



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.]

As a result of the COVID-19 global pandemic, Summerville Elementary's plan for teaching and learning has shifted to best meet our students and the school community's needs. Preparing for the return to school, Summerville Elementary has developed three different return to school options to ensure that our staff is prepared to provide our students with the best learning opportunities possible. The school's three plans are outlined in detail in our Fall 2020 Education plan posted on our school website and linked below. The three options outlined in the plan describe how the school will be able to conduct a Face-to-face learning option, a hybrid learning option, and a full distance learning option. The option implemented in the learning plan during the school year will be based on the status of the virus in the community and the school's ability to adhere to the mandates, recommendations, and guidelines set forth by the state of California and the Tuolumne County Public Health Office.

To be ready to open the school in the Fall of 2020, Summerville Elementary School has taken a thorough assessment of the school facilities and school systems to best understand measures that can be taken to keep our students and staff healthy and safe. The measures are all outlined in the Fall 2020 Education plan, which has been created in consultation with the Summerville Elementary School District Reopening Taskforce, the Summerville Elementary School Reopening Parent Committee, the Summerville Elementary Teachers Association, the Summerville Elementary Classified Employees Association, and the Summerville Elementary Parent Teacher Association. Input from each entity helped to craft and shape this plan to specifically meet our students' health and learning needs and protect our staff, students, and community.

The Summerville Elementary Fall 2020 Learning Plan will act as the basis for school structure and school learning during the 2020-2021

school year. All parts of the Fall 2020 Learning plan, were created in accordance with the California Department of Public Health COVID-19 Industry Guidance for Schools and School-Based Programs and the Tuolumne County 2020/2021 School Year Planning Guide. Prior to the beginning of the 2020-2021 school year, Summerville Elementary School has set in place structures and meeting opportunities to best communicate to parents and the school community how we will continue educating students while working to keep our school a healthy and safe place to learn. Our plans were communicated through various methods to ensure that all stakeholders were informed, all parents had the opportunity to engage, and all members of the school community had access to the information. Based on feedback from our school community and the most relevant information from our local county public health officials, our Fall 2020 Learning Plan will be revisited and re-released as it is revised and refined to best meet our students' needs staff during this school year. Our goal is to help our entire school community, parents, students, teachers, and staff, engaging with the school this year, educated and informed, regarding the best practices we can all complete in order to help keep our community healthy and safe during this season and beyond. We believe that "Together, we can make a difference."

A copy of our Fall 2020 Education plan can be read at this link: <http://bit.ly/SumElFallEducationPlan2020>

Summerville Elementary School District has set the following goal for the 2020-2021 School Year: Goal - "We will continue to meet the needs of the students in our community by working together to find creative ways to serve, connect, and maintain educational resources required for learning. Together, we can make a difference."

We will pursue this goal focusing on these three components:

- * Engagement and Learning Support for all Students
- * Access to Typical School-Based Learning Tools whether Learning is Conducted on Campus or Remotely
- * Access to Basic Living and Social Services Including Food Service and Mental Health Services

Our Fall 2020 Education plan and our Local Continuity and Attendance Plan has been drafted in-conjunction with the following documents:

Stakeholder Engagement

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

The measures outlined the Summerville Elementary 2020 Learning Continuity and Attendance Plan were draft and informed from the school Fall 2020 Education Plan and a series of parent, staff, and management meetings in order to best understand the needs of the school and the ways the school year could be structured to provide safe, equitable, and accessible learning for all students. Consultation and collaboration was completed with the following groups during the Summer of 2020 in the weeks prior to the start of school and continuing into the first few of the school year.

The district created the Summerville Elementary District Reopening Taskforce comprised of each department manager, a teacher representative, a parent representative, and a parent representative. The group met each week during the months of July and August. The group analyzed and discussed all elements of the district operations and collaborated around strategies to best meet the needs of the students through the Fall 2020 Education Plan.

The district formed the Summerville Elementary School Reopening Parent Committee comprised of 12 families from the school community with representation for each grade level at the school. The committee met three times during the month of July and once during the month of August, before the start of school, to discuss the school's communication strategy, hear parent concerns, and troubleshoot modifications to the newly proposed school structures.

The district met and conferred with both labor associations, the Summerville Elementary Teachers Association, the Summerville Elementary Classified Employees Association, in order to understand concerns and to explore creative solutions to best meet the needs of the students.

