



SILVER VALLEY
Unified School District
Creative. Collaborative. Confident.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Silver Valley USD engages its educational partners through several different avenues, such as student, parent and staff surveys, district and site strategic planning, school site council, District Advisory Committee/District English Learner Advisory Committee, community events, and social media. Since the 2021-22 LCAP was approved, SVUSD received additional funding. Those funds include: Concentration funds, Extended Learning Opportunity Grant funds, Educator Effectiveness funds and we will receive A-G Completion Grant funds as well.

District information was shared and community input gathered at the following events and dates:

- District Strategic Planning. May 6, 2021: A presentation was given to the district's educational partners that included: District administration, site principals, members of both the certificated and classified bargaining units, parents, students, military representatives and community members. The presentations outlined the district's plan on what those funds would be used for throughout the District.
- Site Strategic Planning: 10/15/21, 10/28/21, 11/4/21, 1/27/22, 2/17/22, 3/14/22, 4/13/22: A presentation was or will be given to the district's educational partners that included: District administration, site principals, members of both the certificated and classified bargaining units, parents, students, military representatives and community members. The presentations outlined the district's plan on what those funds would be used for throughout the District.
- Facebook Live events: 7/21/21, 7/22/21, 7/28/21 Viewers were able to give input and ask questions at the end of the presentations
- Fort Irwin Town Hall. November 16, 2021: A presentation was given to the families living on Fort Irwin including: parents, community members, military representatives, district and site administrators. Viewers were able to give input and ask questions at the end of the presentations
- Surveys: In March of 2021, SVUSD sent out surveys to its teachers, classified staff, students and parents to gain feedback and input on those things they felt students would need as we returned to school. In March of 2022, SVUSD will again survey its educational partners to get feedback on what we have implemented input on how we can best serve our students in the upcoming school year.
- District Strategic Planning: November 8, 2021: SVUSD's educational partners shared the need need for increased social emotional resources for parents, students, counselors and staff and the need for continued training for teachers, students and parents on math intervention strategies.

Through these engagement processes, SVUSD's educational partners expressed an increased need for academic and social emotional interventions as well as ensuring a safe learning environment as students returned to school full-time in the fall of 2021. These priorities are reflected in SVUSD's ESSER III Plan (pp. 6-10). SVUSD will continue to seek input from its educational partners in the upcoming months

through site strategic planning dates in February, March and April; District Strategic Planning scheduled for the Spring of 2022; District surveys scheduled to go out in March of 2022.

--Local Control & Accountability Plan <https://bit.ly/3tJmV8p> (pp 7-10)

--ESSER III Plan: <https://bit.ly/3FKyJcL> (pp 2-5)

--Learning Continuity & Attendance Plan: <https://bit.ly/3qJJV5g> (pp 2-4)

--Expanded Learning & Opportunities Grant Plan: <https://bit.ly/3qKm2ua> (pp2-3)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

SVUSD received additional concentration grant funds of \$96,045 (15%) to provide additional direct services to support students in the District. During SVUSD's engagement process, our educational partners expressed the need for low class size, additional in-classroom support in the form of instructional aides and additional opportunities for pull out interventions at our schools with the highest unduplicated student population (Low Income, English Learners and Foster Youth). SVUSD was able to hire a third grade teacher at Newberry Springs Elementary School which eliminated a 2/3, 3/4 and 4/5 combo class at the site. SVUSD was also able to provide additional Response to Intervention (Rtl) teachers at Yermo School, Tiefert View Intermediate School, Fort Irwin Middle School and Newberry Springs Elementary School. The school sites were able to decide how these intervention teachers would best serve their students, either providing additional literacy intervention or math intervention, whichever was the greater need. SVUSD was also able to provide five (5) additional instructional aides at school sites throughout the district as well. An additional psychologist was hired to help support the school sites and students by providing small group interventions and assessment support.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SVUSD understands the importance and value of meaningful stakeholder input. In an effort to engage stakeholders at a high level, SVUSD has implemented a variety of meetings and activities to involve its educational partners, which included the following groups: students, families of English Language Learners and foster youth, District Administration, Desert Mountain SELPA, bargaining unit members from Silver Valley Education Association (teachers), bargaining unit members from California Schools Employee Association (classified) and school principals.

