

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.]

Summerville Union High School District implemented a Distance Learning platform for our students when the physical campus was closed on March 16, 2020. Teachers, para-educators and administrative staff have worked to put together a format of online learning that allows teachers to present lessons through a combination of zoom classroom meetings, Google Classroom, YouTube channels and for those students without reliable internet capability, hard copy packets so they too can participate in the ongoing learning process. Staff meetings and trainings are provided in small and large groups to provide professional development for online delivery to all District staff. PLC groups meet in subject specific groups, grade level groups, as well as full staff meetings to discuss what is working and what needs to be tweaked. The District provides a weekly study skills Zoom meeting coordinated by our Special Education instructors that includes our general education teachers and para-educators in addition to the regularly scheduled daily Zoom meetings. Students are put in break-out rooms to ask questions of their general ed teachers, get additional support from para-educators, and check grades as well as social/emotional needs. The District's two Mental Health Counselors are also holding special Zoom sessions individually and in groups with students to check on them. Our counselors have been invited to participate in classroom sessions where additional social or emotional support is needed. Our ASB has been active in continuing to provide school wide connections with dress up days, signs along our highway celebrating our graduating seniors and campus-wide checks ins.

Stakeholder Engagement

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

Summerville Union High School District's Connections and Visual and Performing Arts Academy has worked very hard to gather stakeholder feedback as we continue to plan for the distance learning as well as eventual re-opening of our school to students. Surveys have been sent to certificated, classified, and administrative staff to gather input about scheduling instruction, supporting learning, determining who will be working on campus versus remotely, what materials/technology needs are required to be able to teach remotely and what types of professional development should be provided and when. Additionally, we have surveyed our students regarding what is working and not, how best to address the technology needs, and what types of supports they need to achieve in this new model of instruction. Parent surveys have been very helpful with regard to determining what they would like to see as we move from our initial distance learning models to our hybrid and full opening models. Our School Site Council is composed of students, teachers, classified and parent/community members. This council is a voting body that is tasked with making certain that the district is expensing its funds according to the LCAP document. Efforts to solicit stakeholder feedback were also conducted on a regular basis on the Thursday monthly meetings of the Pandemic Response Action Plan Committee. The purpose of this group is a think tank of sorts to discuss ideas, challenges and solutions as we plan ahead for the re-opening of the school year. Summerville High Superintendent and Principal have been sending out a Weekly Campus Update voicemail and email message to all staff, students and parents that includes updated information about teaching, learning, and re-opening plans. These messages have also been posted on the school's website and facebook pages for both Summerville High and Connections Visual and Performing Arts Academy. There are email connections for parents to send back questions concerns and possible solutions.

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

Our School Board Meetings as well as School Site Council meetings have been held via Zoom so that people can continue to participate in light of the physical campus closure. This format will continue for the foreseeable future until such time as the restriction on in person meetings can be lifted. Opportunities are provided during these meetings for people to give input on each of the agenda and non-agenda topics.

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

Staff, students and Parents have been instrumental in providing feedback via emails, phone calls and through surveys about what has worked with regard to distance learning and where the pitfalls have been. Examples include on which day assignments are assigned and when they will be due, coordinating the Zoom lessons with a shorter 30 minute direct instruction lesson followed by support time and office hours during which students can access their teachers directly. Timely feedback so parents and students are aware of what assignments has been invaluable.

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

Our choice to bring back our 7th/8th grade Connections students as well as special needs students and those that are not able to connect to the internet in small groups came directly from the feedback we received by survey, emails and phone calls. Additionally, it is very clear from our parents and the community that they wish to have their students back in school in an in-person format. Teachers know that students need to be in school in an in-person format.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The school year started on August 19, 2020 in full distance learning mode for all students. We will look to bring back a small group of students made up of our 7th and 8th grade Connections Visual and Performing Arts Academy students on September 14, 2020 as they are already used to travelling together as a cohort. We will also look to bring back some of our special needs students that have been less likely to be successful in the distance learning format during the 2019-2020 school year as well as the start of the 2020-2021 school year. Our next small group will be those students that are struggling with unreliable or no internet access at the home as they will not have the same equitable opportunity to engage as those that can use the internet.

