

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 COVID-19 pandemic has had an impact on our community unlike any event in the history of our organization. While it has forced us to close our school buildings and move to a virtual school model, it has also had the unintended benefit of bringing all of us closer together as a community of schools, families and learners. Additionally, it has helped us as educators to narrow our focus on what matters and prioritize the actions that will help us fulfill our mission and vision for students. Realizing our mission and vision requires us to work on two levels, simultaneously. We must relentlessly focus on offering a student-centered approach to learning and development for each individual Summit student. And, with equal commitment we must focus on continuously improving our organization to be more anti-racist and anti-biased, so that every student and adult, has the ability to develop and lead a fulfilled life.

The pandemic has lead us to specifically focus on 4 areas: (1) Student Centered, (2) Anti-racist and Anti-biased, (3) Personal Growth and (4) Sustainability. In each of these areas we have been able to laser-focus on what they mean and what it takes to achieve them in our schools and for our community members.

Ultimately, COVID-19 has forced us to educate our students in a different mode that we are used to but it has allowed us to build a virtual program that will ensure that our mission and vision are achieved.

Stakeholder Engagement

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

Summit Public Schools deeply values stakeholder engagement as an important component of developing plans and understanding community needs. Our commitment to robust communication with our families and school community is rooted in a shared organizational value of collaborative decision making. To that end, we have consistently engaged with a comprehensive group of stakeholders to gather input on safety, returning to school, student and family needs (including technology and internet access/bandwidth, supplies), teacher needs (including

technology and internet access/bandwidth, teaching tools and professional development). This input, together with a robust engagement from network-wide school administration teams, teachers, and the collective bargaining unit, was used to develop the specific actions and expenditures in the Learning Continuity Plan.

Specifically, we began communicating with families and teachers in the Spring of 2020 to directly understand the needs of each member of our community that would support a transition to equitable learning in school away from our buildings. We did this by providing consistent and transparent communication via email and robocall/text in multiple languages that shared our decision making criteria and opportunities for input. We also sought direct feedback through a series of stakeholder surveys to the following groups: students, parents, faculty.

All surveys were provided via multiple modes of communication and in the two primary home languages of our community: English and Spanish. Students were informed of the survey through their mentors and all stakeholders received multiple emails with survey links. We issued robocalls and robo-text messages to primary caregivers that included URL links to surveys.

We communicated with families directly via email for the first 10 days of the school year to directly share the activities of the day and the model of Virtual School. Through these communications and many other touchpoints over the course of the first few weeks of school, we invited our community stakeholders to share feedback and highlighted the many ways that they can develop relationships with the school. Additionally, we held a Virtual Back to School night where we shared our annual priorities and how parents and caregivers can support their student(s) in Virtual School. After hearing from our school leadership team, families were able to meet their student’s teachers and to hear more about what they’ll be learning over the course of the year.

After gathering all information from stakeholders, we prepared our plan and held a hearing on September 14th to gather final input.

- Posted to the website
- Shared with families in an email
- Shared the availability of the LCP on school social media channels.

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

Stakeholder Engagement was promoted:

Members of the public are able to participate in all Summit Public Schools meetings and public hearings via telephone or video conference technology. All members of the public are afforded an opportunity to provide comment during these open meetings. Meeting notices are posted on the Summit Public Schools Website and include all information for teleconference access. Summit Public Schools uses a teleconference system to grant attendees the ability to view, speak, and listen during the meeting

Our published meeting/hearing agendas provide the following information: “Summit Public Schools recognizes that our community includes students, staff, family members, and directors who are in some of the highest risk categories of the COVID-19 Virus. In accordance with Governor Newsom’s State of Emergency Proclamation, Executive Order N-25-20, Executive Order N-29-20 and recommendations from county health officials, including the

Counties of San Mateo, Santa Clara, and Contra Costa, Summit Public Schools recommends “social distancing” (i.e. avoid group gatherings unless completely necessary) to help mitigate the spread of COVID-19. Please note: Members of the Board of Directors and Summit Public Schools’ officers plan to participate in the [meeting date] meeting via teleconference. Members of the public will be able to observe and offer public comment through our teleconference and videoconference system at their preferred location. Summit Public Schools will continue our established practice of receiving public comment from speakers using the teleconference system.”

