

# 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
Manzanita Public Charter School	Suzanne Nicastro      Superintendent/Principal	suzanne.nicastro@manzanitacharterschool.com (805) 734-5600

## General Information

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

Like many LEA's across California, Manzanita Public Charter School was drastically impacted by the COVID-19 pandemic. We closed our school campus on Monday, March 16, 2020, along with many LEA's in Santa Barbara County. At that time, our Governance Board of Education and all the stakeholders in our school community thought the closure would be a short one, as the state and nation battled the looming pandemic. In the first week of school closure, we provided grade level essential learning packets for all scholars while swiftly creating professional development plans for our teachers to go "live" with content for students on Monday, March 30, 2020. We handed out hundreds of Chromebooks to families who needed them, and worked with area internet providers to connect families to WiFi access. Manzanita partnered with its authorizing LEA, Lompoc Unified School District, to provide meals for all children under the age of 18 regardless of their affiliation with the Charter or LUSD. The teamwork behind the scenes was extraordinary--and all of this happened while our employees were navigating the same stress and anxiety around grocery shopping, a floundering economy, and uncertainty about the science behind infection rates and contact tracing.

Throughout the closure, Manzanita worked with the Santa Barbara County Office of Education (SBCEO) and other LEA's in the county to try to be as consistent as possible with decision making around messaging and expectations for a return to school. Along with SBCEO partners, Manzanita stayed in very close contact with the Santa Barbara County Public Health Department to ensure that our plans were following the most up to date guidance possible. To ensure regular and timely communication with parents, we utilized our existing ParentSquare App, a robust, online application for messaging, texting, and emailing parents with contact information parents provided through OASIS, our student information communication system. The changing guidance at the state and local level meant that the Manzanita team had to quickly adapt to new conditions, and

communicate decisions regularly with all stakeholders.

At the conclusion of the school year, we had two clearly developed plans for a return to school in August. Plan A was a full return to a regular schedule with enhanced cleaning protocols, social distancing, and small cohorts. Plan B was a fully virtual model, continuing the work we started in the spring but with enhanced rigor and time on task with stronger accountability measures. Until the middle of July, we focused most of our attention and effort on developing Plan A. Working with our staff members and taking regular feedback from families, we were pretty far along in the planning process for this model, and, around us, businesses and other opportunities were starting to open up throughout the county. However, this forward progress was derailed when our case counts started to go up and Santa Barbara County landed on the watchlist.

Based on Governor Newsom's July 17, 2020, order to keep Santa Barbara County schools on the watchlist, and thus, closed, the Superintendent/Principal took official action to open Manzanita's school year with Plan B, fully virtual instruction. In the weeks that followed all of the school districts in our region reluctantly adopted the same approach, although we all recognized that it was the safest choice for our students and our staff. Manzanita successfully opened school on Monday, August 17, in our fully virtual model.

The COVID-19 Pandemic had a significant impact on our LEA and the surrounding communities of Lompoc and VAFB. Manzanita Public Charter School quickly learned that a significant portion of our parent learning community were designated as 'essential workers' with careers in medical, law enforcement, social services, education, food and service industry, as well as serving as active military personnel. With so many of the LEA's families being required to continue to work outside the home, learning challenges became quickly evident. Pop up childcare is very limited in the LEA's geographic region, and because of this, MPCS made a decision to utilize its classified staff to run a half day, outdoor childcare program.

Ongoing input from all stakeholders shows our community is eager to get back to in-person instruction, which we know most of our parents prefer, just as soon as we can. However, we're trying our best to leverage the opportunities distance learning provides and also to meet the multitude of challenges we also encounter. The Learning Continuity and Attendance Plan will articulate our plans to serve the needs of all of our learners, including English Learners, low income, foster, homeless, and special needs, in the best way we can.

# Stakeholder Engagement

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

Stakeholder engagement is recognized as a critical component of Manzanita's school planning and improvement. It was particularly important from the onset of the COVID-19 pandemic. Throughout the school closure process, and then again, when the school pivoted to virtual learning, ongoing stakeholder engagement was encouraged. Continuous bi-lingual communication, via the school's Parent Square APP, school Facebook page, and Survey Monkey, was created and distributed and allowed for frequent consultation and stakeholder feedback regarding the development of many school plans, including the development of the Learning Continuity Plan.