Teachers will use interim assessments to determine learning loss due to the closure. Appropriate adjustment of the curriculum to address learning loss will be done. Our Language Arts Development and Math Support classes are tier 2 interventions through MTSS that are also available for our students needs. Addressing the social-emotional well being of our students will be enhanced by face to face instruction with our teachers as well as the ability to access our Crisis Counselors. There will also be access to our GLCs for academic and guidance counseling. Students will also have access to our after school tutoring once the campus has reopened. Tier 3 intervention will be utilized through our Student Study Team meetings as well as using our educational specialists for assistance or assessment.

Summerville Union High School District has created a safety for re-opening plan that includes: screening upon arrival which includes a temperature scan and brief symptoms screening, parents will be encouraged to check their students temperature at home prior to coming to school and transport their student if possible to minimize the number of students riding the school buses.

Good hygiene practices will be continually reminded for all, this includes use of additional handwashing stations, hand sanitizer available in each classroom and work space, face coverings will be required and provided as needed. Social distancing will be expected when students are on campus.

Our Director of Maintenance and Operations and Transportation has created a cleaning and disinfecting schedule that includes cleaning and sanitizing all high touch surfaces, the use of our Victory Fogger, sanitizing desks, chairs, tables and other high touch surfaces between classes. The same is true of our bus and van fleet that will be clean and sanitized between each run.

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

Description	Total Funds	Contributing
<p>Foster Youth, English Learners and Low Income students will be invited to return to campus where they can receive additional support prior to the full school returning. Any student that does not have reliable access to the internet will be able to use room 202 to access the wifi and teacher's support. These groups have become part of our soft re-opening plan as they are among the highest need students.</p>	\$16,500.00	Yes
Purchase of thermometers	\$330.00	Yes
Purchase/rental of hand washing stations	\$1,155.00	Yes
Additional cleaning by custodial staff, teachers, students	\$13,200.00	Yes
Additional Transportation staff to provide student transportation using social distancing and to deliver meals if hybrid	\$11,550.00	Yes
Purchase of face masks/shields	\$19,800.00	Yes

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.]

Summerville Union High School District purchased Zoom capability for all teachers to use to interface with their students on a daily basis. In addition, all teachers are using Google Classroom as the universal platform to post calendars, assignments and submit work. The teachers are collaborating more now than ever before in terms of creating lessons that are rigorous--relevant--required. Despite not being in person for their learning, students are receiving course work that is challenging, standards-based and required for credit to be issued.

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.]

All students are issued 1:1 iPads. All Tuolumne County Schools have their wifi opened up on the student filtered format so that students can go to the parking lot of any public school within Tuolumne County to be able to access the wifi. Our GLCs along with our teachers are tracking students that do not have access to the internet. We will also bring back students that do not have access to the internet at their home in a small cohort. We will be using room 202 which can house 40 students spaced with 6 foot distancing. Hot spots are being used in some more remote areas.

Upon re-opening, either through a hybrid model or full opening, students will receive curriculum that is standards-based and organized through the Google Classroom platform. This process is able to be used regardless of whether the classes are held remotely or in person. Teachers Pay TEachers sitewide license has been obtained for all teachers to access. The educators version of zoom is available for all to meet remotely with their students.

Apps such as ClassKick, Tenuto, Music Theory, and the PE app PLT4M were purchased to provide online learning options for specific classes.

APEX and Near Pod have been purchased as school-wide licenses so all teachers can access the curriculum for their students.

Study Sync, our new Biology and Physical Earth curriculum include online formats that will be utilized during distance learning.

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.]

Teachers are taking attendance through participation in the zoom lessons. Office hours are scheduled for students to access their teachers for additional support. Work completion is tracked through Google Classroom and Power Teacher Pro. Teacher and GLC communication via phone or email is also part of our student engagement plan. Teachers are tracking synchronous and asynchronous instructional time via the CDE Combined Daily Participation and Weekly Engagement Accountability template (Ed Code 43504).

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.]

Webinars from learning tools purchased by the District to support distance learning. Resources with professional development opportunities to enhance distance learning include Apex sitewide license, Teachers Pay Teachers schoolwide access, and PowerSchool. TCSOS provided professional development training for our staff specific to distance learning, use of zoom as a platform for remote learning and other curricular needs. SUHSD provided two buy back days where we spent time looking at best practices for online instruction, both Zoom and Near Pod applications were examined and reviewed prior to purchase. Several of our English teachers took the Catlin Tucker Blended and Online Learning Course during the summer. Extended Learning Opportunities (ELO) is a group of instructors throughout Tuolumne County that are working together to provide lessons that are shared among all county educators. It is specifically focused on online learning tools and lessons. We have enjoyed access to our TCSOS tech staff as well as our own Data Analyst to provide for trainings and support in the online learning realm.