The district administration met with the Summerville Elementary Parent Teacher Association monthly during the months of May, June, July, August, and September to understand concerns, to answer questions, and to receive feedback regarding district plans for reopening the school.

The district consulted with the Summerville Elementary Indian Education Program once during the month of August and once during the month of September to understand the program's needs and ways the program would be able to best serve students in the program during the 2020 school year.

On July 30, 2020, the Summerville Elementary Administration conducted an online parent Town Hall meeting to explain the school's 2020 Fall Plan and answer parent questions and received feedback regarding proposed program changes for the 2020-2021 school year.

The district conducted three different parent surveys to learn about parents understanding and preference in learning during the Fall of 2020. One survey was conducted in June, and two surveys were conducted in July. All surveys were conducted online and were distributed to parents through email, text message, the school website, and the school's social media.

The Summerville Elementary School District Board of Trustees conducted three special meetings regarding the Reopening of school for the 2020-2021 school year: July 21, 2020, August 17, 2020, and September 1, 2020. These Special Board Meetings that were held were in addition to the Board's regularly scheduled meetings. At these meetings, the Board provided parents and the school community the opportunity to comment and provide feedback regarding the opening of school and the Fall 2020 Education Plan.

Input from each entity helped to craft and shape this plan to specifically meet our students' health and learning needs and protect our staff and community.

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

All meetings described above were conducted remotely through the school district's WebEx site. Parents were able to join the meeting via the WebEx app, online, or by calling a designated phone number. Closed captioning was available for individuals who requested. Translation was made available to individuals who requested. Presentation slides, notes, and recorded comments were made available to parents after each meeting through the school's weekly Parent Communicator Newsletter. The weekly Parent Communicator Newsletter is sent to all district parents and staff via email and text message. It is also posted to the school website and to the school's social media account. After penitent decisions were made, official school mailers were student home to families through the local post office.

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

Parent feedback and concerned expressed during committee meetings, surveys, town hall events, and public comment during board meetings suggested the following:

- * Parents were very concerned about having an in-person option for learning. Many expressed a desire for in-person instruction on campus.
- * Parents were very concerned about the social-emotional state of students' education. Many expressed concern about their student being isolated removed from friends, peers, and teachers.
- * Parents were very concerned about students being scared to return to school. Many expressed concern that guidelines and campus health requirements instill fear, anxiety, and bad memories/thoughts about school and learning.
- * Parents were very concerned about their students' ability to meet the guidelines and expectations outlined in the Fall 2020 Education Plan. Many expressed concern about their student being disciplined or punished if they were not able to adhere to the guideline during the school day (for example, not staying 6 feet away from peers or not wearing a mask properly).
- * Parents were very concerned about child care. Many expressed concern about not having access to childcare during the day and were concerned about leaving students home alone to learn. Other expressed concern about having no option for childcare and potentially losing their job.
- * Parents expressed concern about flexibility in learning. Some expressed concern about having a continued Distance Learning option for students throughout the 2020-2021 school year.

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

Based on the input and feedback from school staff, parents, and community stakeholders, the district made modifications and adjustments to the following school functions and operations:

- * The grouping and makeup of student cohorts
- * The screening process for staff each day, and the screening process for students entering the campus
- * The procurement and distribution of PPE to staff and students
- * The daily schedule proposed in Options A and Option B of the Fall 2020 Plan
- * The shortening of the school day during the planned to on-campus learning
- * The structuring of middle school class schedules to reduce student confusion in connecting to classes virtually and to promote and increase collaboration amongst the teaching staff
- * The structure of service for students offering an increase in push-in services with support
- * The increase in supervision time to increase coverage for student support through screening, transitions across the campus, and cohorting
- * The increase in technological, instructional support tools to promote engagement and connect when students learn remotely online

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.]

Summerville Elementary School District has developed three different return to school plans to ensure that our staff is prepared to provide our students with the best learning opportunities possible. The implemented learning plans will be based on the status of the virus in the community and our ability to adhere to the mandates, recommendations, and guidelines set forth by the state of California and the Tuolumne County Public Health Office. All three learning plans are outlined in the school's Fall 2020 Education Plan. The internet address to the plan is linked at the bottom of this explication. Options A and Option B of the Fall 2020 Learning Plan include options that will facilitate in-person instruction in order to help support student learning with attention to students who have experienced significant learning loss due to the school closure in the 2019-2020 school year.

