



# The Impact of COVID-19 and Supplemental Resources

Approving the Expanded Learning Opportunities Grant Plans



The background is composed of four distinct, overlapping colored regions. A large, irregular grey shape occupies the top-left corner. A bright orange shape is located in the bottom-left corner. A dark blue shape covers the central and right portions of the image. A light blue shape is positioned in the bottom-right corner. The word "Background" is centered in the dark blue region.

**Background**

# Background

- The COVID-19 pandemic closed school buildings for all students for over a year
- Data shows that many students have not attended, engaged, learned or grown as much on Summit's measured outcomes during the building closure period
- The federal government and the CA Legislature and Governor have directed one-time funds to public schools because of the impact of COVID-19 on our students

# COVID Relief Programs for Schools

California Summit Public Schools have been allocated a total of \$11,536,069 funds from various relief acts approved by Federal and State agencies

Source	Spending Timeline	Amount	Notes
Learning Loss Mitigation	December 2020	\$2,693M	Spent
ESSER II (federal)	September 2023	\$1,722M	Partially Spent
ESSER III (federal)	September 2024	\$3,675M	Not yet received
Extended Learning Opportunities (state)	August 2022	\$2,378M	Plan adoption by 6/1/2021
In-Person Instruction (state)	August 2022	\$1,066M	Partially spent/allocated
Total		\$11,536M	



# June Budget Adoption

- School Year 2021-22 budgets will be presented for adoption at the June 17th meeting of the board.
- The June budgets will reflect annual revenue from sustained, recurring state and federal sources as well as a portion of the ESSER II funds\* .
- One time funds must be carefully considered in conjunction with each other and our local annual operations budgets.
- Our approach is to consider our students' needs because of the COVID-19 pandemic, what will best support these needs, and in turn how to allocate funding against that.



\* some ESSER II funding was spent in SY 20-21 on COVID-19 related expenses

The background features a central dark blue area. To the left, there is a grey shape at the top and a red shape at the bottom. To the right, there is a teal shape. The text is centered in the blue area.

# **Our Approach**

**Using our collaborative process for  
decision making**



**Understand  
the problem**

**Center Values**

**Gather Input**

# The problem

- Moving from in-person to virtual school has had a significantly negative impact on many Summit students.
- The pandemic and COVID have brought fear and uncertainty to most people.
- Some students have experienced loss as a result. Some have lost loved ones. Some have lost jobs, income, and housing. This has made it difficult for some students to prioritize and engage in school.
- Some students have had to attempt to support their families economically and structurally, which has made participation in school difficult.
- Mounting racial injustice has harmed members of the Global Majority.
- Many students are traumatized by the daily events in our society and world.
- Many students are distrustful of institutions and people in institutions.

# The problem

With these values at the center, we examined data across the schools in our network. We identified several high-priority needs:

- **27% of Summit students have not mastered all grade-level cognitive skills and concepts this year as of May 1**
  - English Learners and Diverse learners have less mastery than they have in the past
- **31% of Summit students will likely not master all grade-level content this year**
  - English Learners and Diverse learners have less mastery than they have in the past
- **14% of students have had little or no meaningful engagement in at least one core course**
  - Defined as: Cognitive skills/concept score  $\leq 70$  and one or fewer PFAs completed

# Centering Values

Important considerations:

- What do students, right now, need to attend, engage, learn?
- How do we invest in long term gains in mastery of skills and concepts?
- How do we ensure students are able to keep moving forward in a way that centers the whole child

# Gathering Input

“Due to COVID, our students have a short term need for \_\_\_\_\_.”

- Consistent opportunities for parent/caregiver, student and teacher feedback on student needs;
- Parent/Caregiver community meetings and LCAP meetings focused on goals for our school for the coming year as we understand our students' current and future needs;
- Family and student surveys;
- Ad-hoc and structured conversations with faculty about student needs due to COVID-19;
- Engagement with labor representatives.

# Our Plan

**Culture \* Community \* Resonance \* Connection \*  
Acceleration**

# Our Plan

- Summer Programming options
- Curriculum development and professional development to support accelerated learning
- Enable all students to have stable and nutritious food sources
- Start SY22 strong
- Improved MTSS
- Focused Out-of-School Time Supports
- Additional SAT testing for Seniors in Fall 2021
- Teacher resources to personalize instruction





“Without Summit, I don't know where I would be and who I'd become. Thank you for having me in this amazing community!”

-Lyvell, Summit Tahoma Class of 2021

# Questions?