The list below indicates how and when SVUSD engaged its educational partners in the use of funds received to support recovery for the COVIS-19 pandemic:

- Local Control & Accountability Plan <https://bit.ly/3tJmV8p> (pp 7-10)
- ESSER III Plan: <https://bit.ly/3FKyJcL> (pp 2-5)
- Learning Continuity & Attendance Plan: <https://bit.ly/3qJJV5g> (pp 2-4)
- Expanded Learning & Opportunities Grant Plan: <https://bit.ly/3qKm2ua> (pp2-3)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

SVUSD implemented the federal Elementary and Secondary School Emergency Relief Expenditures Plan (ESSERIII) as follows:

Safely Open and Operate School/Continuous and Safe In-Person Learning:

- Additional custodial equipment to help keep classrooms and school buildings clean and safe for students and staff
- Additional custodians to help keep classrooms and school buildings clean and safe for students and staff
- Improved Student Services portable to house District Occupational Therapist and three (3) district psychologists and provide a space for training as well
- Improved outdoor spaces to allow teachers and students to go beyond the classroom during instructional time and maintain social distance (Yermo Shade Structure; Outdoor basketball courts at SVHS)
- New student desks throughout the district to maintain safe social distancing

The district has been successful in hiring additional custodial staff and training custodial staff on new equipment and cleaning supplies to help keep students and staff safe. Students loved their new desks, however, a challenge we had was not getting all of them in time for the beginning of the school year. The upgrades to the outdoor spaces have been met with great success. Student and staff have appreciated the improvements to outdoor areas that allow for more spaces, that were previously unused, for students to use during the school day.

Addressing the Impact of Lost Instructional Time:

- Additional teachers to keep class sizes small to allow for more individualized student attention and provide great social distance as students returned to school.(Lewis Elementary TK, Newberry Springs Elementary 3rd grade; SVHS Math)
- Additional classroom aides to provide individualized student attention during intervention times
- Additional intervention teachers to support student recovery from learning loss
- Three additional teachers for long term independent study needs
- Additional site administration to assist students and staff as they return to school and recover from learning loss
- Additional school psychologist to assist with meeting the academic and social emotional needs of students and staff as we return to in-

person instruction

- Improved technology devices and infrastructure to support more students accessing the internet and keep students and staff safe
- Zoom licenses to hold virtual tutoring sessions to support students

The district has been successful in filling all additional certificated and classified staff positions. However, several of them did go unfilled for periods of time due to not having applicants to interview. The additional support staff have increased the number of students who are able to be seen for intervention in either math or reading.

Use of remaining funds:

- Purchase laptop sleeves to protect student laptops as they go back and forth to school to mitigate learning loss
- Improved outdoor spaces across the district that will include improving existing or add concrete areas at school sites to give students additional space to hold classes in a safe environment and allow for social distancing.

We have seen a decrease in the number of laptops that need to be repaired or replaced from our students.

--ESSER III Plan: <https://bit.ly/3FKyJcL> (pp 6-10)

--Learning Continuity & Attendance Plan: <https://bit.ly/3qJJV5g> (pp 3-5)

--Expanded Learning & Opportunities Grant Plan: <https://bit.ly/3qKm2ua> (pp 13-25)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

SVUSD's local, state and federal revenues reached \$41 million dollars for the 2021-22 school year. This included over \$3.5 million dollars from the federal Elementary and Secondary School Emergency Relief funds (ESSERIII) Through December 2021, approximately 54% of the total funds allocated for this year have been spent on specific actions related to the district LCAP goals of: 1) Student Achievement, 2) Technology and 4) District Stability

ESSER III Expenditure Plan

The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the LCAP allowing SVUSD to hire 6 additional teachers (LCAP Goal 4, Action 4), provide 5 additional instructional aides (LCAP Goal 1, Action 4), provide 5 additional RtI teachers (LCAP Goal 1, Action 4) provide students and teachers updated technology devices and programs (iPads/Laptops & Zoom) and improve district

technology infrastructure (WAP/Switchgear) (LCAP Goal 2, Action 2). SVUSD was also able to provide an additional school psychologist to support student SEL needs (LCAP Goal 1, Action 4) and an additional administrator to support two schools at Ft. Irwin (LCAP Goal 4, Action 1).

Safe Return to In-Person Instruction & Continuity of Services Plan

SVUSD used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing additional custodians and custodial equipment to clean high contact surface areas and ensure proper disinfection of our classrooms, improve outdoor areas to provide additional space for teachers and students to hold class while maintaining safe social distance, new student desks throughout the district to allow students to learn in class and maintain a safe social distance and the renovation of the Student Services portable to house 3 psychologists and 1 occupational therapist needed to mitigate learning loss and bring more support for out students.

--Local Control and Accountability Plan <https://bit.ly/3tJmV8p>

--ESSER III Plan: <https://bit.ly/3FKyJcL>

--Learning Continuity & Attendance Plan: <https://bit.ly/3qJJV5g>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021