Under each of the two on-campus options, maximize space between students and between students will be developed. For indoor spaces, rooms will be adjusted to allow students to be a 6 feet apart while minimizing contact between other students and staff members who are a part of the student cohort (the teacher and any paraprofessional). Parents, other family members, and community members will be restricted from campus until further notice.

To help facilitate learning on campus, the school has made adjustments to the school schedule, expanded school staffing, purchased

personal protective equipment, modified facility structures, and increased outdoor seating areas to promote learning and eating in outdoor spaces. The modifications and adjustments made contribute to supporting student learning by enabling student access to their teachers for direct instruction and instructional support on assignments.

Classroom Spaces: In the classroom, students will sit 6 feet apart as practicable, in order to maintain distancing during classroom instruction. Students desks will be staggered across the room to promote distancing, and students will sit in their own desks. Students may sit every other desk with empty desks in-between to further promote distancing. Students will sit in the same desk each day; there will be no desk sharing or desk partnering. Student belongings in desks will be kept to a minimum (pencil, pen, eraser, pencil box, personal textbooks, personal papers, and other school supplies. Toys, trinkets, and other miscellaneous personal items must be kept at home). The classroom door(s) will remain open to increase classroom airflow. The classroom air-conditioning/heating will remain on while class is in session. Teachers will be encouraged to instruct outside as practicable as weather and weather conditions permit. Activities like choir will be suspended for the year. Instructional singing will be conducted when students can be spaced out more than 6 feet and conducted outside.

Campus and Playgrounds: Outdoor spaces will be utilized across the campus for classroom instruction, recess, and lunchtime. The campus will be divided and sectioned; teachers and other cohort groups will be assigned locations on campus for outdoor learning and recess time each day. These outdoor spaces will be utilized for instruction, recess, breaks, and lunchtime eating. Designated outdoor settings will not be shared during the day to minimize intermingling and intermixing while outside. Outdoor spaces will be utilized as practicable per weather conditions during each instructional day. Choir and other congregated activities that could promote transmission of contaminated exhaled droplets are not permitted per the CDPH Schools Guidance (Summerville Elementary School currently does not offer band).

Transportation: All students riding bus transportation to and from school will be required to wear face coverings and adhere to distancing measures on the school campus. School vehicles will be equipped with extra unused face coverings for students who may have inadvertently failed to bring one. Entry to the bus will be restricted without a face covering. While on school transportation, students must sit at a minimum of 6 feet apart. The bus will load from the rear to the front of the bus, and the bus will unload from front to rear, all in an attempt to maintain distance while on the bus. Students will sit no more than one to a seat, with the exception of siblings who may sit side-by-side. Bus windows will remain open during transportation.

Healthy Hygiene Practices: Face-to-face learning will include health and safety precautions such as social distancing, personal protective equipment, hand washing/hygiene practices, cleaning protocols, and health monitoring to ensure the safety of students and staff. Hybrid learning will include all of the safety precautions outlined in Plan A for on-campus instruction. A deep cleaning day will be implemented between each cohort to support cleanliness on campus. Students will be taught and encouraged to practice handwashing/hygiene practices while at home and on campus.

Fall 2020 Education Plan: <https://bit.ly/SumEIFallEducationPlan2020>

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

Description	Total Funds	Contributing
Purchasing of addition Personal Protective Equipment for Staff and Students	\$12,500	No
Purchasing of Health Materials for Staff and Student Screening.	\$1,000	No
Purchasing of Disinfecting Materials for Campus Cleanliness.	\$8,500	No
Purchasing of Water Bottle Refilling Stations to Replace Campus Drinking Fountains to offer touch-free hydration options.	\$3,108	No
Purchasing of additional Outdoor Tables to expand outdoor instruction and eating options.	\$7,500	No
Purchasing of Portable Shade structure to promote outdoor instruction and eating options as well as outdoor pick up and drop off locations.	\$700	No
Purchasing of Protective Screening and Barrier options to keep common areas structured and safe (front office) and to provide teachers instructional barriers to help facilitate in person instruction.	\$3,200	No
Expansion of Aide Time and Yard Duty Time to facilitate daily screening and support cohort structuring.	\$5,000	No
Retain and paraprofessional providing instructional support for Title I, Special Education, EL, and general education students.	\$17,744	Yes
Mobil cart for food service delivery on campus.	\$12,500	No

Description	Total Funds	Contributing

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 goal of Summerville Elementary School during the Fall of 2020, Summerville Elementary's Fall 2020 Education Plan has outlined three different return to school options. Options C outlines a Full Distance Learning Program for the entire school. Under this option, the school has created the following goal:

"During Distance Learning, Summerville Elementary will continue to meet the needs of the students in our community by working together to find creative ways to serve, connect, and maintain educational resources required for learning. We believe that together, we can make a difference."