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

What was the feedback you received from each group? Indicate ideas, trends, or inputs that emerged from analysis of feedback.

Parents:

Based on the multiple modes of communication and feedback we received from parents and caregivers we knew that it was imperative to provide a safe virtual learning environment that supported strong social-emotional connection for all students beginning with the first day of SY21.

Parents wanted a full academic experience for their students that included access to all course material that would enable students to continue on their pathway to graduation and their next steps beyond graduation. Parents wanted really clear plans, clear format, consistent opportunity for students to engage with their teachers and mentors.

Students:

A major trend that emerged from student feedback was that students highly valued the continuity of the day, the maintenance of structures. Continue the opportunity to connect with peers. Students value the personalized pathways.

We learned from students and families about personalized technology and support needs such as noise cancelling headphones, access to technology, supply needs.

Teachers and other staff:

Teachers demonstrated an overwhelming desire to continue to support their students in a comprehensive way. They wanted to support not only the academic needs of students, but ensure that they were able to support the social emotional needs of students learning in a virtual environment including anti-racist, anti bias instructional concerns in a virtual environment. Teachers were creative in their suggestions for improving virtual school and their ability to connect with their students.

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

Indicate specific sections or actions that were influenced by stakeholder feedback

Continuity of Learning

Continuity of Instruction; access to device and connectivity

Learning Loss Mitigation for Pupils with Unique Needs

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.]

Description of in-person or hybrid model:

- **Schedule-** The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. We will engage in distance learning as of the writing of this plan. When data indicates that it is safe for schools to reopen, the schedule will be the same as it is during distance learning. The daily schedule will start at 8:20 am and end at 3:20 pm. On Monday, Tuesday, Thursday and Friday, students will begin by checking in to their Mentor Group for 70 minutes of self-directed learning time with their Mentor. Students will then engage in three 85 minute sections of project time, which includes core class instruction. They conclude the day with a 45 minute section of habits and content development. There are breaks in between sections, including a 30 minute break for lunch. On Wednesday, students will begin 90 minutes of community time with their Mentor Group and spend the rest of the day in self-directed learning time.
- **Health & Safety Protocols** (may include campus access, hygiene practices, protective equipment, procedural or staff changes to accommodate social distancing) - Our LEA has established protocols to ensure safety of students and staff in alignment with CDC and local health department guidelines. This includes daily health screening, face coverings at all times for all students and staff, maintaining social distancing in the building, limiting access to visitors, washing hands upon entry into buildings/rooms and regularly during the day, cleaning/disinfecting high touch surfaces daily and rapid response protocols if a student and/or staff member has COVID-19 symptoms, tests positive for COVID, and/or has had direct contact with someone who has the virus.
- **Addressing learning loss**, *including using systematic cycle of assessments (initial screenings, formative and summative) to identify students and the instructional schedule model to assist with intervention and accelerate learning --* As a result of the way we assess students on rubrics that carry across courses and the tracking and recording of those assessments in our digital learning platform we have both formative and summative assessments of all of our students at all times. This allows us to know at any given time how students are performing and pinpoint specific learning loss that might have occurred. Using this data we personalize resources to students during their core instruction during project time as well use that data to assign students to our intervention programs, Summit Reads and Summit Solves. Summit Reads and Summit Solves use adaptive technology to improve and monitor student literacy and numeracy gains.

Actions Related to In-Person Instructional Offerings

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
|-------------|-------------|--------------|

| | | |
|---|-----------|---|
| Support staff to monitor student health, compliance with school health regulations and identifying areas of attention, as well as support for in person meal service. This is a service increase to ensure community health and safety. | \$58,000 | Y |
| Sanitation Supplies. This is an increase in services to protect the health and safety of the community and continue learning for students. | \$7,855 | Y |
| Technology for Students/faculty-This is not an increase or improvement of services | \$190,871 | N |
| Personal protective equipment-This is an increase in services to protect the health and safety of the community and continue learning for students | \$9,940 | Y |
| Supplies for Meal service in classrooms. This is an increase in services to protect the health and safety of the school community and provide food stability for students. | \$1,260 | Y |
| Safety Materials and signage. This is an increase in services to protect the health and safety of the community | \$1,508 | Y |
| Additional Janitorial services to maintain sanitary standards for in person education.This is a service increase to ensure the safety and health of the school community. | \$8,000 | Y |

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.]

