

MANZANITA
ELEMENTARY SCHOOL



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Manzanita Elementary School District has been impacted by the COVID-19 pandemic in the following ways:

Staff: Beginning on March 16, 2020, and given just two days to prepare for distance learning the MESD staff was able to create meaningful lessons that took the form of packets and online lessons based on student needs in three-week increments, the work provided to students was meaningful and valuable to their continuing education. Staff then supported students online daily by using zoom, google meet, google classroom, as well as other online delivery methods. As time passed teachers adjusted the amount and type of work students were working on. MESD staff had to quickly adjust their instruction and learn new technologies that caused even more stress, which was compounded by the fact that they were sheltered in place and trying to meet their own personal and family needs. Staff also struggled with technology issues including connectivity for themselves and their students, using devices that were not suitable for online classes. The staff also wanted to add more student accountability.

Students: The transition to distance learning was difficult for students in many ways. Students who were accustomed to having daily live interaction with teachers now had to work more independently. Many students did not have support at home to help them complete their work and some students and families felt the work was optional. Due to the struggles of distance learning many of our students are now behind academically. Students' struggled learning how to use technology in a different way and many lacked a reliable internet connection.

Community: The transition to distance learning was difficult on Manzanita because it is a very close-knit community. Families were having to deal with learning how to support learning from home and struggled with technology and internet connection issues. Distance learning caused a lot of stress on families, and parents are concerned with the safety of our students.

As a result, our Learning Continuity Plan has responded to meeting these needs by focusing on five key areas health and safety, learning loss and academic progress, student engagement, monitoring and feedback, and using a common platform.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

1. Pupils: During distance learning, teachers met with students and took note of the challenges that distance learning was presenting, such as: technology, the need for extra support, as well as addressing student social-emotional needs.
2. Families: Surveys were sent out via google forms and mailed in both English and Spanish four times since March. The first survey was sent on March 24, 2020, in order to get information related to technology and connectivity needs, 111 families responded. The second survey was sent on May 29, 2020, to get feedback on distance learning as to what went well and things that would need improvement. The third survey was sent on June 26, 2020, to gain input on what the desire was for reopening in-person or staying on distance learning. The fourth survey was sent on August 17th, 2020, to gain more insight to reopening the school as well as what parent needs would be, including: technology, nutrition, and transportation. Family participation in the surveys was high and provided valuable insight into the development of the LCP.
3. Educators: Several meetings were held with staff during the summer on 6/22, 7/20, 7/21, and 7/30 to begin development of our reopening plan and prepare for the new school year. In addition, a reopening survey was given to staff on 7/6 to gather input on reopening, technological, and professional development needs.
4. Stakeholders without access to the internet: Surveys were mailed to these families as well as personal phone calls from staff and administration were made to gather information to better meet the needs of families with limited connectivity.
5. Stakeholders who speak languages other than English: All communication including surveys, phone calls, and written correspondences were shared in Spanish for Spanish speaking families.

Finally, we considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways:

First, in order to ensure that we are engaging all stakeholders, we purchased Aeries Parent square so that we can better communicate with our families and solicit their feedback through one easy to use application. Second, we took into account parent feedback to improve connectivity issues for families, and provide more live daily interaction with students. Educators were provided more reliable and useful technology to ensure that they would be able to provide a better product for their students. Teachers were also given several professional development opportunities to improve their skills in delivering distance learning.

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

The Manzanita Elementary School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings by holding monthly meetings online via zoom with the link and agenda shared on our school website, emailed to stakeholders, and posted locally, as consistent with Executive Order N-29-20.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis.