The Summerville Elementary Distance Learning Program will include three core traits: Communication, Content, Connection.

*Communication: During Distance Learning, we will provide regular, routine, and ongoing communication using technologies like Remind, as well as phone, and email messages.

*Content: During Distance Learning, we will produce and create weekly scheduled classwork paced appropriately for the learning needs of each student to keep them connected, engaged, and learning.

*Connection: During Distance Learning, we will schedule weekly opportunities to connect with the teacher, staff, and other students in the classroom to continue necessary learning that occurs around the structured learning environment.

During Distance Learning, Summerville Elementary School is striving to facilitate learning avenues that are designed to grow and adapt to meet the needs of students at the school. The needs of each student and family will be taken into account when designing lessons and activities while staying centered on the core traits of communication, content, and connection. As a school careful attention will be applied in recognizing that a variety of circumstances exist across our district. And, being able to meet the needs of all of our students means being able to provide a multi-tiered approach to our communication, content delivery, and instructional techniques. Summerville Elementary will found it Distance Learning with three different Tech Tiers in mind: High Tech options, Mid Tech Options, and Low Tech Options. By using this

three-tiered approach, we intend to provide our students avenues to continue rich and engaging learning while meeting the technological challenges in our area.

*High Tech Distance Learning Lesson Options Include: Google Classroom WebEx Classroom Meetings, and the variety of online learning tools the school has adopted.

*Mid-Tech Distance Learning Lesson Options Include: Remind, ClassDojo, SMS messaging, emailing, and phone calling into classroom meetings.

*Low-Tech Distance Learning Lesson Options Include: Paper packet lesson work, phone calls, and voicemail.

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.]

While learning remotely, Chromebooks will be available for students to check out for use at home.

Students will be able to access the internet through the schools wireless network. Students may use a school issued Chromebook to connect. Additionally, student may connect their own personal devices by using their school email address and password. The school's wireless network will be available and accessible from the school parking lot and surrounding school streets (Carter St, and Apple Colony St). Students may sit with their students in their vehicles or in the benches provided by the school just outside of the school gate. Access to the internet will be made available Sunday through Saturday between the hours of 7:00 am and 8:00 pm. Students will be able to access the internet through the school's wireless network using their personal devices.

The Summerville Elementary Technology Use Agreement for Devices and Connecting to the Internet document has been updated to help broaden the access and accessibility for student device and internet use while learning remotely. In order to help support learning and to promote appropriate internet routines and habits, internet traffic and user connection will be monitored on a routine basis.

Public wireless internet access has also been facilitated in the city of Tuolumne. Parents can find out more information by contacting the Tuolumne County Public Library System.

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.]

Summerville Elementary will be responsible for daily interactions with students that are engaging and meaningful. Daily attendance will be taken by 11:00 am each day by each students classroom teacher. Daily attendance will be taken based off of daily teacher interactions. Daily

interactions will include daily WebEx calls (via video and voice) in which learning will be conducted synchronously, daily teacher office hours in which learning can be conducted asynchronously, Remind messages, email, phone call, and Google Classroom posts.

Teachers will offer the full variety of their curriculum to students in a manner that is age-level appropriate, engaging, and paced to take into account the possibility of learning loss from the Spring closure, the three identified school tech-tiers for access, and the social emotional needs of students in the class. Time allotment while engaging online will be appropriate for the learning needs of the grade-level. Assignments will be assigned based on the comparable in-class time allotment for each learning lesson. Teachers will factor in the time it will take for instruction and engagement, checks for understanding, collaboration, questions, and work completion time. Homework (or additional and extended learning from classroom learning) will not be assigned during distance learning, though enrichment activities and other online learning supports will be provided to help keep students engaged and progressing according to their learning needs. For students who are struggling the appropriate learning tool will be implemented so as to support student learning, keep students progress and on-track, and complement the learning environment at home.