Staff Roles and Responsibilities

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

Staff have been provided the opportunity to work from home or from their classroom. Crisis Counselors are holding remote sessions via zoom to meet with students. They are also joining class zoom meetings as they are invited by teachers. Paraeducators are supporting students when they also join zoom meetings and through breakout rooms during teacher office hours and study sessions. GLCs are working in collaboration with Tuolumne County Sheriff's Department regarding FOCUS reports that show students have had a traumatic event that has included response or intervention by law enforcement. Maintenance has had to revamp their cleaning and sanitizing procedures to work around staff that are working on site and prepare for the arrival of staff and students as we reopen in October. Bus drivers are working in collaboration with food service workers to sort and track meal delivery and curriculum and learning materials delivery. Office staff has spent countless hours to assemble materials for student use. Campus supervision has been reassigned to support teachers and students in a paraeducator capacity.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We are going to provide on campus instruction and support for our youngest students (7/8 grade Connections Visual and Performing Arts Academy students) as well as a small group of special needs students, foster youth, homeless, English Learners and those that do not have

any internet service at home. GLCs provide outreach to track those students that have not engaged through the online learning platform. Our Education Specialists have created and are implementing distance learning plans for each special education student to ensure that adequate progress toward goals continues and necessary supports are in place. They also hold study sessions that general education teachers join collaboratively that include organized break-out groups. Each paraprofessional has a small group of students that they check in with two times per week to be sure that they have the support they need. GLCs have worked with students without internet access to help find solutions as well as invite them back to campus as a part of our soft opening.

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

Description	Total Funds	Contributing
Purchase sitewide licenses for software programs used to enhance distance learning opportunities	\$6,930.00	Yes
Apex, Near Pod, Teachers Pay Teachers, Zoom	\$3,300.00	Yes
Purchased math scholastic program to support student engagement	\$1,650.00	Yes
Purchase software for CTE programs to allow for distance learning	\$1,650.00	Yes
Technology needs purchased: 75 chromebooks Piano Keyboards Laptops for teaching and clerical staff	\$13,200.00	Yes
Professional Development for Distance Learning TCSOS Week-long training for Nearpod platform and Google Classroom platform Zoom was provided for all staff	\$1,980.00	Yes
Preparing for materials dispersal overtime for Attendance Clerk, Data Analyst, Secretary and Paraprofessional	\$1,650.00	Yes

Description	Total Funds	Contributing
Distance Learning Plans for special education students		

Pupil Learning Loss

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

The staff of Summerville Union High School District is working more collaboratively than ever before as they look to assess and determine what needs are there for each student and how best to address the needs. Teachers will use the CAASPP interim assessment as well as benchmark tests for both ELA and math to formally assess where the students are in their learning process. Collaboration between teachers allows for the vertical articulation to occur especially in a time where we are having to discuss potential learning gaps and the best approach to finding matches for those gaps. Our loss of in person instruction for more than 60 days will be felt in not just the academic sense, but also in the social-emotional sense and a sense of truly belonging to our campus. Our newest students, the class of 2024 and the class of 2026 Connections 7th graders are learning how to navigate the high school campus from a remote learning vantage point. Our math support classes and Language Arts Development courses will really come in handy as we seek to work with students that have experienced these learning losses.

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.]

Teachers will work through spiraling of the curriculum after having completed some benchmark assessments. Renaissance 360 as well as CAASPP interim assessments will be used to identify areas of learning loss. Data will be reviewed to identify areas for reteaching and remediation as well as making curricular adjustments to address the learning loss that has occurred. Math will use the application Get More Math as an individualized program to support students that have experienced learning loss and continue in their current class. Tier 2 interventions will be used through our LAD and Math Support classes to support the individual needs of our students. As teachers look to the remainder of the year planning, they are addressing the essential standards and they are working collaboratively and planning vertically to make sure that students can be successful at the next level.

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.]

