. PAIS Students meet with Counselor and Attendance Tech every 3 weeks to identify and solve their issues so they can get back on track.

5. Advisory Classes

During Covid Advisory classes were temporarily suspended. Now that we are resuming full-time in-person classes. Students will resume advisory classes three days per week which provide instruction in life skills including organizational skills, college and career planning, school culture, community service, personal development, P.O.W.E.R. core values and restorative practices.

6. School Psychological Services

Our School Psychologist is a member of our Student Success Team (SST) and provides expertise which supports students and teachers in the learning process.

7. SDSU CBB Therapist Interns & Circle of Friends

Therapist interns from SDSU are available by appointment to our students to provide social/emotional counseling and coaching for our students on a self referral or school referral basis. In addition, they lead a weekly support group, Circle of Friends, which was formed during Distance Learning as a way for students to come together for mutual friendship and support. Circle of Friends will take the place of our former Boys to Men & Women's Circles support groups.

8. Academic Support and Before and After School Tutoring:

Credentialed teachers are available before and after school to provide academic support and tutoring. Students can self refer or be referred by a teacher to get assistance with homework, classwork, incomplete credits, or to achieve better understanding of their coursework and the State's rigorous academic standards.

9. Saturday School

Students who have excessive absences, incomplete credits, or are behind academically can self-refer or be referred by the school for Saturday School which is taught by a credentialed teacher from 8am -12pm on most Saturdays. Students can use this time to get help in completing assignments, complete late work or complete partial credits from the pandemic.

10. Isolation and Quarantine

In case of isolation or quarantine, students will have the option to continue their classes in the independent study program. See #2,

11. English Learners:

English Learners new to English are placed into ELD courses as identified through their initial ELPAC scores, and previous transcripts. Internally, students are placed in different ELD levels through identification of needs by their teachers and our review of assessment data through NWEA MAPs benchmark assessments and ELPAC scores. EL students receive integrated ELD instruction throughout all classes on campus.

Long term English Learners do not receive a designated ELD class but receive both designated and integrated ELD instruction in each of their classes.

SDCOE provides professional development on the ELD frameworks and California's ELD roadmap. The Academic Coordinator provides on-site professional learning opportunities on Quality Student Talk materials from the SDCOE. Teachers received on-site professional learning on the ELPAC assessments and how this data can inform instructional practice.

MAAC Illness and Injury Prevention Plan Revised 12.2020

MAAC Covid Prevention Plan

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

This plan is presented and reviewed at a public meeting announced on the School Web page prior to the Board Meeting to adopt the plan in order to collect public and stakeholder input. It will also be available, in advance of the Board meeting to approve the plan, on the school's web site with a notice that the school is seeking public comment, along with instructions for submitting input and comments. This plan may also be reviewed in various school meetings, steering committee meetings, union meetings, parent meetings, & School Site Council for feedback and input.

In addition, the LEA provides the following assurances:

☐ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

○ Please insert link to the plan:

☐ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

☐ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

☐ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

☐ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

☐ The LEA has created its plan in an understandable and uniform format.

☐ The LEA's plan is, to the extent practicable, written in a language that

parents can understand, or if not practicable, orally translated.

☐ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.