Specifically, MPCs conducted four virtual surveys in April, May, July, and August to determine both parent and staff needs during the COVID-19 pandemic. These surveys focused on 5 key areas: Wifi connectivity and electronic device needs; social-emotional support systems; instructional design/platforms; continuity of instruction--preference of in-school/virtual/combo of both; scholar learning loss strategies. The LEA's Superintendent/Principal also hosted two community open forum ZOOM meetings in early August to solicit direction and feedback. Weekly staff meetings were held with staff who were encouraged to share topics and discuss Pandemic concerns as well instructional design challenges. Minutes were provided after each meeting. School leadership continued to meet regularly with its Vandenberg AFB educational liaison to work through military mission demands as they pertain and related to instructional demands for our military families.

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

The Manzanita Public Charter School Governance Board began meeting via ZOOM as soon as the LEA closed in school learning. Initially, ZOOM meetings required the public to submit written public comments to MPCs prior to the board meeting. These comments were then read for public record. Remote participation was conducted via phone, and the number was included on the board agenda for each meeting. Beginning in August, 2020, MPCs has adjusted the remote participation policy to include entry into the ZOOM meeting for interested parties. The public must still submit a prior written request to speak at the meeting, but if they wish to attend, they may now do so from phone or by attending the actual ZOOM session in person. Public hearings and closed sessions are held during the ZOOM meeting, with the Governance Board Chair identifying when these sessions occur and the Superintendent/Principal co-hosting the meeting to ensure waiting rooms are initiated during these times.

A public hearing was held on September 9, 2020, to allow stakeholders the opportunity to review and comment on regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan. Given the impact of the COVID-19 pandemic on our local community, there is increased importance and timeliness in determining the changing landscape of needs our families and scholars are now facing. Ongoing, multiple measures of stakeholder engagement continue to be a critical step in shaping and re-forming Manzanita's school programs.

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

Directional trends, based on the analysis conducted of all stakeholder feedback, emerged very quickly and has not significantly change throughout the COVID-19 pandemic.

Parents have shared concern and feedback about access to childcare during the school closure, and support for additional tutoring hours for students who are falling behind. Additionally, parents continue to appreciate the access to technology we've provided. In August, we started to hear additional concern about providing access to hotspots for internet access as well. Parents also shared they wanted access to instructional materials and supplies for home. Another important need was access to an independent study program which operates largely asynchronously, as opposed to the more synchronous distance learning program. For now, MPCS has decided to keep its independent study model for illness/excused absences only. The school's distance learning schedule is designed for maximum synchronous flexibility. Parents of English Learners agreed with the information above, and also added that more access to Spanish-speaking staff continues to be important. Families of students with disabilities are interested in a return to in-person school as soon as possible, and are also working with our SPED staff to find individual supports for their students via the IEP process. Overall, the MPCS parent community is strongly supportive of an in-school opening just as soon as public health determines it is safe to do so.

There has been ongoing direction and support, from the Manzanita certificated staff in the following five areas: (1) continue to provide essential standards learning and ongoing assessments; (2) continue with existing social-emotional support systems; (3) create a virtual learning schedule which allows for maximum flexibility for families; (4) build a virtual instructional model which can compliment (not replace) existing classroom model for more seamless return to in-school learning (5) open for in-school learning program just as soon as it is safe to do so.

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

All stakeholders expressed a deep desire to ensure scholars have access to a full curriculum of substantially similar quality regardless of the method of delivery. The LEA's virtual learning model, was designed to specifically include a plan for curriculum and instructional resources that will ensure instructional continuity for all scholars if a transition between in person and distance learning is necessary. As a "school of

choice" in our community, we rely heavily on all stakeholders to provide direction and focus for all aspect of learning continuity. Our stakeholders have provided us with great ideas to target their needs directly, and our Learning Continuity Plan is better for it.

Specifically, the following, suggested, instructional resources were put in place to ensure continuity of instruction continues:

1. Seesaw student driven digital portfolios (Grades TK-2)
2. Google Classroom (Grades 3-6)
3. Upgraded ZOOM accounts
4. ESGI and STAR RENAISSANCE Assessment tools
5. AVID Elevate XP Virtual Learning (Grades 3-6)
6. Dedicated Teacher/tutor for EL Benchmark Advance instruction
7. We have checked out a Chromebook to every, single scholar for home use
8. We set aside funds for instructional materials to create an "at-home learning kit" for each scholar.
9. We continue to purchase additional hotspots for families who struggle to access WiFi. We will provide one to any family who needs one.

Specifically, the following social-emotional resources were put in place to ensure continuity of support continues:

1. Hiring of a part time school psychologist with strong, behavioral background
2. Home visits from school counselor, administration, and office staff
3. Daily home 'reward' visits with school's "Paws-a-tivity" program
4. Increased hours and expanded services for school counselor
5. Establishment of a full-time, classified, health assistant position
6. We have begun an Equity, Diversity, and Inclusion working group, which has, as its focus, identifying projects to implement across the district to make our system more inclusive, more empathetic, and better informed. This work is in it's infancy, and will begin with the Manzanita Governance Board. But it's an exciting first step.

Manzanita will continue to ensure student learning and competency development utilizing a variety of instructional tools while also continuing to observe and monitor scholar well being on a daily basis. Plans and protocols which include ongoing monitoring and implementation of COVID-19 public health protocols, will continue to be addressed. Manzanita will continue to utilize its existing systematic cycle of assessments, which included an August, 2020, initial screening and summative assessment to determine language arts and math proficiencies schoolwide. The LEA will use this data to develop an instructional, support schedule to address specific student need through its existing re-teaching periods and math "learning camp" after school program.

# 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.]

As of Wednesday, September 2, 2020, all classroom based instruction in Santa Barbara County is restricted to a virtual platform. However, just last week, Santa Barbara Public Health released the waiver application for all elementary schools interested in applying for in-person learning. Manzanita has completed this waiver application and is moving forward with its re-entry plan design now that the LEA has received waiver application from SB County. If COVID-19 numbers continue to remain stable in our local area, the school will be targeting an October 16, 2020, opening date. In the meantime, we are analyzing our summative assessments given in August to determine which scholars would most benefit from in-school, small group instruction which has, just this week, been permitted to happen on campus. Once campus can be accessible to students, small groups who have experienced loss of learning will be educated in classrooms, as well as in virtual "pods," following the county health guidelines for social distancing.

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

Description	Total Funds	Contributing
Establishment of outdoor classroom space including three 400 Square foot outdoor tents with classroom furniture for small group instruction.	30,000	Yes

Parent Square application for home-school communication with classified office parent liason support	12,500	Yes
Personal protective equipment for custodial and health staff. General personal protective equipment for parents, scholars, and staff, including masks, face shields, gloves, etc. Plexiglass screens for elementary classrooms and other physical barriers (clear shower curtains). COVID related signage for front offices. New bus contract with busses that have air conditioning and air filters.	65,000	Yes
Provided pull out ZOOM session in outdoor spaces with teacher tutors/IA/s/Play facilitators for math and language arts interventions	75,000	Yes
<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Offering after school math 'learning camps' for grade level essential standards mastery	10,000	Yes
Free bus transportation to Department of Defense StarBase Science program (in person learning) which supports all 5th grade science standards. August-October 2020 bus transportation for outdoor, small group, classrooms. Home - to - school transportation provided with social distancing and cleaning once school re-opens	475,000	Yes

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Manzanita Public Charter School's virtual program has been designed with the following three principles in mind:

(1) Fluidity. The virtual design will be easily adapted and seamlessly folded into the brick and mortar learning program when school buildings re-open. Scholars will be taught strong learning routines with their devices and keep those same routines in place when re-entering school.

(2) Accountability. Scholars will be strongly supported and expected to "virtually" attend school daily just as their teachers do by teaching daily from their classrooms. Weekly learning packets and/or virtual work submissions will be required from scholars. Daily attendance will be taken, and scholars will be expected to wear their uniforms when 'reporting' to class each morning. Each day, the entire school gathers together on ZOOM to begin the same morning routine of the pledge of allegiance, recognizing PAWS (Rule of 4) winners, and exploring different ways to connect briefly as a school community. In this way, scholars will begin establishing consistent learning norms that will be easily transferred when the school campus opens. Consistent progress monitoring by classroom teachers and support staff will be conducted and learning will be adjusted based on this monitoring. Additional ZOOM support continues to be provided for struggling scholars, and now, with permission to conduct small group in person instruction for identified scholars.