Classroom teachers will use the sum of these factors to calculate weekly engagement will which will be recorded and submitted to the school office at the end of each week.

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 the transition to distance learning, Summerville Elementary teachers were offered two additional days of professional development before the start of school. During these professional development days, teachers worked in grade-level and grade-level band groups to learn, understand, norm, adjust, and explore a variety of strategies for distance learning. The professional development days were coordinated and hosted by the Distance Learning Grade-Level Leadership Team members (grade-level leads) and the Summerville Elementary Administrative staff. The content of each day was structure to support adult learning and meaningful collaboration within each grade-level.

Additionally, teachers will offered the opportunity to attend a county-wide technology training specifically geared toward the implementation of technological learning tools in a Distance Learning model. The training was conducted by Computer Using Educators (CUE) and was centered around the technology that Summerville Elementary has previously adopted as well as new technology that the school adopted to support the transition to distance learning. Teacher were reimbursed with a stipend for each day they attended the professional development.

Mini professional development opportunities were offered from the newly adopted auxiliary curricular tools for distance learning. Teachers participated in these learning opportunities based on each grade-level and the tools that were planned to be adopted in each grade-level band.

All trainings were supported and collaborated around by the Distance Learning Grade-Level Leadership Team. This team is comprised of a representative from Kindergarten, First Grade, Third Grade, Sixth Grade, Eighth Grade, Special Education, and School Administration. Working together, professional development was scheduled and modified based on the collaboration and direction of this group.

Staff Roles and Responsibilities

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

During option C, Distance Learning for all, classroom teachers will work with their students and families to conduct the Summerville Elementary Distance Learning Plan. During options A and B, in order to accommodate students learning on campus in-person and from home, Summerville Elementary has created the Continued Distance Learning Plan. The continued distance learning program allows students to pursue their educational opportunities outside the classroom, yet within the framework of the educational requirements of Summerville Elementary School. The program will be conducted in a similar fashion to our Short-Term Independent Study Program with access, connection, and transparency to each student's on-campus class.

To help teachers facilitate the Continued Distance Learning program, the school has identified three support staff members, who will act as clerical facilitators assisting the teacher in distance learning and helping to support each student's continued learning in the classroom from home. All elements occurring in the classroom will continue to occur at home under the facilitate of the classroom teacher with the support of the continued distance learning support staff member. By having this support staff member in place, it is hoped the classroom teacher will have the support to stay engaged and connected to each student to support learning and to support a hopeful transition back to in-person instruction when/if possible.

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.]

Special Education, 504 Accommodations Plans, Student Study Team Meetings, English Learner Support, Foster Youth Support, Homeless Support

All student support structures will remain intact during the Fall 2020 Education Plan, regardless of the schools implemented learning option. The school will continue to strive to identify the learning needs of students, barriers, deficits, and other applicable factors that may be hindering students from accessing their learning. All plans and other program operations will be met as they relate to the learning model being utilized in students program and plan.

Special Education Distance Learning Plans

Working in collaboration and consultation with parents or guardians, the Summerville Elementary Special Education Team will work to create a Distance Learning Plan (DLP) for students who receive special education services in your district and will be learning under return options A, B, or C during the school year. The distance learning plan (DLP) will be an aide for options B and C for students with IEPs. The DLP is an emergency distance learning service plan for documentation and planning during COVID-19 school site closure only. This document is meant only as a working document in order to meet the potential changing needs of families, students and staff as school closures and the return to learning during the Fall of 2020. DLPs will be developed and revised with ongoing collaboration and consultation with parent or guardian. The DLP will be a tool for the staff to document how IEP goals are being addressed (those which can be addressed through distance learning), in what mode/method of instruction and documentation of progress on goals. Parents with students receiving special education services should contact their student's special education case manager for more information. Assessment, meetings, and other Special Education related services will be provided through the guidance and support of the SELPA as pertinent to each students needs.

504 Accommodation Plans

Section 504 accommodations will be met as they relate to the learning model being utilized in the students program and plan. Parents with students who have a 504 plan should contact the site 504 coordinator for more information. All 504 accommodations plans will be reviewed at the beginning of the 2020 school year, and adjustments will be made to based in coordination with the student's parents and teacher based on the school's implemented learning option.