Summit Public Schools has designed a program that will provide consistency from virtual to in-person school in schedule, curricula, and learning method delivery for all students, including intervention supports, professional development, supplies and technology.

- Summit Public Schools curricula are aligned to common core standards and support students to master critical cognitive skills. ([See course offerings here](#)). [See standards alignment here](#). Course offerings and curricula are consistent in all Summit Schools.)
- Summit Public Schools' learning management system is the Summit Learning Platform. We will also utilize Desmos and adaptive numeracy and literacy intervention programs.
- Both the platform and the curricula were designed by Summit Public Schools and are now also used by Summit Learning Schools throughout the country. These tools will provide continuity for students should transition from virtual to in person learning take place.
- Student schedules will remain consistent between virtual school and in-person school. See student schedule above in the In-Person Learning Section.
- Continued professional development for faculty and staff to assist in making virtual school a vital and strong learning system
- Continued evolution of programs and systems for intervention, training, and supporting students and faculty.

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 following regular procedures were in place prior to COVID. All Summit students are issued a Chromebook upon enrollment in the school. Each student uses the chromebook at school, and is able to take the Chromebook home. Annually, the school surveys each family to understand access to bandwidth in the home, and connects families to local resources to improve access. Prior to school building closures in March of 2020, and again in the summer of 2020, the school surveyed all families to determine if a student did not have sufficient bandwidth to support participation in Virtual School. Any student without sufficient bandwidth received either a school funded hotspot or a subsidized internet subscription through a national program. The school conducted a baseline assessment during the first two weeks of school to observe the internet and technology capabilities of each student over the course of several days.

The assessment included capturing data on the following:

- Ability to log in to a virtual classroom
- Sufficient bandwidth to support being on camera
- Sound quality
- Camera quality
- Engagement in the school's platform

Data was monitored by the technology team, which immediately intervened with students who were not able to perform the basic functions. Additionally, there is an online help desk always available, and the technology team hosted virtual office hours for students and families leading up to and through the start of school. The school achieved 100% connection with students during the first two weeks of school. The school uses multiple communication channels to connect with families including email, websites, phone calls, text messages, google surveys, gchat and social media.

The same process was used for all staff.

Summit has been able to provide a device and access to every student.

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.]

Summit student participation and progress will be monitored through data captured in four priority areas:

Attendance

- a. Log into Platform Every Day
- b. Attend Mentor SDL Time Every Day
- c. Attend All Project Time Blocks

Engagement

- d. Set a Goal Every Day

- e. Complete a Goal Every Day
- f. Complete a 1:1 check-in with their mentor every 2 weeks of school

Learning

- g. Submit at least one checkpoint or request for feedback each week
- h. Complete each course with a cognitive skill score of 70+

Growing

- i. Pass all Power Focus Area

All of the data is naturally captured through engagement on the Summit Learning Platform (SLP) that every student, parent and teacher has access to and uses to complete all school work, and the Zoom platform. The data is comprehensively available to all school leaders and teachers via data dashboards on a Tableau platform. The data for the school is analyzed and measured against pre-set goals. The school team uses the data to drive action to improve in areas the data reveal need work.

Given the commitment of the school to a full and complete school year, all students will be evaluated as they always are at Summit. Summit uses a five point letter grading scale with the following course grade breakdown.

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.]

At the start of the year, teachers participated in two weeks of professional development to prepare for the upcoming school year. During this time we focused on providing teachers with comprehensive training on all of the tools and instruction specific to distance learning. Teachers received training on setting up their technology during this time as well and were trained on safety measures in the virtual space. During the school year, teachers at Summit receive professional development weekly from 10:00am-3:00pm on Wednesdays. During this time teachers are provided targeted support in instruction including virtual instruction and tools. Teachers also receive professional development for a two week period every six to eight weeks. This professional development is targeted to their personal growth and goals (as listed above) and for this school year will also provide training and support for implementing virtual tools. Finally, our schools also use a coaching model where each teacher is assigned to a leader coach. In these coaching meetings which happen weekly for most teachers, teachers have an additional opportunity to work on personal goals or get support in implementing our virtual school model.