(3) Routines and responsibilities The LEA's virtual program is structured to mirror and develop the routines and responsibilities scholars practice in the classroom and while on campus. In this way, when scholars return to school, the transition is seamless. This is one of the reasons Manzanita teachers will all be teaching from their classrooms daily.

Manzanita's virtual learning program will take advantage of its existing curriculum which provides exemplary on-line support from the following publishers: Benchmark Advance, Renaissance Learning, Bridges Math, Math Expressions, EPIC, RAZ Kids, Newsela, Mystery Science, STARBASE Science, etc.... The LEA's upper grade teaching team (3-6) also attended AVID training this summer and is exploring a way forward with teaching scholars the process for creating "E-binders." E-binders will allow students to virtually organize their learning artifacts. This virtual approach should greatly assist with the ongoing transition between virtual and brick and mortar school experiences. The E-Binder will also help cultivate a college readiness culture and allow for much needed flexibility and creativity with work samples that scholars provide to show essential standard mastery. English Language learners will continue to be supported through the school's Benchmark Advance ELD program daily.

All teachers will be providing their regular curriculum to scholars during the distance learning portion of the year. Grading and attendance policies have returned to normal, and teachers will track participation daily and weekly. All teachers and scholars have access to digital versions of adopted curriculum, which will ensure seamless transitions between distance and in-person instruction. The LEA is providing funding to create and provide take home materials for students to emulate the classroom supplies students would regularly access. The take home supplies include typical supplies for all such as markers, crayons, binders and more. Our charter school is working tirelessly to ensure that each student has access to all needed materials, regardless of their home circumstances

## 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 the school closure began, Manzanita was in the fortunate circumstance to already have enough Chromebooks for every student Grade 2-6. However, there were some families who had to 'share' a Chromebook with a sibling, if those scholars were in grades TK-1. We immediately began checking Chromebooks out to any family who asked for one. The checkout process began within two weeks of our March 16, closure, and resumed this August when we returned to school. Over the summer, Manzanita purchased an additional 100 Chromebooks to ensure that all scholars could have their own Chromebook when school opened in August.

We created a technology support system that was staffed during school hours and included home visits to assist with connectivity or device use problems.

We worked with local internet providers to connect families and to purchase free hotspot access. We are in the process of checking those out now through our school offices.

Between March 16 and ongoing, we also provide hard copy packets for families who struggle to connect to the internet. We are currently working with our teachers to explore expansive, synchronous accountability that requires lower bandwidth (google slides, work powerpoint, chat/messaging, etc...) to ensure more equitable and consistent online learning experiences.

Manzanita's wireless system has aged and has begun to show signs of potential failure. The LEA is designating funds to replace its Engenius wireless system to a more robust model, Aruba, for this school year.

## 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.]

The adopted bell schedule for the 20-21 distance learning model ensures a combination of live, synchronous instruction for each student at least twice per day (elementary). Teachers track attendance through OASIS, our student information system, and indicate whether each student is present for synchronous instruction, completed work for the day asynchronously, or is actually absent.

The bell schedule has been developed to meet the instructional minutes requirements for the 20-21 school year, and teachers develop lessons for synchronous and asynchronous daily work to meet those requirements by taking into account the time value of their assignments. We are tracking participation and performance through a combination of attendance and regular grade keeping practices.

## 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.]

Beginning on March 16, 2020, Wednesday afternoon PD sessions were provided for each staff member to assist them with distance learning technology demands. The school's TOSA was available daily for instructional support and guidance, and the LEA's tech team regularly assisted with the technological applications that Manzanita decided to employ. During the months of April and May, all SPED instructional staff attended several SELPA ZOOM trainings and obtained certifications in reading, autism, and behavioral management. In June, Manzanita signed up all grade 3-6 teachers for a 3 day AVID ZOOM technology training which focused on synchronous learning ideas as well as digital learning portfolios.

Upon our return to school in August, we have encouraged and invited all staff to attend the SBCEO distance learning trainings. These trainings include topics such as "engaging instruction for behavioral, cognitive, and emotional engagement" and "ZOOM 101." Manzanita's office staff has also participated (and continues to participate) in numerous SBCEO HR and Fiscal trainings. The school's Superintendent/Principal attends weekly ZOOM meetings with County leadership as well as other Charter school entities.

PD will be provided each Wednesday afternoon, throughout the duration of the distance learning program.