IEP and 504 Meetings

EP and 504 teams will meet during the school year to assess student accommodations and goals. Meetings will be conducted remotely through the web and via phone to maintain distancing guidelines and to limit person to person contact. Parents may request access and assistance connecting to remote meetings by contacting the student's special education case manager, the site 504 coordinator, or the school front office.

IEP Assessments, IEP Services, and Initial IEP Assessments

Summerville Elementary School has designated an assessment/service room on campus in order to be able to assess and provide essential and required services for students as required and practicable for special education and IEP related needs. The assessment/service room is a converted classroom that will be designated for the purpose of assessment meetings, allowing the student or staff to meet while maintaining distancing guidelines. All furniture and extra classroom items except for two desks and two chairs have been removed to provide an open and spacious environment. Plexiglass and plastic will be used to separate individuals in the room. Face coverings will be worn, but may be removed as required to complete the assessment. If a face covering is removed, it will only be for a limited time in order to perform portions of the assessment as required for fidelity and data collection. Hand sanitizer will be available as well cleaning products for the staff member. The door will remain open. Disinfecting cleaning will occur before and after each assessment meeting. Assessment will be conducted remotely when and as practicable.

Student Study Team Meetings and Support Struggling Learners

Student study team meetings (SST) will be conducted remotely through the web and via phone to maintain distancing guidelines and to limit person to person contact. Parents may request access and assistance connecting to these remote meetings.

Title I Reading Program

The Title I Reading and Intervention program will continue to be utilized to support struggling readers and those identified to be significantly behind in reading and other primary skills due to the school closure. Through the Title I reading program specialist, students in the primary grades who are behind in reading will be identified for participation in the program. The program will be structured to operate under all three return options and will include access to all three tech-tiers in order to accommodate all learners technological connection needs. The program will begin by supporting students who are identified as being behind due to learning loss as a result of last year's school closure.

English Language Learners

Support for English Language learners will be provided through the EL Support Team. Identification and assessment of English Learners will be completed by the site EL Designee and the school registrar. Initial assessment will be completed remotely using the school's adopted learning tools. Translation support will be made available for parents for information exchange. Translation support will be provide through the adopted technologies translation features as well as the schools on-site language liaison. Students language needs will be tracked and assessed each week through the EL Support Team and the Title I reading specialist.

Homeless and Foster Youth

Support for Homeless and Foster youth will be provided by the district homeless and foster youth liaison. Learning needs will be taken into account on an individual by individual basis. Needs will be met working in coordination with the parent/guardian, the foster youth liaison, and any appropriate community resource.

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

Description	Total Funds	Contributing
Purchase of 100 Chromebooks for students in grades 3-8 to expand student access to technology.	\$30,249	Yes
Purchase 75 touch screen Chromebooks for students in grades TK-2 to expand student access to technology.	\$45,000	Yes
Purchase additional auxiliary instructional software to extend learning opportunities in the online learning environment.	\$15,000	Yes
Purchase a web calling platform that will facilitate connecting students to their teacher through a variety of means including video conferencing and audio voice with computer technology and basic phone technology.	\$300	No

Description	Total Funds	Contributing
Adding Professional Development Days for Teachers to help create and learn how to implement online learning.	\$16,000	Yes
Sending teaching staff to county facilitated, Distance Learning training to help support the implementation of new technologies and the creation of distance learning lessons.	\$4,000	Yes
Teacher support through the Continued Distance Learning program with staff supporting the teacher to facilitate student learning at home.	\$95,000	Yes
Update of some teacher computing devices to be compatible for distance learning.	\$19,975	Yes
Addition of Cafeteria materials, tools, and supplies to be able to serve students remotely, including transportation containers, food storage and packaging, and mobile carting systems.	\$17,000	No
Cafeteria staff and personnel support to continue serving students during distance and hybrid learning.	\$65,000	No
Technology support staff to facilitate implementation of hardware and software programs used for Distance Learning and Hybrid Learning Options.	\$50,000	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.]

An integral component of the Summerville Elementary School Fall 2020 Education Plan is the formation of specific school teams in order to identify and address all student learning needs for the 2020-2021 school year: Academic Learning, Social Emotional Learning, and Health and Safety. In response to these needs the following teams were created: the Distance Learning Grade-Level Leadership Team tasked with articulating grade level collaboration focused on supporting student access to learning; the Distance Learning Special Education Team tasked with focusing on the learning needs of Special Education Students, Title I, English Learning, and other students (identified now or in the Fall) as being underserved and in need of additional support (this includes homeless and foster youth students); the District Core Leadership team, tasked with coordinating the logistics and modifications needed to ensure a clean and healthy campus. The combined effort of these three teams coordinate to provide information, insight, and strategies to identify a wholistic approach to the learning needs of Summerville Elementary students. These teams worked independently and together to ensure engagement for all students and to help identify methods and avenues to ensure that all students had access to learning the school closure. Three different principals were developed to support distance learning: Communication, Content, and Connection.

The Distance Learning Leadership team worked to identify supports at each grade-level band in order to provide support for learning and potential learning loss in English language arts, English language development, and math. Concerted collaboration was completed at each grade-level to ensure that remote assessment were able to be conducted effectively, appropriate reading supports were in the curriculum, access to the Title I reading specialist was developed, and online tools were able to be deployed to struggling students through a medium that would be able to meet their access to technology. Identified and targeted support will be provided to students in grade 1 and grades to as a broad and early reading intervention to help identify and address learning loss and to promote learning progress.

After the first week of school, Summerville Elementary introduced very small cohorts of students (1-2) back on campus, with one on one support, to begin addressing learning loss needs. Students that were first reintroduced to on campus learning (while the school was learning on a Distance Learning model) included identified Special Education students and English Language Learners. Targeted one-on-one support was provided in order to help assess learning loss and develop learning plans for implementation during the Fall of 2020. These small cohorts of students were brought back on campus for full days of learning, 5 days a week.

Additionally, after the first week of school, the Title I reading teacher began in person and online one-on-one assessment of struggling readers. Working with a reading specialist aide, the team began working in small setting to assess and identify learning loss in primary students, and to create learning plans for implementation through the Fall.

The Summerville Elementary English language learner as well as the site homeless and foster youth liaison will complete the same assessment process beginning during the second and third week of the school year.

All learning loss strategies will center around ELA, ELD, and math support as the primary basis to enhance student learning during the 2020-2021 school year.

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.]

A variety of online instructional tools have been adopted to help address the learning loss needs of students. These tools will be implemented under each of the learning options outlined for the school year (Face-to-Face Learning, Hybrid, or full time Distance Learning). These tools have been adopted because of their support for struggling learners and their ability to help all students, including special education and underserved students. These online learning options include, FastForward, Edmentum, Accelerated Reader, amongst others. All teachers will give the STAR assessment for reading and math as soon as practicable during the school year to develop baselines for students this year, compare data from last year, and to develop individual learning plans for students throughout the year. Assessments will be given again after 10 weeks of instruction. Primary classes will use the ESGI assessment in-lieu of the STAR assessment.

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 effectiveness of the implemented pupil learning loss strategies will be assessed by the three specific teams. Teams will meet regularly throughout the school year (weekly and bi-weekly) to assess student learning needs at each grade-level, individual student learning needs (Special Education, Title I, English learner, homeless, foster youth) and to explore other needed program interventions to support student learning.

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

Description	Total Funds	Contributing
Additional instructional support time through the after school Remediation Program.	\$8,000	Yes
Instructional support software for the Remediation Program.	\$9,000	Yes

Description	Total Funds	Contributing

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.]

Summerville Elementary School has partnered with the Tuolumne Mi Wuk Indian Health Center in Tuolumne City to provide ongoing mental health services to students (in person and remote) and to provide crisis counseling for identified students and to address the impacts of trauma and other impacts as a result of COVID-19. Through the Fall 2020 Education plan, this partnership will continue with students previously receiving services and with new students on an as needed basis. Teachers are able to provide referral for mental health services as needed. Administration coordination is completed with the health clinic clinician on a weekly basis or as needed based on students needs and crisis

In order to support the mental health needs of staff and students, the Summerville Elementary Administrative team has created an ongoing list of online recourses. This ongoing list is revisited at each staff meeting and includes strategies and resources to support the mental health and mental wellbeing of all. As these resources or curated, teachers and school support staff members are encouraged to share them with students and families in the school 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.]