Staff Roles and Responsibilities

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

Summit Public Schools school design and model provide significant support for students' social and emotional needs. The bedrock of this support is that each student is assigned a mentor and mentor group they are assigned to throughout their Summit school experience. Included in this experience are frequent 1:1 check-ins between students and their mentors, goal setting to teach non-cognitive skills, and a circles curriculum and system to promote community. These structures support students' exemplified attachment and social and emotional needs which exist as a result of the COVID-19 pandemic. When students need additional support (as identified by mentors, teachers, or grade level teams through the MTSS process), including counseling or other mental health services, certified mental health professionals are providing services to students over zoom. The primary changes that has occurred is that students will receive supports virtually, but the role of the staff has not changed. However, we have trained faculty on how to maintain safety within virtual environments.

We have bargained and will continue bargaining staff roles and responsibilities as COVID realities change.

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 will receive daily Designated ELD instruction using PowerUp Literacy from Lexia Learning to develop language fluency across the reading and writing domains targeted at their proficiency level. English learners receive daily Integrated ELD instruction through embedded accessibility resources at the emerging, expanding, and bridging levels in the Summit Learning Platform. These resources support content learning through core academic courses in the domains of Reading, Writing, Speaking, and Listening. Listening and Speaking strategies are also integrated into 1:1 check-ins between student and mentor teacher weekly.

Students with exceptional needs are served through the range of special education services provided according to the student's IEP. Learning Center instruction in the areas of English, Math, Executive Functioning/Social Emotional Learning are provided throughout the school day to focus on IEP goal development and progress monitoring, in addition to services, accommodations and modifications in the general education setting.

To mitigate learning loss and prevent additional learning loss, for pupils with unique needs, we will utilize benchmark assessments and ongoing formative assessments to monitor student progress. Universal screeners include our standards-aligned cognitive skills assessments and content assessments embedded in the Summit Learning Platform. Diagnostic assessments will serve to identify specific areas of intervention and include Lexia Learning and ST

Math diagnostic tools. We will use the ongoing formative assessments in Lexia Learning and ST Math to monitor student progress.

Foster and homeless youth will receive support in four foundational areas of school readiness: food, technology, supplies, and family supports. Students can access up to two meals daily through a pick-up process at the school site, “school-in-a-box” materials including a laptop computer, headphones, and basic school supplies. In addition, for students with internet connectivity challenges, hot spots are provided to students. To support families, Community Engagement Managers maintain and support connections with a host of community resources, and use a consistent process of family surveys, individual family meetings in the first month of school, and family needs assessment to identify barriers to education and provide individual resources.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Software support for student baseline assessments and engagement monitoring. This is an increase in services for students to partially strengthen distance learning for at risk students. | \$6,620 | Y |
| Internet access and virtual classroom supports (for faculty)-This is an increase in services as it provides teachers with additional teaching tools and high speed internet to support student learning. | \$24,750 | Y |
| Professional Development for virtual classroom (distant learning)-This is an increase in services to do additional training and support for teachers as they work within a longer term distance learning model and support students outside the classroom. | \$268,822 | Y |
| E-Books-This is an increase in services to continue active reading programs for students when distribution of paper texts and sharing of resources is not possible during distance learning | \$22,360 | Y |

Pupil Learning Loss

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

Summit Public Schools will use our robust system of formative and summative assessments to quickly identify students and their potential learning losses from SY 2019-2020. Our system allows for immediate feedback allowing teachers, grade-level support teams and administrators to provide additional support as needed in response to real-time data. Students who have foundational gaps in literacy and numeracy as identified from their performance on assessments will receive additional instructional support through our Summit Reads and Summit Solves programs. These programs use computer adaptive software and intervention strategies intended to fill gaps. In order to identify our ELD students and provide the appropriate support, we are using the ELPAC assessment tool and will make sure that students have the right instructional ELD supports based on their current language proficiency.

Summit Tamalpais is launching a comprehensive initiative to address chronic absenteeism and student suspension issues in order to understand the underlying reasons for these issues.

