



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>.

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|-------------------------------------|---|-----------------------------------|
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General Information

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

Lakeside Union School District (LUSD), along with the 41 other school districts in San Diego County closed our doors to on-campus instruction to mitigate the spread of Covid-19. We developed a list of resources for parents to use for what we anticipated to be a short term closure. We learned on March 19th that the closure would be extended. Using a team of lead teachers, we developed key standards and learning targets that all students would receive then created lessons for teachers to use virtually. Already a 1:1 iPad district in grades 3-8, we deployed all 2nd grade iPads and any remaining iPads to students whose parents indicated that they needed them. We provided professional development on the strategies and tech tools associated with distance learning and assisted teachers in setting up their virtual classrooms. While this learning plan was more structured and rigorous than the prior, it was still an emergency plan. When it was determined that schools would not reopen in that school year, we began to plan for the multitude of scenarios that could possibly happen in the 2020-2021 school year. In June and July of 2020, LUSD convened teams to a build safe reopening plan, distance learning plan and a budget that could sustain these efforts. The teams used feedback from the multiple stakeholder feedback opportunities we offered and considered the impact of the school closures and the pandemic itself on our community.

Schools have often served as the default source for students' mental health supports. LUSD is no different. We considered the impact that the gap of services would cause on our returning students as well as the new mental health needs that would arise from the fear and isolation created by the pandemic. Our students faced the stress of food insecurity, the loss of family income, the loss of a family member and fear of catching the virus themselves. This impact was more severe for Lakeside's socioeconomically disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

The plan developed here addresses the socio-emotional needs of students and families facing the unique combination of the public health crisis, social isolation, and economic recession. It addresses the gaps that the pandemic only amplified and allows us to close the divide between those who have access to technology and those who don't and between those who receive a rigorous, standards based instruction every day and those who don't. While the Covid-19 pandemic has taken a tremendous toll on the community of Lakeside, its school district is seizing the opportunity to improve our instruction, academic and socio-emotional supports and outreach.

Stakeholder Engagement

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

STAFF:

On June 5, 2020, LUSD conducted a virtual meeting with the entire staff with facilitated break outs to gather ideas, thoughts and questions regarding our district's reopening, distance learning and budget. Classified administrators informed their staff and offered training on the virtual meeting platform. Those without access joined those who did have access so all staff who wanted to participate were heard. Notes were taken and shared with participants. Paper copies of the survey were sent to sites and departments for those who wanted/needed them. Staff, including teachers were also surveyed regarding their need for childcare and support with leaves of absence, if necessary. We consulted with our California School and Employee Association (CSEA) on the LCP.

TEACHERS:

Early June, 2020, teachers were surveyed to determine the most effective and ineffective aspects of our emergency distance learning plan. Survey results were shared with respondents and the Lakeside Teachers Association. Consultations with our Lakeside Teachers Association on the LCP.

FAMILIES:

On May 7, 2020, LUSD held a virtual town hall meeting for our families. They were asked to send in questions/ideas/concerns in advance and were allowed to speak during the meeting. Families have also been surveyed twice to determine their family's access to technology and choice of learning options. Those surveys were provided in English and Spanish. A draft of the Learning Continuity and Attendance Plan

(LCP) was provide to the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) to review and comment on. Interpretation in Spanish was provided.

STUDENTS: Teachers surveys their middle school students to gather information regarding their experiences with distance learning from the 2019-2020 school year.

COMMITTEES:

Three committees, the Reopening Committee, the Distance Learning Committee and the Budget Committee were established and included both classified and certificated staff members, district office administrators, classified administrators, site principals and assistant principals, school counselors and parents. The committees used the notes from the previously mentioned input sessions to begin to craft the Reopening Plan, the Distance Learning Plan and to make suggestions on the budget.

LUSD provided a draft of our 2020 LCP on the district website for all stakeholders to review prior to all public comment meetings. We advertised and conducted a public hearing to seek input on the LCP at the September 10, 2020 Governing Board meeting. Families without internet access were asked to submit their comments in writing prior to the meeting. The LCP was adopted at the September 17, 2020 Governing Board meeting.

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

All meetings were held via Zoom. Staff were invited to participate on their own or join another staff member who was participating. Department managers trained their staff on Zoom prior to the meeting. The surveys were done electronically and paper copies of the survey were made available at the school sites and departments if staff could not access the internet. Public hearings were posted in advance and board meetings were held virtually.

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

On Campus Learning versus Distance Learning:

Initial survey results from families indicated that 70% of LUSD families wanted to return to on-campus instruction. Anecdotally, responses began to vary as the number of Covid-19 cases started to increase.

Distance Learning Plan

Both parent and teacher groups identified the need for more live virtual interaction with the classroom teacher. The teacher groups requested more opportunities for student feedback, clear learning targets and success criteria rubrics and exemplars. Parent groups identified the need for a single learning management system for students to access all their assignments and a streamlined method for communication. Staff indicated a need for affordable childcare.

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

Based on the conversations with stakeholders and the input gathered from surveys, it was evident that multiple modes of delivering instruction were of utmost importance. As such, this plan includes options for learning, including a return to in-person learning as soon as possible, participation in LUSD's HomeFlex program, and a full year distance learning option. Additionally, the learning management system and the instructional materials used were decided upon as the result of a collaborative effort to streamline student learning and integrate resources with our assessment tools in order to provide students with the most personalized learning pathways possible.

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.]

LUSD has developed a three level return plan that begins to phase in on-campus instruction as soon as county restrictions are lifted. PHASE 1 of our plan includes students learning from a distance. We have developed a distance learning plan that includes not one teacher/student interaction per day but up to 5 per day, depending on the level of support the student is receiving and mostly small group instruction. We are assessing our Students with Disabilities and providing some one-on-one therapy and small group learning hubs to meeting the requirements of student IEP on campus. PHASE 2 of our plan includes a blended learning model wherein cohorts of students attend on campus learning for 2 days and the alternate cohort. Students receive a synchronous check in and asynchronous learning the remaining time. Students with Disabilities, Foster Youth, Homeless students, English Learners and students who are at-risk receive intervention and Designated ELD as appropriate. Teachers will continue to use their learning management system to communicate clear expectations to students and support them during independent practice outside of the school day. The tool will continue to be our primary source of communication with parents. This will make any necessary transitions back to distance learning seamless. PHASE 3 includes a full return to on-campus learning, with appropriate safety measures in place.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Summer Academy for unduplicated students in grades 1 and 2 | \$9,800 | Yes |
| Return Special Education Day Class students 1 week early | \$0 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| | | |
| Adopt a hybrid schedule with half of students on campus 2 days per week and the other half, the other two days to allow for social distancing and smaller group instruction, particularly helpful for at-promise students. | \$0 | No |
| Hire additional campus supervisors to assist with social distancing, safely moving students around campus, student screening | \$68,700 | No |
| Hire additional custodians to increase cleaning of high-touch surfaces and sanitizing classrooms, restrooms every hour | \$83,204 | No |
| Purchase clear dividers to be used on student desks and reading tables to ensure small group instruction and teacher capacity to safely move about the room. | \$100,000 | No |
| Provide additional budget allocation to schools to purchase additional student supplies and books to avoid sharing | \$140,660 | No |
| Procure additional supplies, materials, equipment for personal protection, hygiene, health and safety, and disinfecting and storage for these supplies | \$520,000 | No |
| Teaching Stipends to prepare for in person instruction | \$80,000 | No |
| Additional Health Supports - School Nurse, Licensed Vocational Nurses | \$54,000 | No |
| Purchase of additional technology (iPads, Chromebooks, Wifi hotspots, livestreaming equipment) for students, instructional aides, teachers & Tech infrastructure upgrades | \$1,070,116 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Provide full day ASES childcare for families and staff members during blended learning | \$60,000 | 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.]

The district's Distance Learning Committee met from May to July of 2020 to build a plan that was tight enough to be considered a district-wide system of instruction and loose enough to honor the expertise of the staff and the ongoing initiatives of each site. The team focused on the components of high quality distance learning identified on the CDE website: student-teacher connections, learning sequences, instructional delivery, collaboration opportunities and timely feedback. The team then built a plan that as geographically neutral meaning that it may be implemented via distance learning, hybrid or on-campus.

LUSD's Distance Learning Plan consists of both "synchronous" (live) instruction and "asynchronous" (independent) instruction. Synchronous instruction includes multiple daily live interactions with the teacher in small group settings. During these interactions, students apply the concepts that they learned asynchronously. During asynchronous instruction, students engage through our learning management system in their virtual classrooms to build their knowledge. These lessons may include audio or video instruction, personalized learning pathways delivered through LUSD curriculum, reading assignments, etc. The plan specifies the minimum number of minutes teachers will interact synchronously with students.

The Distance Learning Plan sample daily schedule includes a socio-emotional learning block, core instructional blocks, and "Just in Time" supports for intervention. All teachers will provide instruction based on the alignment matrices built over the summer that identify key standards for English Language Arts and Math (for middle schools) and the order in which they will be learned. Teachers will calibrate using assessments built for each unit or sequence of standards. This ensures that each student, whether learning on campus or from a distance will receive the same rigorous instruction.

In grades 2-8, we will utilize NWEA MAP (Reading and Math) as our universal screener. This assessment, piloted in most of our schools last year, will reflect students' learning status when school closed and may be compared to their current status and growth across this school year. In grades TK-1, we will use a combination of DIBELS and other inventories, also administered last year. We will administer these

assessments in the fall, winter, and spring in order to monitor student progress. Additionally, we will use the Mathematics and English Language Arts alignment matrices and assessments on 5 week cycles to identify areas of strength and growth for each student. Teachers and site administrators will engage in data reflection sessions to study the impact of their instruction on student growth and plan for adjustments as necessary. English language development will be assessed using the 2019-2020 summative ELPAC and monitored through the assessments built into Imagine Learning.

LUSD's Student Profile describes the attributes we want our students to leave our district with. That profile is reflected in the Distance Learning Plan within the socio-emotional learning block and integrated in core instruction.

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.]

LUSD administered 2 surveys to parents in English and in Spanish to determine who was in need of district provided devices and internet. Following the first survey, we called each parent who did not have internet to explain the Cox Connect to Compete process. To date, we have distributed 4,200 iPads to all students in grades 2-8, and students whose families indicated they needed a device in grades TK-1. When all iPads have been received, 100% of LUSD students will be in possession of an iPad. LUSD has partnered with Cox to inform socioeconomically disadvantaged families how to receive free and reduced internet in their homes. We have also provided 200 mifi devices (hotspots) to families who do not have a location or ability to receive broadband internet, and we have ordered an additional 150 hotspot devices to provide internet access for more students.

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.]

Progress: Teachers use formative and summative assessments to determine student progress. Teachers will use their synchronous instructional time to complete a socio-emotional screener, do one on one assessments such as the Developmental Reading Assessment or the Dynamic Indicator of Early Literacy Skills. LUSD has adopted technology to allow students to explain their thinking so teachers may assess students' problem solving and analytical skills.

Participation: Teachers will report in our Student Information System student participation in daily synchronous lessons and completion of asynchronous work. Our learning management system will track the amount of time students spend in both synchronous and asynchronous learning. Teachers will evaluate participation, completion of student assignments, and student work, provide feedback, and make adjustments to instruction as necessary.

Participation of less than 60% of synchronous lessons or less than 60% of asynchronous assignments triggers an alert in our student information system and the student enters our re-engagement process, included here:

https://docs.google.com/presentation/d/1D9lOoIC0PQQqBP_a_Tf50qca-VbuyLy3EqGQjyflAMs/edit?usp=sharing

Teacher, counselor, site administrator and district support all have roles in ensuring that students are fully participating.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In order to continue rigorous and robust student learning, LUSD teachers participated in a week-long calibration and standards-alignment workshop on June 15-19. Teachers selected and aligned key standards and developed assessments to calibrate their teaching. During our regularly scheduled Professional Development day on August 20, teachers participated in PD sessions on tech tools such as Zoom, Schoology, SeeSaw, Google Classroom. They also learned about making connections with students during the socio-emotional learning block, how to give timely and effectively feedback and how to manage their own stress while making the shift to distance learning. Volunteer teachers participated in a 8 week long distance learning master class. Others will participate in a book study on "The Distance Learning Playbook" by Fisher, Frey and Hattie.

Staff Roles and Responsibilities

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

A cohort of certificated teaching staff will transition to Distance Learning Strand teachers to provide year-long distance learning option for those families who do not want to send their children back to on-campus learning. Behavior aides that previously worked one-on-one with students are now partnering with certificated Behavior Specialists to do outreach and support families while students are learning from home. Campus supervisors are assisting with childcare in Extended School Services (ESS), helping pass out instructional materials. Bus drivers are assisting in Maintenance and Operations and maintenance staff is helping direct traffic during technology deployment. Our Executive Director of PPS has become the School Safety lead.

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.]

Students with disabilities:

- All students with an IEP will receive daily virtual contact with a credentialed teacher for instruction according to their IEPs in the most practicable way possible.
- Assistive technology (both low and high tech) will be provided as appropriate for access to communication in accordance with IEPs.
- Teletherapy services will be provided by a credentialed speech-language pathologist and/or occupational therapist in accordance with IEPs.
- Extended School Year: Students with exception needs participate in an extended school year to target IEP goals

English learners:

- English Learners will receive both designated and integrated English Language Development
- Adaptive software, Imagine Learning will enhance asynchronous instruction by providing students with an individualized pathway that includes reading, writing, listening and speaking

- Translation services will be provided when needed

Students experiencing homelessness and foster youth:

- Student Services Coordinator will continue to make connections to engage students and provide them with access to resources and basic necessities

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Stipends for a committee of general education teachers, special education teachers, counselors, administrators and support staff to develop an inclusive distance learning plan | \$16,482 | No |
| Facilitated planning to assist teachers with developing lessons aligned to the LUSD matrices of key standards by grade level | \$58,000 | Yes |
| Facilitated planning to assist teachers in integrating ELD and world language standards into their instruction | \$7,480 | Yes |
| Universal academic screener and tool to monitor progress | \$48,600 | Yes |
| Adaptive software the uses the results from the assessment tool to define an individualized learning path for students. | \$421,000 | Yes |
| Professional Learning on Distance Learning | \$3,880 | No |
| Software to facilitate virtual meeting spaces and electronic signing of forms. | \$4,000 | No |
| Provide materials/supplies for students to use while learning at home | \$44,000 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase a program to allow teachers to curate lessons and deliver instruction | \$15,682 | No |
| Purchase a learning management system to organize student lessons and streamline communication to families | \$23,000 | No |
| School counselors to support daily socio-emotional lessons, address the socio-emotional needs of students and make referrals to community organizations | \$743,000 | Yes |
| Student Attendance Clerks and Coordinator of Student Services to monitor student attendance and engagement and implement strategies to reengage students | \$171,000 | No |
| Extended School Year for students with exceptional needs | \$120,000 | No |
| Additional Teacher Support for Home Flex Distance Learning | \$4,600 | No |
| Site Distance Learning Prep | \$24,800 | No |
| Child Nutrition Additional Support | \$50,000 | No |

Pupil Learning Loss

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

In grades 2-8, we will utilize NWEA MAP (Reading and Math) as our universal screener. This assessment, piloted in most of our schools last year, will reflect students' learning status when school closed and may be compared to their current status and growth across this school year. In grades TK-1, we will use a combination of DIBELS and other inventories, also administered last year. We will administer these assessments in the fall, winter, and spring in order to monitor student progress. Additionally, we will use the Mathematics and English Language Arts alignment matrices and assessments on 5 week cycles to identify areas of strength and growth for each student. Teachers and site administrators will engage in data reflection sessions to study the impact of their instruction on student growth and plan for adjustments as necessary. English language development will be assessed using the 2019-2020 summative ELPAC and monitored through the assessments built into Imagine Learning.

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.]

LUSD's Distance Learning Plan ensures that every student received differentiated, on-level instruction in primarily small group settings. The plan includes Just in Time support for every middle school period and 4 days a week for elementary students. "Just in Time" support provides additional learning time in an even smaller group or one-on-one for students who struggled with the on-level concept or strategy they just learned. The support is immediate and ensures access to grade level content. Students will be supported in their asynchronous work with adaptive software programs that use the results from NWEA MAP to create an individualized learning path for them. English learners will receive integrated ELD in a small group setting and designated ELD. English learners will receive additional support with the use of an adaptive learning program called Imagine Learning. Pupils with Exceptional needs will start the school year before the rest of our students and will receive an Extended School Year. Low income pupils, foster youth, students experiencing homelessness and English learners entering grades 1 and 2 received an abbreviated summer academy on foundational skills.

Teachers will convene approximately every 6 weeks to review the results of common, district-wide assessments to determine student progress and plan accordingly. Teachers will use formative assessments and frequent checks for understanding and give timely and growth producing feedback.

LUSD will implement a district-wide "Kid Watch" process using a Multi-Tiered Systems of Support Teacher on Special Assignment (MTSS TOSA). The MTSS TOSA will monitor student growth across the district and meet with principals to help plan site-based intervention and progress monitoring. Students with exceptional needs will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. Foster youth and students experiencing homelessness will receive additional check in and connect services with their site counselors and coordinator of Student Services.