Additionally, are training our substitute teachers in the basics of Google Classroom and other tools, so they can immediately jump in to substitute for teachers, even in the distance learning program.

## Staff Roles and Responsibilities

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

The COVID-19 pandemic, and subsequent school closure, resulted in new roles and responsibilities for most staff.

**Instructional staff:** Our instructional team continues to provide their regular instructional program through distance learning, but have learned a myriad of new, instructional approaches to do so.

**Food Services:** The Food Services team has modified their approach to provide "grab and go" meals

**Health Assistant and Maintenance Team:** We have added a health assistant position to assist our nurse with contact tracing and to provide oversight and lead learning in the changing landscape of COVID-19. We have hired extra gardening support to free up the maintenance team due to increased demand and need for increased cleaning at our site.

**Classified Employees:** Manzanita is not a unionized site. However, when employees are asked to work out of class when their jobs aren't feasible in the distance learning environment, our employees leapt at the chance to support our scholars in any way they were qualified to do so. Examples include: noon duty aides supporting food services, paraprofessionals assisting with pop up childcare, outdoor graduation ceremonies, and socially distanced parades; Office staff re-designing school registration, purchasing, and communication procedures.

**Tech team:** This team has taken on many new responsibilities including home visits to troubleshoot connectivity issues, cleaning and preparing Chromebooks for second deployment in August; creating a checkout system for technology; assisting with on site connectivity issues; grade level and individual PD trainings.

**Assistant Principal position** focusing more on instructional support needs than school discipline.

## 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.]

English Learners: Intervention teachers will provided designated ELD instruction while classroom teachers will provide integrated ELD in all content areas while we are in the distance learning model. Parent Square app is being utilized when communicating to EL families and is able to translate to language requested by families. The school's EL Coordinator is meeting 1:1 with each new EL scholar to best determine academic needs.

Scholars with exceptional needs: The SPED team, comprised of a director, resource teacher, IA's and school psychologist/counselor, are providing individualized support for students with disabilities, and working to modify IEPs as needed to ensure that students have access to appropriate services.

Foster and Homeless Students: We are delivering instructional materials to families who aren't able to get to our schools. We are reaching out to these families to make sure they have access to technology, hot spots, and any other supports they may need during distance learning.

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

Description	Total Funds	Contributing
<p>Continuity of Instruction : Purchase of Scholar chromebooks and chargers for replacement and refreshment of existing technology. Zoom subscription purchased for each instructor to allow for fluid virtual learning, along with software to enhance distant learning instruction. School devices are being used most frequently by low-income families. Hot Spots offered to all families for free connectivity for those with no internet. Teachers are outfitted with new laptops as needed to replace older models to ensure technology is utilized seamlessly. Small group instruction provided for scholars identified as needing more support</p>	<p>150,000</p>	<p>Yes</p>

Intervention and other software tools. Intervention software is specifically chosen to meet the needs of low-income students, EL students, and students who are underachieving.	25,000	Yes
<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Distance learning planning during summer months with teachers, AVID training for all instructional staff	25,000	Yes
Intervention teacher/tutors. Intervention teacher/tutors provide critical supports for our unduplicated students to ensure academic success.	95,000	Yes
Extra substitutes due to increased teacher absences related to COVID-19. Professional development for substitute teachers to support distance learning modalities.	35,000	Yes
		Yes
Extra duty teacher support, for after hours tutoring, homework help, and phone calls home. This is specifically focused on students in the unduplicated count.	15,000	Yes
Extra counseling services for students demonstrating social emotional issues. These needs are almost entirely in the unduplicated count.	65,000	Yes

## **Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Despite our current distance learning program, students will still be regularly assessed with diagnostic tools to analyze their performance level and possible learning loss from the prior year.

ELA: Our typical tools for ELA assessments include the Renaissance Star platform; ESGI; Freckle Language Arts. Teachers will also use CAASPP interim assessments, especially in light of the cancelled Spring assessment cycle and plans to give the SBA state tests in Spring of 2021. Classroom grades are also important. Manzanita's adopted instructional materials all include chapter and unit assessments as well as interventions as part of their systems. Finally, grade level formative assessments, designed to measure essential standards mastery will continue to be given and analyzed to measure learning outcomes.

