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/ic/documents/lmngcntntyatndhcpnln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver Fork Elementary School District</td>
<td>Pat Atkins, Sup't/Principal 530-644-5416 <a href="mailto:patkins@ppesd.org">patkins@ppesd.org</a></td>
<td><a href="mailto:patkins@ppesd.org">patkins@ppesd.org</a> 530-644-5416</td>
</tr>
</tbody>
</table>

General Information

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

On March 16, 2020 the district implemented a distance learning model in response to the COVID-19 emergency. During the initial phase, staff developed work packets with curriculum specific to each grade level and subject area for a one week period. Also during this time, staff began developing plans for online learning using Google Classroom and issued Chromebooks to the students. The district implemented a comprehensive schedule of Google Meet sessions that provided all students instruction in all core subjects each day Monday – Friday. Additionally, all students were able to join a Google Meet session for PE that provided daily stretches, exercises, and skill development, as well as a Meet session for storytime. At the end of each week, the lead teacher met with families to collect completed work, return graded work, and give new assignments. This weekly exchange also included equipment for PE activities and art projects. The special education staff worked with general ed staff to tailor work for students on IEP’s and continued to hold IEP meetings via video conferencing. Students with speech and language needs participated in video conferencing therapy. Major impacts on students and families: Due to the rural nature of our community, some families had poor or no connectivity making it difficult for the students to participate in online learning. The district met the needs of these families with frequent phone calls to ensure they were supported in doing the work packet materials.

Stakeholder Engagement

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

School staff participated in planning with the Pollock Pines ESD planning committee. Board of trustees were kept abreast of the planning via emails and phone calls. Because the school is small, staff reached out to families over the summer via phone and email.
Silver Fork usually only has four board meetings per year. The March 31, 2020 regular board meeting was held via zoom and the instructions for joining the meeting were posted on the agenda. The special meeting held in August was in-person and members of the public were encouraged to attend.

During the special meeting the board listened to concerns from parents regarding the benefits and risks of opening for in-person learning and for opening with a distance learning model.

The majority of the feedback received was that reopening for in-person learning could be done in such a manner as to keep students and staff as safe as possible.

## Continuity of Learning

### In-Person Instructional Offerings

The school is open 5-days per week for instruction. The students will receive full access to the curriculum and all instructional resources. Due to the small class sizes, the students are able to receive a great deal of one on one support from teachers. In addition to the one on one support, the schools daily schedule allows for additional instructional minutes well above the required minimum.

Instructional minutes breakdown:

- Requirement Silver Fork
- K 200 320
- 1-3 280 320
- 4-8 300 345
Following are the measures we will be taking to assure that we are working within the guidelines prescribed by the CDC and our state and local authorities:

- Students in grades 3 - 8 will be required to wear face coverings/masks when in the building and/or the school van.
- Staff members will be required to wear face coverings when in the van or building.
- All students and staff will have their temperature taken each morning before entering the van or building.
- Students will be required to maintain a 6 foot distance from their classmates at all times.
- Student desks will be spaced to allow for the prescribed distance.
- All students will be prompted to wash their hands several times throughout the school day.
- Students will be provided a supply box and supplies as there will be no shared supplies in the classroom.
- Older students will be assigned a Chromebook for classroom use. Younger students will be assigned a class desktop computer.
- Students will be distanced during lunch which will be eaten outside or in the classrooms.
- Students will not be required to wear face coverings when outside but they must still remain distanced from others.
- Student movement from room to room will be limited as much as possible.
- When possible, windows will be open to allow for the circulation of fresh air.
- The school door will remain locked during the school day to help restrict the number of people in the building.

We ask families to help us comply with these requirements by encouraging your students to cooperate at school and keeping your student home if they are not feeling well. We value good attendance, but in our efforts to keep everyone well, please keep ill students at home.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing replacement technology for classrooms.</td>
<td>$5000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The school is open 5-days per week for instruction. The students will receive full access to the curriculum and all instructional resources. Should the school need to transition to full distance learning the following program will be implemented:

The district will implement a comprehensive schedule of Google Meet sessions that provides all students instruction in all core subjects each day Monday – Friday. Additionally, all students will able to join a Google Meet session for PE that will provide daily stretches, exercises, and skill development, as well as a Meet session for Storytime. At the end of each week, the lead teacher will meet with families to collect completed work, return graded work, and give new assignments. This weekly exchange will also include equipment for PE activities and art projects. The special education staff from Pollock Pines ESD will work with general ed staff to tailor work for students on IEP’s and continued to hold IEP meetings via video conferencing. Students with speech and language needs will participate in video conferencing therapy.

### 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.]

Every student has access to a Chromebook and other technologies. The school has sufficient bandwidth.

### 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.]

The students will be instructed in traditional manner and all instructional minutes will be met through in-person learning.

### 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.]

Staff attended a webinar on Self-care and resiliency for teachers as well as webinars on using Google Classroom.

### Staff Roles and Responsibilities

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

Staff will need to be diligent in ensuring that all of the students are following the mandated PPE guidelines.
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.]

The school currently has no English Learner students or Foster Youth students. Students with exceptional needs are provided services by the Pollock Pines ESD.

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

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<tr>
<td>Purchasing additional technology for classrooms.</td>
<td>see in person learning</td>
<td>Yes</td>
</tr>
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</table>

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.]

Due to the teacher student ratio, teachers will be able to accelerate learning for all students to address the learning loss. The additional instructional minutes will also help to address the pupil learning loss.

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.]

The accelerated learning will apply to all students groups.

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 use frequent assessments to measure the effectiveness of their efforts to address the learning loss.
Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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</thead>
<tbody>
<tr>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
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</table>

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.]

Silver Fork and its families are a very close knit community. Throughout the entire time of the pandemic, families supported each other and the school. Should the school determine there is a need with a specific student and or family, it will take the necessary steps to provide support.

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.]

The school staff are in daily contact with the families. Usually, when a student is going to be absent, the school receives a call. If the school does not receive a call, the staff will reach out to the family the same day.

School Nutrition
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.73%</td>
<td>3,551</td>
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</tbody>
</table>

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.]

There are currently no foster youth or English learners in the school. The low-income receive additional support and also benefit from additional one on one instruction.

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

Low income students receive additional support after school hours above and beyond the required instructional minutes.