SILVER VALLEY
Unified School District
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Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had a dramatic impact on Silver Valley Unified School District and the community it serves. We serve a community that has a high poverty rate, families with single working parents that may have been laid off or had their hours cut; families with two working parents that now have to return to work or continue to telecommute. Either way, the families in the SVUSD community had to rely more on the District and its schools for academic support, technology, meals, and social emotional supports. Beginning March 13, 2020, the district had to move to a distance learning platform to meet the educational needs of its students. Teachers had to quickly work to create packets and set up virtual classrooms, with little to no training, to deliver instruction. The district had to move quickly to survey parents who were in need of a "hotspot" for internet access and/or a device for their students to use to connect to their teacher(s). The district had to quickly prepare devices and order hotspots to provide to families. As a district, we also had to make sure we were still providing meals to students in the district. During this time the district served over 108,000 meals to students within the district.

Since the end of the 19-20 school year, SVUSD has met with both certificated and classified units to prepare for the 2020-21 school year. Meetings included planning for distance learning and providing a robust and rigorous program for our students that was different from what we were doing in the spring. It also included implementing safety procedures to keep students and staff members safe once students are able to return to in-person instruction. During this time SVUSD has also had to purchase additional laptops and hotspots to ensure each student would be able to connect to their teacher during distance learning. SVUSD purchased an additional 1350 laptops and 350 hotspots to ensure all students in grades 3-12 had a device and all students with limited or no access to the internet had a hotspot. SVUSD would look at existing tech devices to provide a device to students in grades K-2 as well. With the move to distance learning, we also needed to make sure that our teachers had up-to-date laptops that could better support running virtual meeting and learning software. 130 teacher laptops have been purchased for this reason.

Due to the COVID-19 pandemic and having to move to virtual instruction, we had to make investments in virtual curriculum. The district partnered with Edmentum to provide virtual learning platforms for students in grades K-12. Calvert Learning would be used for students in grades K-8 and Edmentum Ed Options Academy would be for students in grades 9-12. This required the district to hire an additional 5 teachers to cover the number of students enrolled in our virtual programs. SVUSD also offered a pilot program that was completely virtual for students in grades 9-12. We are expecting to have between 25-50 students enroll in this program. We have also seen an increase in having to provide meals for students. Between March and June, SVUSD CNS department served over 10,000 meals to students in our community.

SVUSD also had to make an investment in cleaning supplies and safety equipment. To ensure custodians could properly sanitize classrooms and offices, new equipment and cleaning solutions had to be purchased, new cleaning procedures had to be implemented,

additional hours had to be added to custodian schedules to allow for more in-depth cleaning and additional custodians had to be hired to help cover cleaning after school hours.

Stakeholder Engagement

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

SVUSD surveyed its stakeholders about distance learning from this past spring and what distance learning could look like in the upcoming school year (2020-21). SVUSD was also able to meet with certificated and classified employees to discuss what the 2020-21 school year would look like if we were to come back in person, in a hybrid model, or in distance learning. Input was given as to what processes and procedures would need to be in place for each model, what supplies would be needed for staff, students and families in each model, technology needs for students and staff and contingency plans based on ever-changing circumstances. SVUSD analyzed all the data from its surveys and made sure it was responsive to the feedback we received from parents, students, classified, certificated and administrative staff in developing its Learning Continuity and Attendance Plan.

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

SVUSD Board meetings and DAC/DELAC meetings are broadcast via webinar. Anyone can join the meeting and submit questions to the Board of Trustees or district administration. Participants may also call into the meeting as well. The public hearing for our Learning Continuity and Attendance Plan was on August 11, 2020. The agenda was posted to the public online, at local post offices and at the district office on 8/6/20220 for any member of the public to review. All stakeholder groups, teachers, classified staff, administrators, parents, students and stakeholders have been able to submit in writing or call with questions about the plan. The SVUSD Learning Continuity and Attendance Plan and will be up for Board approval at the September 8, 2020 Board meeting. SVUSD provides all members of the public a special email address they can use to send questions for the Board of Trustees to address during its meetings and/or for district administration to answer after the meeting. At this time, SVUSD has a small percentage of parents (5% overall) who speak English as a second language. The district office has employees who speak Spanish and are available to help those parents who call and have questions.