Teachers will utilize ongoing informal and formal assessments to address learning loss and progress. This progress will be measured by progress on multiple forms of assessment. Renaissance 360 and CAASPP interim assessments are good formalized assessing tools. Communication between students, teachers, parents and GLCs in an ongoing fashion will support student achievement to engage in the learning process. Study sessions and teacher office hours are available to support students that have experienced learning loss during the pandemic. Student engagement, participation and work completion are ways to see that students have been successful.

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

Description	Total Funds	Contributing
Assessing, Reteaching, Spiraling Curriculum and Review of previous lessons and concepts.	\$13,200.00	Yes
Analyzing interim assessments to determine effectiveness of curriculum delivery and instructional techniques	\$13,200.00	Yes
Survey parents and students in terms of what has worked and not in the event we may need to return to remote instruction.	\$1,650.00	Yes

Mental Health and Social and Emotional Well-Being

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

All of our staff goes through Get Safety Trained online training on a variety of topics. One new training is on suicidal awareness and dealing with emotional needs. We have had training through Tuolumne County Behavioral Health in the Fall of 2019 to address the suicide

prevention protocol (risk assessment). Our Tuolumne County Sheriff's Department provides us with a school resource officer who is available to do welfare checks/home visits.

Our Crisis Counselors have made themselves available to all staff and students and they join all staff meetings as well as hosting zoom sessions for students in need and joining classroom zooms when invited by teaching staff.

Communication with parents happens regularly from teachers and GLCs. Students have access to teacher office hours where they can communicate 1:1 and provides for the ability to assess a students well being and refer their name to counselors as the need arises.

Ongoing communications through staff meetings and small groups will continue as we see needs in students and staff.

Summerville District has done a good job of educating our staff and community about working closely with our local Public Health Department to see that our reopening of school is safe and appropriate based on meeting the guidelines set forth. We will implement our Safe Reopening Plan with fidelity.

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.]

Teachers are the first tier of re-engagement as they make calls, send emails to students and parents. These team-building relationships are critical and ongoing support is necessary to keep students engaged especially when they are not meeting in person.

Tier 2 includes GLCs as well as crisis counselors, certificated and classified staff all reach out to students and parents who are not engaging and are at risk of learning loss.

Tier 3 includes administrators doing home visits in an effort to re-engage students.

The next step is sending out either our school resource officer or another deputy to do a welfare check.

We can refer to SARB after we have completed our SART

Weekly Campus Updates are sent each Friday to explain what is happening at school and what to expect as we transition to re-opening.

Non-internet accessing students will be provided the opportunity during our soft reopening to access instruction.

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.]

Our Food Service department is creating nutritionally adequate meals for breakfast and lunch for each student that wishes to participate in the program during the distance learning phase. Students and parents are referred to the NSLP form during the online registration process. Families are asked to complete the request for meals form on the school's website for accurate planning of meals. Additionally, all children age 0-18 (22 if enrolled with an IEP) can continue to get meals through the Summer Meal Program waivers which will run through December 31, 2020. This is great news for our students as we know they rely on the meals provided by Summerville District. Transportation is responsible for delivering the meals at hubs along our bus routes as we realize that many families are working and are not able to get to the school to pick up meals. In our weekly campus updates, parents are reminded that meals are available and they can request meals through the website.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	We recognize the unique needs of our 7th and 8th grade students and their need to be back for in-person learning. This allows us to demonstrate the district's ability to implement the safe reopening plan with fidelity.	\$13,200.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Our special needs students also have unique needs so we are having them return to in person instruction prior to the full opening in October.	\$13,200.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Some students do not have reliable access to the internet. This includes our foster youth, homeless, English Learners, low income and students living in remote regions.	\$4,950.00	Yes

Section	Description	Total Funds	Contributing

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
4.14%	\$79,277

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.]

Foster Youth, Low-Income, homeless and those students without reliable internet access are given priority to return to campus for in-person instruction prior to the return of the general population as part of our soft opening. Additional supervision and support will be provided upon their return.

We are delivering meals via transportation hubs as we recognize that students and families may not be able to get to the school to pick up food. Due to our rural setting, many students are isolated at home, making it difficult to take advantage of the food service option if they had to come to the school to pick up food.

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

Our Foster Youth, homeless, Low-Income and English Learners are being invited back to in-person instruction prior to return of the general population to be able to access, in-person supports with teachers, paraprofessionals, GLCs, crisis counselors and other support staff. They will also be able to access free after school tutorial, food service, transportation and small group instruction.