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide Summit Public Schools will implement the following strategies and actions to address learning and accelerate learning progress

- Formative assessment to identify specific learning needs
- Frequent and targeted feedback to accelerate learning progress
- Opportunities for students to revise work with scaffolding and support appropriate to learning needs

Additionally, Summit Public Schools strategies and actions are differentiated to support the diverse academic needs of our students:

English Learners:

- Integrated ELD supports during Project Time courses embedded into the Summit Learning Platform
- Designated ELD supports and interventions for emerging, expanding and bridging English language learners using PowerUp Literacy from Lexia Learning

Low Income Pupils:

- Identify students based on Free and Reduced Priced Meals applications
- Formative assessments to identify specific learning needs
- Reads and Solves program for specific and targeted academic interventions
- Survey families to identify additional supports required within and beyond the school day

Foster/Homeless Youth:

- Identify students based on regulations set out in McKinney-Vento and work with local agencies to support students based on their specific needs and program.
- Surveys for any staff member to request additional supports for students beyond the school day

Pupils with exceptional needs:

- Learning center workshops to provide targeted lessons and supports for CCSS aligned IEP goals
- 504 and IEP accommodations planned and implemented by general education teachers through Summit Learning Platform
- Provide related support services and intensive support services as outlined in IEP

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.]

Summit Public Schools will measure the effectiveness of the services and supports provided by monitoring the following priority areas:

- Attendance, engagement, learning, growing

Attendance

1. Log into Platform Every Day
2. Attend Mentor SDL Time Every Day
3. Attend All Project Time Blocks

Engagement

1. Set a Goal Every Day
2. Complete a Goal Every Day
3. Complete a 1:1 check-in with their mentor every 2 weeks of school

Learning

1. Submit at least one checkpoint or request for feedback each week
2. Complete each course with a cognitive skill score of 70+

Growing

1. Pass all Power Focus Area

All of the data is naturally captured through engagement on the Summit Learning Platform (SLP) that every student, parent and teacher has access to and uses to complete all school work, and the Zoom platform. The data is comprehensively available to all school leaders and teachers via data dashboards on the Tableau platform. The data for the school is analyzed and measured against pre-set goals. The school team uses the data to drive action to improve in areas the data reveal need work. Given the commitment of the school to a full and complete school year, all students will be evaluated as they always are at Summit. Summit uses a five point letter grading scale with the following course grade breakdown. Site teams specifically target and support individual students and groups of students who need additional resources by

1. providing scaffolds in instructional settings as appropriate
2. providing opportunities for revision as appropriate
3. providing programming for students with gaps in their academic foundations through targeted programming (software and in-class supports)

4. providing access to resources such as mental health resources and community resources as appropriate

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Technology Supports, including equipment, teaching tools, internet connections. This is an increase in services as the needs of families for internet connections, and additional technology based teaching tools (apps etc), are needed to bridge the classroom versus distance learning program. | \$19,640 | Y |
| Family Communication and Outreach-This is an increase in services as the volume of communications, feedback and surveys as well as written and other communications are necessary for families, students and faculty to all be aware of constantly changing public health circumstances | \$84,717 | Y |
| Supplies and items for virtual school (production, collation and distribution)-This is an increase in services, as students need certain items in hand to successfully learn even through distance, including rulers, pens, paper, headphones, mini-whiteboards etc), collected, assembled and distributed prior to the start of school | \$8,000 | Y |
| Learning Support for students (assessments, interventions)-This is an increase in service to support an expected increase in the volume of support for students during distance learning. | \$7,902 | Y |
| Consultants to analyze data, interview families and provide a roadmap for decreasing absenteeism and suspensions of students | \$170,000 | Y |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Summit Public Schools will support the mental health and social and emotional well-being of students via our mentoring program. In places where our general mentoring program is not sufficient to meet the needs of students we will direct students to the appropriate outside support via our MTSS systems and resource bank for external community supports.

Each of our students is assigned to a faculty member whom supports them and a mentor group of students throughout their time at Summit. In our virtual schedule students start their day with their mentor 4 days a week for 70 minutes and then one day a week for 90 minutes. These daily sessions include community building and mindfulness routines to both provide connection to other students and center and ground students for the day ahead. An additional part of this program is a weekly 1:1 check-in that each student has with their mentor, which is pivotal to building connection, being seen and known by an adult and ensuring the school has a way to know how students are doing with regards to their mental-health and social and emotional well-being.

Our mentors are provided beginning of the year and on-going professional development with regards to facilitating their mentor groups and coaching students in 1:1 meetings.

Summit provides an Employees Assistance Program, which includes counseling support and services, as part of our benefits to all of our employees.