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

Based on the feedback from our parents, students, and families, almost 60% stated they wanted their students to return to school sites for instruction for the 2020-21 school year. They felt that their students learned best at school and with their peers, especially those on an IEP. Feedback from teachers included concerns about students being effectively engaged with distance learning, having safety measures in place including sanitizing procedures, social distancing, wearing masks and small group instruction during in-person instruction. With that being

said, a majority, 82%, they would feel safe returning to the classroom. Prior to March 20, a low percentage of teachers had experience with teaching in a blended or online setting. Concerns from stakeholders groups, including parents, teachers, administrators, classified staff, and students included the following, but not limited to: students remaining in a distance learning model while parents had to work; students being able to connect with their teachers due to lack of technology or internet access; students not being able to attend daily instruction because they were in a daycare setting and students not being safe if and when we return to in-person instruction.

The plan was presented to and approved by the SVUSD DAC/DELAC, which was held virtually, on 8/10/2020.

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

SVUSD surveyed it's students, parents and staff and based on the data from those surveys, SVUSD had to quickly adjust it's plan to make sure there were several options for parents to choose from when school resumes. During distance learning students will be able enroll at their home school sites. They would be assigned an SVUSD teacher who would meet with them on a daily basis for live instruction through Google Classroom, Google Meets and/or Zoom. We also partnered with Edmentum to provide online learning platforms for families who wish to enroll students in virtual learning. K-8 grade students would be using Calvert learning with an assigned SVUSD teacher. These students will meet with their teacher on a daily basis for live instruction and then would be assigned work to do from the teacher or in the Calvert Learning platform. Our 9-12 grade students will be using Edmentum Courseware, also with an assigned SVUSD teacher. The teachers would assign classes to students and would be available if the students had questions or needed help and meet with them daily, as required by CDE.

SVUSD purchased additional laptops for a 1-to-1 device plan for all 3-12 grade students. Remaining K-2 grade students would be covered by the district's existing laptops and devices. Additional hotspots were also purchased to assist families who needed internet access as well. These hotspots were available for families to keep over the summer to help ensure continuity of instruction and allow students to continue with intervention lessons through Exact Path. Based on the feedback from parents, students, and families and teachers, SVUSD made it a priority to have teachers engaging in distance learning from their classrooms. Teaching from the classroom allows for more stable internet access for teachers and staff that live in remote areas with poor connectivity. It also provides for greater continuity of instruction once we return to in-person instruction.

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.]

Silver Valley USD will be in a distance learning model until notified by the CA Department of Public Health that San Bernardino County has made it off the watch list for cases of COVID-19. Once we are able to return to in-person instruction we will begin in a hybrid model of in-person instruction. A hybrid model allows us to meet the academic and social emotional needs of our students while maintaining a safe social distance to keep students and staff safe. A hybrid model allows us to take take advantage of blending in-person and technology based instruction to provide the needed support for all students. Students will be split into 2 groups, by household, and will attend in-person two days a week and remotely the other three days of the week. Teachers will provide "Office Hours" for all students who need additional support every day of the week. Teachers will have the ability to provide live instruction and recorded lessons that viewed again later, paused to allow students to work or viewed at a slower rate to allow for greater student understanding. Friday's teachers will connect with students to allow students to continue to work on their school work, teachers to hold small group and/or one-one-one intervention time to support EL learners, students with disabilities, foster youth and students experiencing homelessness.

SVUSD will ensure that it is following the guidance for reopening schools from the California Department of Public Health (7/17/2020) and the California Department of Education (6/8/2020) for students and staff accessing the school site. Also, members of the general public will not be allowed past the front office, unless in the case of an emergency, to help keep students and staff safe.

Hybrid Schedule:

Grades 9-12

Students in grades 9-12 at the comprehensive high school will attend in person two days a week and work virtually the remaining three. When students are not at school they will be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Teachers will be available for small group and one -on-one instruction for students on a daily basis in the afternoons. Fridays will be reserved for teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics.

Grades 6-8

Students in grade 6-8 at the comprehensive middle school will attend school every other day. When students are not at school they will be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Fridays will be reserved for teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics.

Grades TK-8

Students in grades TK-8 who attend elementary schools in the district will attend school every other day. Students will be assigned work to do on days they are not attending the sites. Teachers will be available in the afternoons to provide direct instruction to the group of students not attending in person along with small group and/or 1-on-1 assistance to students. Fridays will be reserved for teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics.

Students in special programs or who require additional support will be provided with opportunities to attend in-person instruction more than the two days that we will provide to every student. These will include special education, homeless, foster youth, EL, low-income, 504 Plan students.

Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)
- Establish policy and data infrastructure necessary to support and monitor educational progress
- we will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SPED teachers and support staff. SPED teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- we will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site

continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. 2nd-6th grade students will be screened and placed in the RTI program following consistent qualifying criteria.

All students:

- We will continue our SST processes as normal for identifying and supporting at risk students. We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program as a support. Title 1 aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher.

Beyond our regular course of instruction we will be providing additional educational support services within the school day as identified by specific classroom teachers. We will also be providing skill and knowledge based support specifically for Math and Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our local community college, to students who are taking more advanced courses, who may need more support.

Students will have access to their regularly scheduled counseling services through the District, DMCC, or other service provider on a regular basis, either virtually or in-person with safety protocols in place. Sites that have a full time school counselor in place will ensure those counselors are available to any student needing support and provide social emotional supports.

Students in our LTIS program will meet frequently, per our master agreement, with their assigned teacher(s).

Using Exact Path and teacher assessments, teachers will be able to identify those students who have experienced significant learning loss. Through the intervention process, students will then be assigned resources that will assist in recovering that loss. Students will be assessed, at least three (3) times using Exact Path, throughout the school year using the same assessments and reviewing student work, to ensure they are making gains and achieving grade level standards. Teachers will use collaboration time to review data, update student intervention plans and work with administrators to keep students on track. Also, the district will continue to provide professional development for teachers to assist them in these areas as well.

HEALTH AND SAFETY OF STUDENTS & STAFF

Hand Hygiene

To prevent the spread of respiratory infections from one person to the next, frequent hand washing will be implemented.

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% ethanol alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water.
- Apply soap to hands.
- Rub hands vigorously for at least 20 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product.
- Apply product to the palm of one hand, and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required). This should take around 20 seconds.

Hand washing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

To help stop the spread of germs:

- Cover mouth and nose with a tissue when coughing or sneezing.
- Throw used tissues in the trash.
- If a tissue is not available, cough or sneeze into the elbow – not in hands.

- Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% ethanol alcohol.

Avoid Close Contact – Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people outside their household or those who are sick within their household.

Each site will have a plan in place to ensure social distancing at their location. The plan will include, but is not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be shared, following the Cleaning and Disinfecting the Building and Facility Guidelines to clean and disinfect shared workspaces and work items before and after use.
- Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions.
- Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Close or limit access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video, or Internet.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas.
- Before starting the work shift.
- After the work shift.
- Coming and going from vehicles.
- Entering, working, and exiting physical buildings or other structures.
- During breaks and lunch periods.

Cloth Face Coverings

Unless otherwise directed by your supervisor, all employees should cover their mouth and nose with a cloth face cover when around others and follow any state, county, or local mandates/ guidelines.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover.
- Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a face mask meant for a healthcare worker.

Continue to keep at least 6 feet between yourself and others when feasible. The cloth face cover is not considered personal protective equipment. It is not a substitute for social distancing but when used in conjunction, it may help prevent infected persons without symptoms from unknowingly spreading the disease.

If an Employee is Sick

Employees will be asked to monitor their health each day and are asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19 or they have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID 19, such as acute respiratory symptoms or a fever Silver Valley Unified School District will:

- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.
- Actively encourage sick employees to stay home.
- If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.
- Employees who are well but who have a sick family member at home with COVID 19 should notify their supervisor and follow CDC-recommended precautions.
- Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur:
- At least 3 full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms.
- At least 10 full days pass since symptoms first appeared.
- Ensure employees who return to work following an illness promptly report any recurrence of symptoms.

Personal Protective Equipment

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, such as COVID 19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

The District will conduct a hazard assessment to determine if hazards are present in the workplace that necessitate the use of PPE. If the District identifies COVID-19 as a workplace hazard, it will select and provide exposed employees with properly fitting PPE that will effectively protect employees. The District will stress hand hygiene before and after handling all PPE.

Washing Facilities

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, and single-use towels or blowers.

Cleaning and Disinfecting

Silver Valley Unified School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans.

The process of disinfecting includes providing disinfecting products that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time).

Corona viruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.

Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the District’s approved disinfecting products and procedures when using disinfectants. Disinfecting procedures include:

- Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.
- Clean and disinfect frequently touched surfaces daily and shared work spaces and work items before and after use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Store all disinfectants out of the reach of children.
- Do not overuse or stockpile disinfectants or other supplies.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

- Consider putting a wipeable cover on electronics.
- Follow manufacturer's instructions for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and Disinfecting Building or Facility if Someone is Sick:

- Close off areas used by the sick person.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean or disinfect.
- If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection

Employee Training

Silver Valley Unified School District will provide regular training for employees on the following topics:

- What is COVID-19 and how is it spread.
- Signs and symptoms of COVID-19.
- When to seek medical attention if not feeling well.
- Prevention of the spread of COVID-19 if you are sick.
- Physical and social distancing guidelines.
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose, and mouth.
- Coughing and sneezing etiquette.
- Safely using cleansers and disinfectants.

Compliance

This addendum will be reviewed regularly and according to federal, state, and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves.

In addition to the safety procedures outlined in this Addendum, Silver Valley Unified School District will adhere to the health and safety provisions of the COVID-19 Memorandum of Understandings (MOUs) with SVEA and CSEA.

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

Description	Total Funds	Contributing
Zoom licenses for staff for distance learning, meetings, conferences, etc.	10,845	
On-Line subscriptions, licenses	251,679	Yes
Sanitization	86,002	Yes
PPE	28,398	Yes
Texbooks	300,426	Yes
Hotspots	61,592	Yes
Technology-Devices	901,442	Yes
Technology-Other	218,839	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.]

Having just come out of distance learning from the spring, we have learned a great deal about providing high quality instruction to our students. All students TK-12 will have a technology device to log into online classroom instruction and if there are any hard copy materials needed/requested, the school sites are prepared to deliver those materials to our students and their families. SVUSD's model of instruction will include, but is not limited to: daily live instruction, recorded teacher lessons, videos, audio recordings, online learning platforms like Calvert Learning, and Google Classroom. Teachers will be able to use Google Meets or Zoom to deliver instruction and interact with their students on a daily basis. For those families that need it, we will provide print materials as requested.

Over the summer, SVUSD brought together a group of teachers, K-12, to identify the essential standards for math and language arts and create a pacing guide that would map out a timeline to help teachers make sure students learn the essential standards necessary for the next grade level. This would ensure that students are in a distance learning model or engaged in in-person instruction at the school, teachers would be able to easily continue their instruction and adjust based on the time students were in front of them. The district will use adopted curricular assessments and summative assessments from Exact Path to provide data on a regular basis to monitor student learning loss and provide intervention based on specific student need.

SVUSD continues to implement it's AVID program across all school sites. Students at the high school and middle schools will still be able to take the AVID elective to support college and career readiness. Also, the elementary grades will continue to implement AVID strategies to support students with organization and study skills.

Due to the COVID-19 pandemic SVUSD finished adopting curriculum in all subject areas that provides online access to students and teachers during distance learning and will be the same curriculum used once we are able to return to in-person instruction to ensure continuity of instruction.

Students in our LTIS program will meet frequently, per our master agreement, with their assigned teacher(s).

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.]

In the spring of 2020, SVUSD sent a technology survey out to all it's families asking if there was a need for a laptop and/or hotspot for internet access. Those families that did not respond were called by school site staff to asking the same question. Families who were given laptops and hotspots were allowed to keep the devices over the summer to allow students to continue with their "Learning Path" in Exact Path, helping to mitigate learning loss, especially for those families most at risk: EL, special education, LI, homeless, foster youth and acute needs. SVUSD was also able to supply the child care centers at both Ft. Irwin and Marine Corps Logistics Base, Barstow, with hotspots so

children could connect with teachers during the school day when their parent(s) are working. SVUSD will be implementing a 1:1 technology initiative for all students in the 2020-21 school year. All students in grades 3-12 will be given a device to use at home or in class once we return to in-person instruction. Students in grades K-2 will be given a device to use during distance learning as well. SVUSD will also be able to provide “hotspots” to families and staff who have no or limited connectivity. Students, families and staff that need technology support will be able to email the district at: support@svusdk12.net to get their technology questions answered.

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 will meet daily with students for synchronous instruction and support. During this time teachers will assign work and give assessments, like Exact Path and teacher created tests, that will be graded to monitor progress and assess learning. Daily attendance will be taken in our SIS program, Infinite Campus, during synchronous instruction and will be monitored through the work that students complete as well and tracked in a weekly engagement log. Student participation will occur through Google Classroom, Google Meets, Zoom, emails and phone calls. Time value work and daily live instruction will be provided by each teacher to include at least 180 minutes for TK-K, 230 minutes for 1st & 2nd grade and 240 minutes for grades 3-12. All work and instructional minutes will be verified by the classroom teacher and approved by site administrators.

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.]

Prior to the beginning of the school year, SVUSD will provide teachers and staff with professional development in following areas:

- Google Classroom basic and advanced features
- Zoom
- Math instructional strategies and online learning
- Reading and writing strategies and online learning
- Social Emotional support for students in-person and online
- District adopted curriculum training (Math, ELA, H/SS, Spanish, French, Science)
- Edmentum Courseware
- Edmentum Exactpath

SVUSD has established a tech support line for its teachers and staff. Teachers and staff would email: support@svusdk12.net with their questions/needs and our tech team would answer or help with their problem.

Staff Roles and Responsibilities

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

All staff will have new roles and responsibilities during the upcoming school year. Teachers will have an option to work from home if they provide a legitimate reason to HR for approval. All other staff will work from their classrooms. Teacher will provide both synchronous and asynchronous lessons for students to access at home. Teachers will need to complete a weekly engagement log as well.

All staff will need to adhere to district imposed health and safety protocols while working at school sites which will include: wearing masks at all times, social distancing, proper and frequent hand-washing and/or using hand sanitizer, sanitizing work stations, and daily temperature checks.

CSEA staff required to wear appropriate PPE for COVID-19 disinfection and deep cleaning, assist in temperature screening of staff and students, once they return to campus, encouraged to engage in passive screening prior to leaving home. Due to the COVID-19 pandemic and the unprecedented nature of current conditions, some CSEA bargaining members may be asked to perform duties not currently contained within their current job description. Examples include but are not limited to:

- supporting disinfecting and cleanliness standards
- screening visitors, staff and students prior to entering campus
- screening and monitoring students on buses
- monitoring students on campus
- supporting social distancing measures
- assisting with student meal distribution
- providing on campus child supervision for children of essential staff
- working with students in small groups, virtually, during distance learning

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.]

During distance learning, teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education teachers,along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss.

- We are providing packs to all students (including workbooks, math manipulatives, graphic organizers, other materials needed such as whiteboards and dry erase markers)
- Access to RtI pull-out based on qualifications
- hotspots and devices if need
- flexibility with scheduling live instruction with teachers

Foster Youth & Low Income:

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)
- Establish policy and data infrastructure necessary to support and monitor educational progress
- we will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education & Low Income:

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SPED teachers and support staff. SPED teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless & Low Income:

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- we will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. 2nd-6th grade students will be screened and placed in the RTI program following consistent qualifying criteria.

All students:

- We will continue our SST processes as normal for identifying and supporting at risk students. We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program as a support. Title 1 aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher.

Teachers in grades K-8 will use the Second Step curriculum on a weekly basis to help address the social emotional needs of their students. Second Step offers a social emotional learning curriculum that supports the whole child. It teaches skills for resolving conflicts, working with others, forming healthy relationships and making good decisions so students can be more successful emotionally, socially, and academically. SVUSD will also work with CAHELP/DMSELPA to provide training for teachers in the area of trauma.

Beyond our regular course of instruction we will be providing additional educational support services within the school day as identified by specific classroom teachers. We will also be providing skill and knowledge based support specifically for Math and Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our local community college, to students who are taking more advanced courses, who may need more support.

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

Description	Total Funds	Contributing
AVID implementation district wide	200000	Yes
Response to Intervention teachers at Tiefort View Intermediate along with Intervention teacher for specific periods at Yermo Elementary and Fort Irwin Middle School.	160000	Yes
Before and after school tutoring expenses including salaries, benefits and transportation	150000	Yes
TK teacher to reduce class sizes (1 FTE)	100000	Yes
Counseling Services for students	140000	Yes

Description	Total Funds	Contributing
Technology Support Specialist for classroom support	80000	Yes

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.]

During the beginning of the 2020-21 school year, teachers will administer assessments to measure student achievement. The data from those assessments will be used to help create interventions for those students and develop plans for intervention. Students will also have access to Exactpath, an online intervention platform to address deficits in math, reading, and language arts. EL students will have access to System 44 and Read 180 to support their English learning needs as well as the support materials provided in the district adopted ELA curriculum. We will continue to implement our SST program to give extra supports to students based on qualifications and as needed.

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.]

During distance learning, teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education teachers,along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss.

- We are providing packs to all students (including workbooks, math manipulatives, graphic organizers, other materials needed such as whiteboards and dry erase markers)
- Access to RtI pull-out based on qualifications
- hotspots and devices if need
- flexibility with scheduling live instruction with teachers

Foster Youth & Low Income:

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)
- Establish policy and data infrastructure necessary to support and monitor educational progress
- we will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education & Low Income:

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SPED teachers and support staff. SPED teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless & Low Income:

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- we will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. 2nd-6th grade students will be screened and placed in the RTI program following consistent qualifying criteria.

All students:

- We will continue our SST processes as normal for identifying and supporting at risk students. We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program as a support. Title 1 aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher.

Beyond our regular course of instruction we will be providing additional educational support services within the school day as identified by specific classroom teachers. We will also be providing skill and knowledge based support specifically for Math and Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our local community college, to students who are taking more advanced courses, who may need more support.

During the 19-20 school year, all 3rd-8th grade teachers piloted the Exact Path program to assist with addressing intervention needs of its students in Math, Reading & Language Arts. This year, all school sites will be using this program. We will look at data from the last assessment given in 19-20 and compare that to the first assessment given this year. Students in grades K-2 and 9-12 will also take this assessment to gauge learning loss from the previous year. During the 20-21 school year, the Exact Path diagnostic will be given at least 3 times during the school year to measure growth and recovery of learning loss. Besides the Exact Path assessment, teachers will give other diagnostic assessments from the district adopted curriculum, usually at the end of each grading period, to measure student growth. Data will be reviewed by the teacher and they will work collaboratively with other, same grade level teachers and their administrators to adjust their instructional plans to meet the needs of all students, especially those most at risk: LI, FY, Homeless, EL, special education, and those with acute needs.

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.]

Silver Valley USD will be using site and web-based assessments, SVUSD teachers and staff will administer assessments on a regular basis to assess the effectiveness of the learning loss strategies. Formative and summative assessments given regularly will also give teachers the data they need to inform their instruction and give additional support to students as needed.

During the 20-21 school year, the Exact Path diagnostic will be given at least 3 times during the school year to measure growth and recovery of learning loss. Besides the Exact Path assessment, teachers will give other diagnostic assessments from the district adopted curriculum, usually at the end of each grading period, to measure student growth. Data will be reviewed by the teacher and they will work collaboratively with other, same grade level teachers and their administrators to adjust their instructional plans to meet the needs of all students, especially those most at risk: LI, FY, Homeless, EL, special education, and those with acute needs.

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

Description	Total Funds	Contributing
Exact Path for all school sites	30000	Yes

Description	Total Funds	Contributing
Response to Intervention teachers at Tiefort View Intermediate along with Intervention teacher for specific periods at Yermo Elementary and Fort Irwin Middle School.	160000	Yes
Before and after school tutoring expenses including salaries, benefits and transportation	150000	Yes
Counseling Services for students	140000	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.]

Teachers and staff will be provided with training on social emotional learning and addressing the needs of students during both in-person and distance learning. Site administrators have also received this training. During the course of the year, teachers will be responsible for providing daily live instruction including social emotional wellness lessons for students using the Second Step curriculum. Teachers will also be available for one-on-one and small group support as needed. School counselors will be available to meet with students on an ongoing basis. We will also be able to refer students from the Alternative Education Center and Silver Valley High School to a private counselor that is under contract with SVUSD. Teachers and site administrators will also be able to continue to refer students to the Desert Mountain Children's Center for counseling. All counseling sessions will be held virtually until we are able to safely return to in-person instruction.

Teachers in grades K-8 will use the Second Step curriculum on a weekly basis to help address the social emotional needs of their students. Second Step offers a social emotional learning curriculum that supports the whole child. It teaches skills for resolving conflicts, working with others, forming healthy relationships and making good decisions so students can be more successful emotionally, socially, and academically. SVUSD will also work with CAHELP/DMSELPA to provide training for teachers in the area of trauma.

SVUSD has also been able to partner with Care Solace. Care Solace is a counseling referral service that will allow us to refer students, teachers, parents and adults who are experiencing mental or physical health issues to the necessary counseling services in a timely manner.

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.]

During this unprecedented time, SVUSD has engaged in many forms of communication with it community members which have included: social media posts, automated and live phone calls to parents/families, automated emails and the district website. We have also established a remote, online enrollment process for parents so they can easily enroll their student in our schools and not have to come to the site to fill out an enrollment packet. To assist in this process, SVUSD has established two help emails that are monitored daily: olr@svusdk12.net and support@svusdk12.net. Parent and students are able to email these addresses to have their questions answered.

Tiered Re-engagement Strategies
SVUSD is committed to ensure that students are engaged in learning on a daily basis and will make every effort to contact families whose students are not meeting the required attendance policies. This will be sent out in both English and Spanish.

Tier 1: School site staff will contact students and families through phone calls and emails for students who miss 60% of the week.
Tier 2: If a student fails to engage in live instruction or school work and there is no communication for one week, site administrators may notify the Child Welfare and Attendance staff to send a notification letter to the parent and contact local law enforcement for a well-being check
Tier 3: If a student fails to engage in live instruction or school work for and there is no communication two weeks, site administrators may notify the Child Welfare and Attendance staff to send a second notification by USPS and email followed by a phone call home as well and contact local law enforcement for a well-being check
Tier 4: If a student fails to engage in live instruction or school work for and there is no communication after three weeks, site administrators may notify the Child Welfare and Attendance staff and call local law enforcement to conduct a family well-being check.

SARB meetings will reconvene once SVUSD is able to return to in-person 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.]

SVUSD CNS Department will continue to provide breakfast and lunches for all students in SVUSD, including eligible free or reduced-price students, during normal school operating hours, Monday-Friday. During the fall of 2020, SVUSD will provide free meals to all students, ages 2-18, living in the district. The following school sites will be serving meals: Yermo School, Newberry Springs Elementary School, Lewis Elementary and Tiefort View Intermediate School. SVUSD will also provide stops throughout the district where students and families can pick up breakfast and lunch meals on a daily basis.

Once we return to in-person instruction, students who continue in distance learning will be able to receive meals from one of the school sites in the district. Students who are attending in person will either be given a meal to take home to eat or will eat at the school site, following social distancing guidelines.

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
12.54%	2168012

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.]

In Silver Valley USD, we have implemented the above mentioned programs and services based on practices that best serve the needs of FY, LI and EL students. Based on multiple measures, (CAASPP scores, Reading Lexile Growth, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, drop out rates, employee/community surveys, etc), our students have benefited greatly from these services and programs. When identifying the needs of our 57% unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of all of our students.
Silver Valley Unified School District's unduplicated pupil count percentage is 57.72%. The following actions and services are principally directed toward students in our unduplicated count. All nine actions listed have a direct impact on our 3 highest unduplicated count schools (Lewis, Yermo and Newberry Elementary). Actions include:

During the school week, teachers will have greater opportunities to work with EL, FY, and LI students in small groups and/or 1-on-1 as an increase in services and supports. These supports include:

Counselors at the middle schools and private contract to support the academic and social emotional health of students through classroom lessons, small group interactions and one-on-one counseling sessions.

RtI teachers at the school sites to support EL Learners in acquiring English and supporting low-income, foster and homeless youth to help close gaps in their learning.

Increased RtI Math and ELA time for Fort Irwin Middle School to help close the achievement gap for EL, FY, and LI students.

Read 180/System 44 reading program and Mobi Max to support students individual needs and fill gaps in learning.

Technology Support Specialist to assist in the deployment and monitoring of devices distributed to students to ensure connectivity and support for them to access their learning.

Colin Powell Preschool salary for and extra teacher, tuition expenses for children and cost of nutrition services for those students attending the preschool whose parents need who need additional supports.

Additional TK teacher to provide parents with additional educational and social emotional experience for their children.

Transportation for all students in SVUSD. SVUSD is spread out over 3200 square miles and many of of our students do not live within walking distances of their schools. Without this vital service, most of our students would not be able to attend school.

The vast majority of these actions are highly concentrated on our highest unduplicated count schools. We believe the action steps outlined below are a big reason why our students have achieved at a high level over the last 4 years.

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

During the school week, teachers will have greater opportunities to work with EL, FY, and LI students in small groups and/or 1-on-1 as an increase in services and supports. These supports include:

Counselors at the middle schools and private contract to support the academic and social emotional health of students through classroom lessons, small group interactions and one-on-one counseling sessions.

RtI teachers at the school sites to support EL Learners in acquiring English and supporting low-income, foster and homeless youth to help close gaps in their learning.

Increased RtI Math and ELA time for Fort Irwin Middle School to help close the achievement gap for EL, FY, and LI students.

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