1. Health and safety: all stakeholders are concerned about health and safety of each other. Stakeholders expressed a desire for the district to acknowledge and address health and safety concerns, to establish clear protocols and communicate them to all stakeholders, and to provide training on safety protocols, for students, staff, and parents.
2. Learning loss and academic progress: all stakeholders are concerned about the learning loss experienced by students during the emergency distance learning in Spring 2020. Students who experienced difficulty accessing the internet and using the instructional platform are especially concerning. On the End of Distance Learning survey, teachers expressed concerns about the quality of education that students received, due to the lack of rigor and lack of differentiation for different student ability levels as well as technological issues.
3. Student engagement: Many students were initially very engaged in the live interaction time with their teacher(s) and teachers reported high levels of engagement on early surveys. However, as emergency distance learning progressed, many students became disengaged. Families reported difficulties with accessing the instructional platform and conflicts with family commitments for students who are responsible for taking care of younger siblings, for example. Parents and teachers also expressed concerns about the ability of students with exceptional needs to engage with the instructional program.
4. Monitoring and feedback: Students, teachers, and parents expressed concerns about the lack of grading and feedback that was provided during emergency distance learning. Students and parents want to get information about academic progress and teachers want to be able to provide feedback to students.
5. Common platform: Stakeholders expressed concerns about the use of multiple learning and communication platforms during emergency distance learning. Parents, especially, wanted to have a common platform for all grade levels, which would promote ease of use as they are supporting their children with instruction in the home environment.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. Training is being provided to all stakeholders on health and safety guidelines and practices.
2. Learning loss is being addressed through assessments and progress will be monitored. Instructional schedules include built-in time for academic check-ins and support. Small group or one on one tutoring was offered during the summer and will continue in the fall as allowed by local and state guidance. Instructional aides will help provide intervention during online intervention times.

3. Training is being provided to teachers and staff on best practices for student engagement within a remote teaching environment. Systems are being developed for tracking student attendance and engagement, and staff will employ tiered reengagement strategies for students who are not participating. Staff will provide supports as necessary depending on student need.
4. The instructional program will include grading and assessment practices, and teachers will provide feedback to students.
5. All students in grades K-3 will use the Seesaw Learning Platform and 4-8 will use Google Classroom as a common platform for teachers, students, and parents to use.

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 Manzanita Elementary School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom-based instructional schedule model will look like this:

1. Will consist of 3 stage plan with Stage 1 being Full Distance Learning, Stage 2 In-Person AM/PM Small Cohort Model, and Stage 3 Full In-Person Learning following state and local guidance.
2. Protocols for safety (students and staff): Students and staff will be encouraged to self-monitor before coming to school. Daily wellness checks will include temperatures for staff and students during stage 2 and 3 if required by local and state guidance. Each staff member will have a no touch thermometer to check themselves and their class daily. Any student having a fever or symptoms will be isolated in the nurses office and if a staff member has a fever they will be sent home and BCPH protocols followed. Students and staff are encouraged to stay home if they have symptoms or a fever. Butte County Public health guidelines and protocols for exclusion and isolation will be followed for students/staff with COVID-19 symptoms.
3. Campus access: Access to the campus will be limited and nonessential visitors, volunteers, and activities will be limited. Designated routes for entry and exit, using as many entrances as feasible will be utilized. Including path of travel markers so to limit congestion and people gathering. Cohorts will have staggered arrival and drop off-times as well as locations, as feasible.
4. Hygiene practices; Hand washing stations and 60% ethyl fragrance free alcohol-based hand sanitizers will be available for students and staff in all classrooms and common areas. Students and staff will be taught proper procedures for handwashing and will be encouraged to wash hands frequently throughout the day. Education by the District Nurse and online training of healthy hygiene habits including hand washing, importance of not touching eyes and nose, etc. for staff and students. Information will also be sent home or shared with parents.
5. Protective equipment: PPE including face coverings such as masks or face shields, gloves, and any other items will be provided by the district for all staff and students when needed. All staff will be required to wear face coverings in accordance with CDPH Guidelines. District nurse and health clerk will have access to N95 masks. Students will be required to wear face coverings based on the CDPH Guidelines. K-2

– encouraged but not required. 3-8 – required.

6. Physical distancing: If Stage 2 or TK-5, waiver the use of small no more than 15 students per AM/PM cohort. Student cohorts remain together during class, recess, and lunch times. Cohorts will stay with the same teacher and instructional aide, as needed. Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact. While riding the bus, students will be spaced out to maximize distance between each other by all means possible. If feasible routes will be adjusted to provide for further physical distancing. Physical/social distancing markers will be placed to help remind individuals to stay apart.

7. Cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles: Frequently touched surfaces at school and on the school bus will be cleaned at least daily and, as practicable, will be cleaned and disinfected frequently throughout the day by trained custodial staff or other staff. Cleaning products will be approved for use against COVID-19. A schedule of cleaning times will be created with collaboration between the custodial staff and teachers so that items used frequently by students can be cleaned throughout the day. Teachers will be trained on proper cleaning procedures and will clean in-between cohorts, as needed. The school bus will be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers will be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.