Pupil and Family Engagement and Outreach

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

- Procedures for tiered re-engagement strategies for students absent from distance learning. Attending every day is critical as a precursor to engaging, learning and growing. We will use tiered strategies designed to re-engage students to attend daily and prevent learning loss. Students who are absent will receive a personal phone call home every day they're absent. Any student who is absent more than one day per week will have a Zoom conference with the teacher and parent. The purpose of the Zoom conference is to identify challenges to attendance, remove barriers, and create action plans to ensure daily engagement. Additional strategies may include letters/emails. Translations will be provided for calls, conferences and letters/emails as needed.
- Include details of outreach, including in languages other than English, when pupils are not meeting compulsory requirements or are at risk of learning loss

School Nutrition (Josh)

[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.]

- Meal distribution process for all pupils (offerings, frequency, location) including students eligible for free and reduced lunch. We will provide breakfast and lunch for students every day, including students eligible for free and reduced lunch. During distance learning all meals will be grab-n-go and distributed as five-day meal kits. Students and families can pick up these kits from the school sites.
- For distance learning AND in-person instruction

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Management of compliance with Federal Grants | Treasury bulletin regarding learning loss mitigation funds allows for the cost of a federal single audit | \$10,000 | N |
| Maintain Educational Jobs | Federal ESSER funds allow for the maintaining of education jobs that could be lost during distance learning | \$40,236 | N |
| Employee Assistance Program-Faculty | Summit has an employee assistance plan to support any mental health or trauma related needs of the faculty and staff. | \$1,350 | N |
| Lunch Server-Job continuance | In preparation for returning to in person school, it is necessary to retain the lunch server position at this time as their hours have been reduced. | \$18,560 | N |
| Mental Health | Non special education mental health and trauma supports for students during virtual school. This is an increase in services for students as it is not able to be determined what student's needs may be during this public health crisis. | \$93,000 | Y |

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

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 19.80% | \$20,166 |

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

Our school considered the needs of the most vulnerable populations and provided programming appropriate for increased supports. This includes academic program supports and other school support targeted to learning needs and other baseline needs. We assessed these needs through a series of ongoing and regular surveys as well as open communication with families. Both sources of information provided our campus with the information needed to inform the above services and supports.

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

- 1) we provided additional training for faculty on how to provide in class supports during project time
- 2) We provided more students with supplemental reading and math foundational supports specifically targeted at continuing to build language and math fluency in preparation for grade/level material
- 3) We provided training and professional development on foundational reading and math supports
- 4) We continue to listen carefully and check in on students who are having difficulty in expressing their academic needs in order to remove any obstacle that may occur to their academic progress.

43502 Instructional Minutes ([SB98 p. 92-93](#))

(e) For the 2020–21 school year, instructional minutes shall be determined as follows:

- (1) For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the LEA who possesses a valid certification document, registered as required by law.
- (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document, registered as required by law.
- (3) For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the LEA who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the LEA who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction.

43503 Distance Learning ([SB98 p. 93-94](#)):

(b) Distance learning shall include all of the following (p. 93-94):

- (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- (3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- (4) Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
- (5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as

fully English proficient, and, as applicable, support for dual language learning.

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the LEA shall develop, with parent and stakeholder input, an alternative plan for frequent live interact

43504 Compulsory Education Requirements including Attendance and Participation (p. 94-95)

(a) The compulsory education requirements described in Section 48200 continue to apply for the 2020–21 school year.

(b) A LEA shall offer in-person instruction to the greatest extent possible.

(c) For the 2020–21 school year, for purposes of the requirement on school districts to offer 180 instructional days per school year pursuant to Section 46208 and the requirement on charter schools to offer 175 instructional days per school year pursuant to Section 11960 of Title 5 of the California Code of Regulations, an instructional day is a day in which all pupils are scheduled for the length of the day established by the governing board or body of the LEA in a classroom under the immediate supervision of a certificated employee or in distance learning that meets the minimum requirements described in this part.

(d) (1) Each LEA shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

(2) For purposes of this section, daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.

(e) Each LEA shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

(f) (1) A pupil who does not participate daily in either in-person instruction pursuant to subdivision (b) or distance learning pursuant to subdivision (d) shall be deemed absent by the LEA. A LEA shall use documentation of the absence for purposes of reporting its chronic absenteeism rates in its local control and accountability plan.

(2) Each LEA shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

(g) Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress.