



The Impact of COVID-19 and Supplemental Resources

Approving the Expanded Learning Opportunities Grant Plans



The image features an abstract background composed of four distinct, rounded, organic shapes in different colors. A large dark blue shape occupies the center and right side. To its left is a grey shape, and below that is an orange shape. On the right side, overlapping the dark blue shape, is a light blue shape. The word "Background" is centered in white text within the dark blue area.

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.

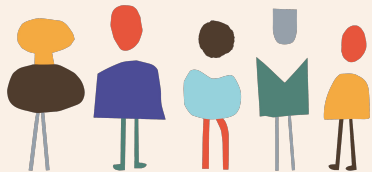


** some ESSER II funding was spent in SY 20-21 on COVID-19 related expenses*

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 large 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 ≤ 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.

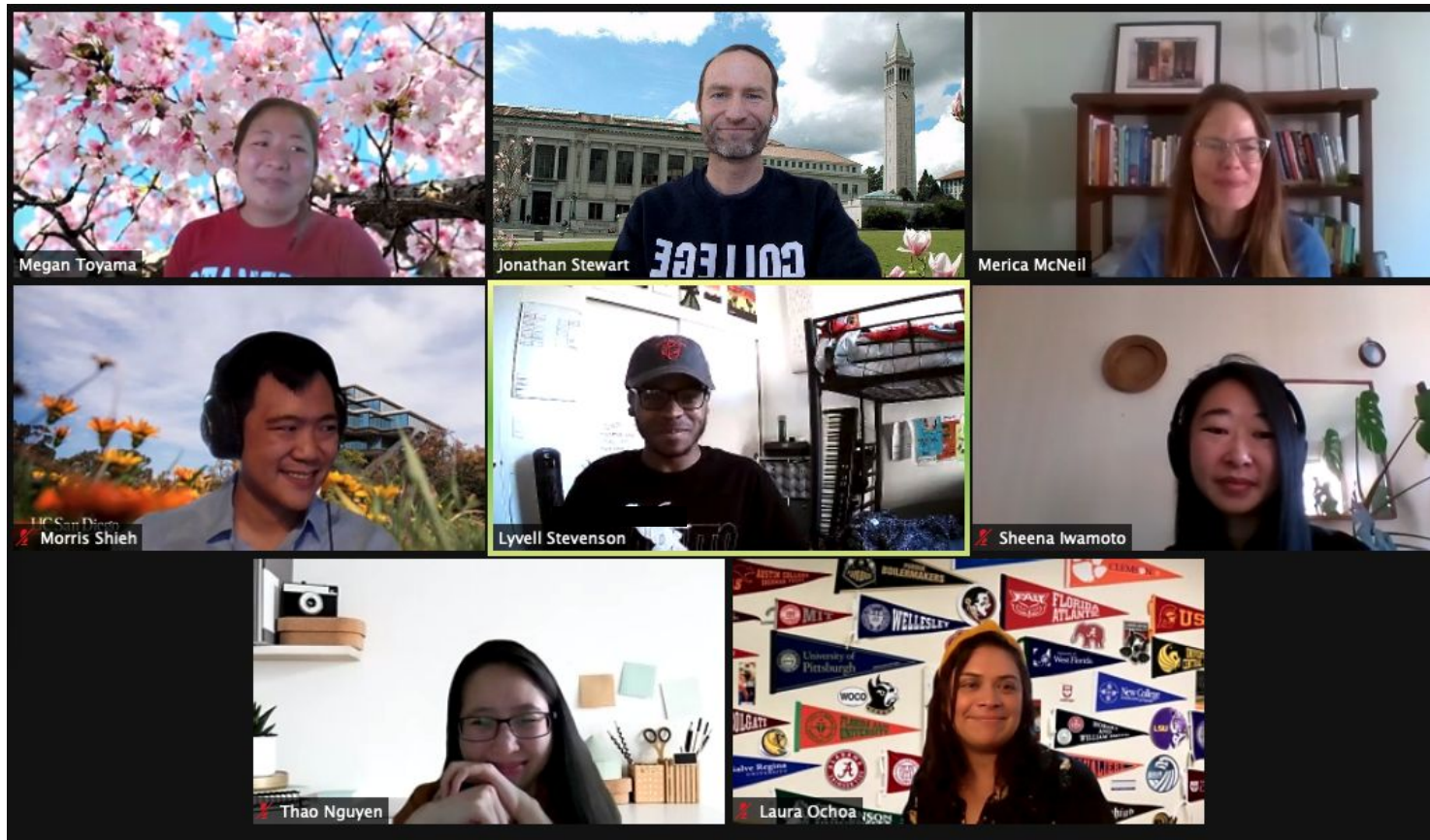
Our Plan

**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?