For more detailed information please refer to The Manzanita Elementary School District Reopening Plan @ <http://www.manzanitaelementaryschool.com/documents/Manzanita%20Elementary%20School%20District%20Reopening%20Plan%2020-21.pdf>

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. We will use newly purchased Eureka Math online assessments that include diagnostic as well as module and summative assessments for all grade levels. For ELA we will use our curriculum embedded assessments for Benchmark Advanced for grades TK-5 and Study-Sync for grades 6-8. In addition, we will use other assessments as needed and appropriate. The daily schedule for each teacher and grade will have built in workshops and intervention time in the afternoon after core instruction is taught in the morning.

This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Teachers will use small group and one on one intervention using approved intervention resources such as Barton, SIPPS, Read Naturally, and Eureka Math Online Tools. Students with special needs or English Learners as well as any student struggling will be prioritized for small group or one on one tutoring. Students struggling to access the instructional program will be brought in for small group instruction and/or after school tutoring.

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

Description	Total Funds	Contributing
PPE, touchless thermometers, sanitation supplies	\$5,000	No

Description	Total Funds	Contributing
Eureka Math Diagnostic Assessments	\$1,576	No
Accelerated Reader	\$1,960	No
Plexiglass Dividers	\$3,000	No

Distance Learning Program

Continuity of Instruction

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

The Manzanita Elementary School District will provide continuity of instruction and learning through the following specific ways: We will determine that the distance learning curriculum is of substantially similar quality by providing the same curriculum as offered with in-person learning. We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by having teachers use the same curriculum and providing access to online features of the adopted curriculum through Seesaw, and Google Classroom. We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by utilizing embedded assessments within the curriculum. Students will have daily live interaction with their teachers for core instruction in the morning, and afternoons will be used for students needing more support online. In addition, students needing extra support will be provided an opportunity to attend in small group cohorts or one on one with a teacher for intervention if guidance allows.

The following curriculum and instructional resources that have been (will be) developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary: These resources include Seesaw, Google Classroom, Eureka Math, Benchmark Advance, Study-Sync, Zearn, Accelerated Reader, Mystery Science, StemScopes, and National Geographic. A parent hub of information will be put together as an online resource for parents to learn about these resources and teachers will share with parents how to access them.

We will work with staff to determine expedient instructional transitions should a school be required to change from in-person instruction to distance learning, or visa-versa, by utilizing the above resources whether students are in-person or distance learning. The transition plan will be communicated to families by giving them two weeks to prepare for a transition back to in-person learning, and since many of the resources will be used in either learning model the transition will be seamless.

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.]

The Manzanita Elementary School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

First, Manzanita is a 1:1 device per student school. Second, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teachers by sending out a survey through Google Forms, mail, and phone calls. This survey showed about 40 of our families did not have a reliable internet connection.

We provided technical support (Including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by providing parent/student meetings with each teacher to show how to connect and access the curriculum. In addition, an online resource HUB is being created to assist parents in using technology such as Google and technical support if needed.

We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by supplying hot spots so they would be able to access reliable internet.

We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as home visits, phone calls, and allowing students to come to the school in small groups to access the school Wi-Fi.

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 Manzanita Elementary School District will track and monitor student progress through both live contacts and synchronous instructional minutes. Instructional minutes are based on the daily required minutes per SB 98 including K-180, 1-3- 230 and 4-8- 240. Teachers will take student attendance during live daily instruction as well as track daily participation of online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians per SB98 guidelines for attendance.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee. We calibrated these instructional times by determining the amount of time needed to complete asynchronous assignments. We communicated these instructional times by informing students and parents of how the combination of

synchronous and asynchronous will be calculated into attendance and student progress and that students will need to complete both to ensure academic progress. We will keep track on time values of pupil work by tracking student assignments in Seesaw for grades TK-3 and Google Classroom for grades 4-8 as well as Aeries for coding of how attendance was accounted for. Attendance information will be documented in Aeries.

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.]