Mathematics: Our typical tools for Math assessments include the Renaissance Star platform; ESGI; Freckle Language Arts. Teachers will also use CAASPP interim assessments, especially in light of the cancelled Spring assessment cycle and plans to give the SBA state tests in Spring of 2021. Classroom grades are also important. Manzanita's adopted instructional materials all include chapter and unit assessments as well as interventions as part of their systems. Grade level formative assessments, designed to measure essential standards mastery will continue to be given and analyzed to measure learning outcomes. Results from these formative assessments will be used to determine placement in the LEA's after school math "learning camps" designed to ensure grade level mastery of 'essential' math standards.

## **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.]

Strategies Manzanita Public Charter School is using to address learning loss and accelerate learning include the following: small group instruction, additional instruction after hours, employing intervention tools during the regular school day, and other teacher designed strategies.

English learners: EL students will receive integrated ELD during their regular instructional day, and designated ELD through intervention teachers.

Low-income pupils: After hours math support will be particularly useful for low-income students whose parents are typically unavailable to them during the regular school day. DESSA social-emotional support groups will also run when the school campus re-opens.

Foster and homeless youth: Additional supplies will be provided and the LEA's school registrar is identifying foster youth and homeless students and communicating their individualized needs to teachers and other support staff. Foster and homeless youth may also access additional after school math support and DESSA support groups.

Pupils with exceptional needs: The SPED team is working collaboratively to support SWDs individually, by adjusting their instructional programs to help achieve their IEP goals.

Manzanita is exploring opportunities to begin providing small group in-person instruction as soon as possible, and will begin with the students identified in the groups above, as well as those scholars whose immediate families are essential workers in our community.

## 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.]

By employing the regular diagnostic and assessment tools described above, Manzanita will track student performance throughout the year, and adjust student learning plans as needed to improve performance

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

Description	Total Funds	Contributing
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Intervention teachers for reteaching and ELD support	15,000	Yes
Intervention and other software tools to strengthen learning and avoid learning loss, especially for students in the unduplicated count.	0	Yes
Extra duty for teachers to provide after hours tutoring and homework help	15,000	Yes
Extra student supplies, especially targeted to students in the unduplicated count who don't have regular access to typical school supplies	10,000	Yes
<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Extra counseling for students with needs that are identified in the unduplicated count.	30,000	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.]

Manzanita recognizes the importance of monitoring and supporting mental and social well-being of scholars and staff during the school year and beyond. When the campus closed on March 16, 2020, the school's research based DESSA program, which provides small group lessons designed to address social emotional needs, continued via ZOOM. Individual counseling sessions, with scholars with exceptional needs, was conducted via ZOOM or phone calls (FACETIME). Individual teachers continue to provide a 'virtual' morning circle, checking in with each scholar to determine well being. Teachers report to counseling staff any ongoing social emotional health concerns witnessed during the morning circle time.

The LEA also established additional TIER 1 support systems when the school re-opened virtually on August 17. The school's "Paws-ativity program, which includes staff recognizing scholars for the Rule of 4 (character and behaviors) as well as instructional focus and effort, was re-implemented. This includes 4 daily home visits, by school staff and the school Mascot (Manny the Mountain Lion-dressed in a Disney-like costume), bringing a "Paws" bag of treats to each recognized scholar. The Superintendent/Principal initiates a daily, school-wide, morning assembly where PAWS winners are announced. Once the entire school collects 3000 Paw prints for stellar efforts and behaviors, scholars will vote on an 'outrageous' activity (such as the Principal sitting in a dunk tank all day). Each week, scholars are updated on how the school is proceeding with PAW print numbers toward the 3000 goal. Morning "check in" circles and activities also continue to be practiced at all grade levels. Teachers utilize strategies such as DOJO classroom to encourage and motivate positive, learning behaviors.

We have additional tiered interventions in place for students that are continuing even in our current distance learning format. From group and individual counseling sessions, to support for anxiety issues, family conflicts, eating disorders, and other concerns, our counselor, psychologist, and school nurse have all provided important services to our

students. We also partner with area service providers to offer additional support to students and their families, depending on individual circumstances.

Manzanita is beginning to see indicators that its staff is experiencing trauma and emotional exhaustion from the ongoing expectations that often change weekly (sometimes, daily). We are exploring PD development on self care and other resources to assist our staff with this issue.