Summerville Elementary Teachers will track daily attendance as well as daily engagement of each student enrolled in their class. Student participation and student work completion will be closely watched in order to understand how each student is engaging with classwork and progressing along in their course of study. Teachers will make contact with students and families through their WebEx personal meeting rooms, Remind, email, phone calls, and other technological supports. These tools will be used on a daily basis in order to stay in contact and in connect with all students. Translation tools will be used when and as necessary to ensure connection and communication with families. The school's language liaison will be utilized to make personal contact to families with language needs or who are not responding as needed. School administration will closely monitor and watch daily and weekly attendance and weekly engagement records to understand grade-level trends, family needs, and gaps that may be occurring in engagement while on distance learning and hybrid learning.

Summerville Elementary has formed an Attendance Response team responsible for monitoring hard to reach students/families and developing strategies to seek new ways to engaging students in the learning process throughout the year. The Attendance Response team will coordinate personal phone calls, online messaging (through school services), and home visits in order to investigate and learn about students needs and meet them, and to find ways to keep students engaged in learning during the school year. This team will work closely with school administration. School administration will work closely with the local SARB to continue to find ways to support students.

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.]

Summerville Elementary School will offer food services at the beginning of the 2020-2021 school year. An emphasis will be placed on providing health and nutritious to all students with special attention to students who do not have access or who are underserved in the school community. The school cafeteria will serve two meals daily that will be available during all learning plan options (In person learning, hybrid learning, or in person learning). When students are participating in on campus learning, classrooms and outdoor spaces will be utilized to minimize gathering outside of classroom cohorts. When students are learning remotely, food service will be available for pick up daily at the school. Working with the transportation department, food service will be made available to remote locations via school buses. Routs for foodservice will be established on a need by need basis once the school year is underway.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
10.03%	\$291,358

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.]

The Summerville Elementary core instructional program consists of appropriately trained and placed teachers at each grade-level, clean and healthy classroom spaces, a comprehensive state approved adopted curriculum, auxiliary support instructional materials, and a variety and physical and virtual educational supplies all used to implement curriculum, English, Math, social studies, science, and physical education school-wide. Specific attention is given to literacy skills, English, and math at the primary level in order to support solid foundational of skills for future learning. Additional support in these skills is provided by the Title I program reading specialist and the paraprofessional support in all classes in grade TK, K, and 1st. The schools grade-level leadership teams collaborates with each grade-level

to promote grade-level norming and sequencing between grade-levels. Program success and effectiveness is regularly measured by parent and staff feedback conducted through surveys regarding school academics and school climate. All students are provided access to these services.

Instructional aides that work with the primary teachers, the special education learning center, and the Title I reading director will be directly involved in providing academic intervention services at the direction of the teacher for the schools underserved students. These students include Foster Youth, Students Experiencing Homelessness, English Learners, and students from low income households. The school will monitor student academic progress for students receiving these services. The school will also monitor student academic progress for special education students served as well as our progress toward meeting goals outlined in the district's performance indicator review. We will offer academic support (including curricula and supplemental materials and software, and professional development for teachers and instructional technicians) and behavioral intervention working in conjunction with the school learning center and the Tuolumne County SELPA.

The school continues is rollout and revamp of Positive Behavior Interventions and Supports (PBIS), which was started last year, but delayed due to the school closure. The PBIS program elements are specifically designed to support students underserved students in the school including foster youth, English learners, and students from low income homes. Concerted attention will be given to this program this year, seeking to implement with fidelity and behavior supports that will target and impact students to support academic instruction and learning loss. School administration will continue to measure the success through tracking our academic assessments (CAASPP and STAR benchmark testing) and through school referrals (in-house metric) and school suspension rates.

The school will also provide professional development and assignment release time for Foster Youth Liaison to work with Foster Youth at our school. Progress will be measured through the number of interactions this position has with Foster Youth. We will use Low Performing Students Block Grant to provide a summer start up school and technology devices for students. The school will measure the effectiveness of these services through our student achievement data.

To address COVID-19 related learning loss, Summerville Elementary will continue the above programs. The school will also have regular check ins with all of our vulnerable populations. The school cafeteria will deliver lunches to families experiencing challenges related to the pandemic. The school will provide students with access to regular assessment and targeted instruction to address learning loss of our vulnerable populations.

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

Summerville Elementary School has a wide array of services available to support all of our students academically, physically, socially, and emotionally, services and program, including assessments and other gathered information, are principally directed at supporting the academic and social/emotional health of our foster youth, English learners, and low-income students. Summerville Elementary will use the

program information outlined above to ensure academic support and progress as well as social/emotional success of our underserved populations.