In order to support our staff in the implementation of a high-quality distance learning program, the Manzanita Elementary School District has provided the following professional development opportunities and resources, which are based upon the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools

(<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>):

- Corwin Distance Learning Playbook training on effective instruction online which included a handbook for quick reference
- Catlin Tucker Online Course "Prepare for Fall 2020! Blended & Online Learning"
- G Suite Tools
- PBIS Rewards
- Eureka Math
- Keenan Safety and Health Protocol Training

All professional development related to curriculum and instructional strategies will be ongoing and added as needs arise.

Technological support was also given by having an in-house tech day in which staff shared their tips and tricks. Collaborated with Butte County to provide an additional tech to be onsite two days a week. Created a Google HUB of online resources and tech support. Each Friday teachers get together to share useful tips and tricks as well as get help from each other.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Manzanita Elementary School District has had to adapt staff roles and responsibilities in the following ways: To meet the academic needs of students, we have modified the hours of our instructional aides to be available during small workshop or intervention time.

To meet the social-emotional needs of students, we will use our 2nd step curriculum, and PBIS rewards program to foster engagement and celebrate student successes.

The following changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment: Instructional Aides are being used to call parents for attendance, technical support, and providing support across all grade levels. Nutritional services will assist Gridley Unified in preparing of meals and then serve them to small amount of Manzanita Families.

The Manzanita Elementary School District will continue to monitor the impact of changed roles by evaluating the success of interventions. We will also provide support and training to instructional aides in their enhanced role in order to help support student learning.

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.]

We will assess the unique needs of all learners to determine what additional supports are needed by:

Once the needs of each unique learner are determined, we will provide additional supports for each student group below in the following ways:

English learners will be offered online small group or one on one support from their teacher or an instructional aide. If needed and possible small cohorts will be allowed to come to campus for targeted intervention and support. All teachers will continue to use ELD supports to optimize student learning.

Pupils with exceptional needs served across the full continuum of placements will be serviced online with the special education teacher as well as their general education as appropriate based on the student's IEP. In order to meet student needs, support will be offered either online or in person in small cohorts or one on one.

Pupils in foster care or who are experiencing homelessness will be offered targeted supports and intervention as needed online or in person as well. Manzanita will reach out to the county for additional services as needed.

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

Description	Total Funds	Contributing
Touch Screen Chrome Books for Grades TK-1	\$24,542	No
Kajeet Wifi Hotspots	\$12,030	No

Description	Total Funds	Contributing
New Teacher laptops to replace chromebooks	\$19,928	No
Seesaw	\$704.00	No
Eureka Math	\$3,600	No
Screencastify	\$1,000	No
Stemscopes Science 4-8	\$3,499	No
Catlin Tucker Training	\$1,213	No
Corwin Distance Learning Playbook Training	\$2,985	No
Mystery Science	\$1,000	No
Zearn Math K-6	\$2,500	No
Additional Technology Needs for Staff	\$20,000	No

Pupil Learning Loss

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

The Manzanita Elementary School District will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status with Eureka Math Assessments and our Benchmark Advanced and Study Sync as well as Fountas and Pinnell assessments in the following content areas; English language arts, English language development, and mathematics. Instruction will occur in all content areas however, specific learning loss in these areas may impact achievement in other content areas. We will conduct Math and ELA diagnostic assessments to determine next steps for students and target intervention accordingly. Teachers will meet to discuss student interventions and create groups either online or within small targeted intervention cohorts. Assessments will be used throughout the year to show progress and determine intervention needs.

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.]

The Manzanita Elementary District will address the learning loss for students and will accelerate learning progress for all students by providing targeted intervention based on assessment. Specific actions and strategies for each student group are as follows:

English learners

All English learners will receive integrated English Language Development. Students needing additional support will be offered online one on one or group support as well as in-person intervention.

Low-income students the district continues to assess and provide targeted support to low income students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students.

Foster Youth and homeless families are connected with agencies and referred to community resources as needs are identified.

Pupils with exceptional needs as identified in the Individualized Education Plan (IEP), students are supported to meet their goals through instructional methods, materials and resources, and technological tools. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process.

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.]

The Manzanita Elementary School District will measure the effectiveness of services and/or supports provided to address learning loss through curriculum assessments, surveys, and observations.

We will gather the data through student engagement logs demonstrating active student engagement during distance learning as measured by the student learning log and assessed by school and district teams on a regular basis, and monitoring of daily attendance through Aeries and tracked by administration and attendance support staff.