We recognize the challenges that distance learning provides for our families, scholars, and staff. We are doing everything we can to ensure our students are safe and connected to their schools while we are in this format.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The description below identifies a tiered re-engagement plan we are currently putting in place for the beginning of the 20-21 school year. All home communication whether in written or verbal form, will be provided in both English or Spanish, depending on the home language. Manzanita Public Charter School will implement the following tiered re-engagement strategies for all scholars who are absent from distance learning for three consecutive school days, or 60% or more of the instructional days in a school week.

Tier 1: Universal Strategies to monitor and encourage Good Attendance for All Students

Premise: Student engagement is the commitment to learning, sense of belongingness, and willingness to participate in learning and extracurricular activities that is associated with positive student outcomes.

Data: Big Picture (aggregate): Classroom, Grade Level, School. Group Level (disaggregated): student group, individual student. For both groups, look at academic engagement and attendance.

All Classrooms at Manzanita:

1. Set the academic engagement and attendance expectations for all students-morning assembly and morning circles
2. Create a communication plan around attendance to share with students and families (translated in Spanish); 3. Health assistant verifies current contact information (including correspondence and reporting language), and determines students to be referred for more intensive attendance interventions if absent for 3 consecutive school days and/or 60% or more of the instructional days in a school week. Names of these scholars given to Assistant Principal.
4. Daily Content Academic Engagement: Teachers must verify student academic engagement daily. Academic engagement includes but is not limited to submitting classroom assignments, participating in-class activities, taking an exam, participating in an online discussion, or initiating contact with the teacher about a subject related to the class.
5. Daily Contact Attendance: Daily communication between teacher and students who are not academically engaged. This can include but is not limited to phone calls, emails, internet-based face to face platforms. It can also include other LEA employees connecting with the pupils or parents/guardians.

## Tier 2: Early Intervention for attendance issues

Premise: Tier 2 provides early, targeted, supplemental, short-term intervention for scholars who need more support to avoid academic disengagement and chronic absences.

Data: Big Picture (aggregate): Classroom, Grade Level, School. Group Level (disaggregated): student group, individual student. For both groups, look at academic engagement and attendance. + Tier 2 intervention type, duration and communication.

## Manzanita To Do's:

1. Identify Deficits, Obstacles and/or Barriers to attendance
2. Re-engagement Status Assessment: Assess status of family health, availability of in-home technology, and in-home educational supports
3. Technology Review/Resource Verification: identify challenges or supports needed
4. What type of distance learning is dominant for the student: Synchronous or Asynchronous?
5. Does the student have a ...preference for one or the other? ...barrier preventing one or the other?
6. Is the student ...caring for siblings or other members of the household? Left home alone all day?

## Supportive considerations:

1. Adopting a motivator: tangible, edible, preferred activity, praise, preferred person, and modify to work in collaboration with family.
2. Learning Re-engagement Plan -- individualized based on what the student is able to do. Within the plan, consider alternative ways of demonstrating understanding, inquiry based and project based learning, modified assignments, flexible contact channels and opportunities,

mentorship, and/or one-to-one assessment/interviews.

3. Home Visit
4. SAFE Referral
5. Counseling
6. PreSARB
7. SST/504/IEP Meetings
8. Parent Conferences
9. Intervention Contract

Timeline for TIER 2 strategies: The length of the intervention and number of days to measure effectiveness should be shortened (2 weeks) given the structure of distance learning. Implement intervention for a duration of two weeks before revisiting plan, revising plan, or moving to Tier 3 or back to Tier

### Tier 3 Re-Engagement Strategies: Intensive Support

Tier 3 provides intensive, longer-term support for students facing the greatest challenges getting to school and engaging academically. Data: Continue as above, plus Tier 3 intervention type, duration, and communication.

#### To Do's:

Same as Tier 2

Attendance Letters: Chronic Absence/Truancy/Illness as appropriate

Principal/Superintendent Meeting with family

Consider program change, discussion of Alternative Education options-return to neighborhood school Consider:

Social Services Referral

## 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.]

A successful nutrition program is a key component to every educational environment. School meals protect the most vulnerable children against hunger. A child cannot focus on learning when they are feeling hungry. School meals boost learning and studies show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy meals in schools is extremely important.

Manzanita Public Charter School contracts its food services from its authorizing LEA, Lompoc Unified School District. LUSD did an excellent job of transitioning from serving meals during the unanticipated school closures. From March 16, 2020 and ongoing, LUSD has demonstrated the resources and flexibility to transition their food service operations to an on-site or offsite student meal delivery system or operate both at the same time. MPCS is very fortunate to continue to partner with LUSD for its nutritional program. Manzanita's food program (via LUSD) continues and/or will be constructed as follows:

#### Onsite Meal Service

1. Meals will be provided in an outdoor setting in a grab and go fashion. When students eat on campus they will eat in their classrooms or in a supervised outdoor area.
2. Physical distancing will be encouraged through increased spacing, small groups, and limited mixing between groups, if feasible. Meal times may be staggered to allow for cleaning between meal services and to serve students in smaller groups..
3. Physical guides will be provided, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
4. Share tables and self-service buffets for food and condiments have been removed.
5. Staff will wear masks and gloves while using point of service (POS) touch pads, and hand sanitizer is available.
6. We have increased access points for providing meal service.

#### Offsite Meal Service

1. We offer grab and go student meals for consumption at home, including curbside pick-up options at neighborhood schools
2. Parents have been notified and the school community about school meal service and options through a variety of communication methods such as social media, Parent Square app, and school websites.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Manzanita will upgrade the school's wireless system by purchasing and installing the ARUBA wireless system in October, 2020. When the LEA re-opens the campus for inperson learning, it will also offer simultaneous, virtual learning to interested scholars. This dual platform approach will allow Manzanita to meet the needs of all stakeholders in its diverse community.	60,000	Yes
Distance Learning Program (Continuity of Instruction)	Manzanita's Honor Choir program will shift to an online experience which utilizes a software app allowing scholars to eventually "perform" a concert, on a virtual plane.	110000	Yes

## Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students

	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-
Percentage to Increase or Improve Services	Income students
13.65%	452,555

**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.]

Students in the unduplicated count are among those we are most concerned for in our distance learning program, as Manzanita provides a safety net for many of our scholars. As such, we are trying to provide as many typical services to these students as possible, albeit in a distance learning model. In surveying our families, we found that access to technology, ZOOM fatigue, access to additional teaching and tutoring services, access to school materials, and access to food services were their highest priorities.

Intervention teachers and instructional program subscriptions provide additional teaching time for students in ELA and mathematics, and these services are especially designed to match the needs of these scholars. Some intervention teachers and para professionals are providing additional groups after the regular school day for our unduplicated scholars with the highest needs.

Additional chromebooks and related paraphernalia are provided for students in the unduplicated count primarily, as our survey data reveals these students to have irregular or no access to technology at home. Our data shows that a significant majority of chromebooks have been checked out to students in the unduplicated count.

Student supplies are important for scholar success in distance learning and to students in the unduplicated count. If others need supplies, they also receive them, but our unduplicated students are our primary target. Our survey data showed access to supplies to be a significant need for low income, foster youth, and English learners. With these supplies these students are able to complete their school work in a similar way to in-person instruction.

Extra hourly duty/pay is extended for staff to reach out to families who are struggling with distance learning, showing irregular attendance, or demonstrate decreasing learning engagement. In the spring, the vast majority of students in these categories were our unduplicated students, so these funds are intended to close that achievement gap as we start this school year.

A designated teacher tutor was put in place to support ELD instruction for all grade levels. The school's bilingual EL coordinator was given a stipend to provide additional time and services to our EL population and families this year.

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

## Manzanita is

1. Students in the unduplicated count who receive intervention services receive an extra 100-120 minutes of ELA instruction a week, on top of the regular 450 minutes of ELA instruction.
2. Without providing Chromebooks and hotspots for students in the unduplicated count, scholars would not be able to access their education in a distance learning environment. Although some of those students could have accessed their virtual classrooms on their phones, or on a shared device, individual access is critical for success in our current model.
3. Without providing supplies to students, students would be unfairly disadvantaged in comparison with their more wealthy peers. In order to close the opportunity gap, we provided supplies to every student who needed them, with a focus on individual access and support.
4. Additional counseling is provided to increase counseling service by at least 20% every week.
5. After school math 'learning camps' which focus on Trimester essential standards mastery will be offered (in person AND virtually,) in early November, and run throughout the remainder of the school year, to support unduplicated scholars who are performing below grade level.