We will analyze the data to determine effectiveness on scheduled opportunities with educators to review results of data analysis and discuss how to respond by meeting weekly to discuss struggling students and provide targeted information based on this data and adjust as needed.

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

Description	Total Funds	Contributing
Eureka Math Assessments/Targeted Intervention	\$3,600	Yes
Summer Barton Tutoring - 3 Teachers	\$10,000	Yes
After School Tutoring	\$20,000	Yes
Increase hours for instructional aides to support student needs as needed	\$5,000	Yes
Professional Development for staff in strategies to address learning loss	\$15,000	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.]

The Manzanita Elementary School District will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include: PBIS rewards to engage students in positive behavior and recognize them as well as provide an SEL check in within the program. Manzanita will continue to utilize the 2nd Step Curriculum to provide SEL in the classroom on a regular basis. Manzanita will continue to refer students to counselors at Butte County mental health if needed. The district will provide professional development in supporting SEL in the classroom. Manzanita staff members will take part in weekly check-ins which will include tech support as well as activities to help reduce stress and strategies to deal with stress.

The Manzanita Elementary School District will also provide the following resources for students and staff to address trauma and other impacts of COVID-19 on the school community by training staff in Restorative Practices and trauma informed care and utilizing it to help students deal with trauma in the community.

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 Manzanita Elementary School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows:
Tier 1 Universal Support - Student misses one interaction per week - Teacher will call, text, email with multiple attempts
Tier 2 Personalized Support - Student misses two interactions per week - Attendance clerk will call, text, email with multiple attempts
Tier 3 Early Intervention - Student misses three or more interactions per week - Attendance clerk or administrator will call, text, email with multiple attempts, home visit.

Tier 4 Intensive Support - Student misses 5 interactions per week or 12 or more in a month - Administrator will call, text, email with multiple attempts, home visit. Parent meeting.

When students are not meeting compulsory education requirements, or when a pupil is not engaging in instruction and is at risk of learning loss, the Manzanita Elementary School District will provide the following outreach to students and their parents and guardians: Using the tiered reengagement strategies the principal and attendance clerk will contact parents and utilize Parent Square to contact parents when students are marked absent. Meetings will be held online or in-person with parents who are not participating. Instructional aides will also be used to contact parents to check on why student is not participating and offer support. Bilingual aides will contact Spanish speaking parents and Parent Square will provide information in Spanish.

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.]

The Manzanita Elementary School District will continue to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:

In-person learning: AM/PM Cohort students will eat one meal on campus and take the other meal home each day. If fully in-person, meals will be provided as normal taking additional precautions following safety guidelines and protocols.

Distance learning: Currently Manzanita is providing meals for students on site, but we are working with a neighboring school district to provide meals through the seamless summer program as a satellite site. This will allow our families to get meals within a closer distance and allow us to provide meals for the few families that come to Manzanita to pick them up.

A message is sent using Parent Square for parents to sign up for meals. If needed, meals will be delivered to students who are unable to come to the school to pick them up.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	PBIS Rewards	\$2000	No
Pupil Engagement and Outreach	Parent Square	\$2,500	No

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
11.08%	257,279

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.]

Manzanita Elementary School District considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. The following actions are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

- District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. Topics include parent and family support, engagement and assessment, and equity and access. Additional professional development and training will be provided that will support teachers in diagnosing and addressing learning and in accelerating academic progress for all students.

- Devices and connectivity are provided to all students. All students Pre-K through 8th grade receive a Chromebook, and families can request internet access through a district-provided wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment.
- Eureka Math assessments will be used as a diagnostic as well during instruction to target intervention for students.
- Barton reading tutoring was offered in the summer to students that were identified at the end of last school year. Additional Barton tutoring will be conducted for students identified for intervention this school year.
- After school tutoring will be offered to students in need of intervention based on assessments. This will take online or in-person if allowed by local guidance.
- Increase hours of instructional aides to help support student intervention.

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

The 11.08% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need.

All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 48% of students not included in the foster youth, EL, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples from this plan include:

In addition to the services provided to all students, the district also provides additional supports which increase the services provided to our unduplicated students.

- An additional bilingual instructional aide who will provide targeted support and monitoring for English Learners.
- Increased one on one tutoring opportunities by having teachers do intervention in the during and after school.
- We will work with Butte County to coordinate services that are provided for foster youth and students experiencing homelessness.