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.]

NWEA MAP will be given in the fall, winter and spring and teachers will use the results to measure student growth. Teachers will convene approximately every 6 weeks to review the results of common, district-wide assessments to determine student progress and plan accordingly. English learner progress will be measured through assessments embedded in Imagine Learning. Students with exceptional needs' progress toward IEP goals will be measured individually.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Multi-Tiered System of Support Teacher on Special Assignment to monitor student growth across the district and collaborate with principals to help build systems of support for intervention and progress monitoring. | \$211,643 | Yes |
| Release time for teachers to reflect on student growth on common assessments, disaggregated by student group. | \$88,000 | Yes |
| Provide extra pay to case managers to complete backlogged IEPs from Spring 2020 | \$37,000 | No |

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.]

LUSD will ensure first that all students are accounted for and engaging in distance learning. To address social emotional needs, LUSD employs Counselors at almost every school site. These counselors developed a decision/action flowchart for exactly what steps must be taken when a student is disengaged from the daily instructional process and this has been presented to all teaches as part of the district's distance learning plan. Additionally, the distance learning plans includes 30 minutes of social emotional learning daily in each classroom.

This is supported by anchor lessons from the each school counselor followed by daily instruction/activities provided by the classroom teacher. A lesson bank has also been provided to teachers and they may use lessons from their site adopted social emotional learning curriculum. Students who demonstrate or articulate the need for mental health support will be referred to their school counselor. The school counselor may provide consultation to the family, a referral to an outside agency, and/or small group or individual support to the student. Additionally, LUSD partners with several agencies for mental health support for students. Counselors or the Coordinator of Student Support are able to help with referrals and intake for services with our partner agencies. Some families choose to self-refer and others work with school staff to access services.

LUSD will administer a socio-emotional screener, piloted last year, to all students to determine the need for additional socio-emotional supports. Additionally, each students' voice will be heard during each socio-emotional lesson delivered daily. Students who need additional support will be monitored through strategies such as check in, check out with the school counselors.

For staff, several professional development sessions were offered on the District Professional Development Day to strengthen their skills and resources related to student mental health and support. These included: SEL in the Middle School: Using the LUSD Lesson Bank; SEL in Elementary School: Using the LUSD Lesson Bank; Virtual Morning Meetings for Elementary Teachers - Responsive Classroom; CREW is for Everybody; Virtual Check In Check Out Behavior Intervention. In order to support the mental health of staff members the following sessions were offered: VEBA presents Gentle Yoga; VEBA presents Mindfulness Workshop for Teachers and School Employees; VEBA presents Meal Prep Cooking Demo. Staff mental health will be monitored via surveys administered each trimester.

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.]

LUSD provides outreach to all of our families through our Back to School Nights, Open Houses and Parent Conferences (interpretation in Spanish provided). We have active site and district Parent Teacher Associations, Advisory Committees and English Language Advisories. Our Bilingual Community Liaison connects our Spanish speaking families to our schools and translates written correspondence. We use a messaging system in English and Spanish to email and/or text messages to families and use our Parent Portal to connect parents to their child's learning.

LUSD has built a village approach to reengaging students. It begins with teachers monitoring participation in their synchronous lessons and work completion with asynchronous lessons. Our student information system and our learning management system help us identify non-

participating students. Then we initiate a sequence of events detailed in the attached flowchart. Teachers, school counselors, site administration and finally, district personnel are all involved to ensure that students are engaged. Teacher takes attendance in our Student Information System. If a student has 60% or less attendance in a one week period or is not turning in any assignments or if concerns for safety/wellbeing arise, the teacher and/or school counselor reaches out to student and/or family to provide support and problem solve. Low attendance also triggers an automated call to alert families of attendance concerns. The school attendance clerk communicates with families following up on triggered phone calls. In any of these cases, if attendance does not improve, the student is referred to the counselor or school administrator for supports. The counselor determines the challenge (communication, family support, Socio-Economic challenges, language, tech issues, mental health, etc) and can refer utilizing East County Assist resources. If situation still does not improve or family needs are higher level, the student is referred to the Coordinator of Pupil Service

See link for flowchart

https://docs.google.com/presentation/d/1D9IOoIC0PQQqBP_a_Tf50qca-VbuyLy3EqGQjyflAMs/edit?usp=sharing

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.]

The Lakeside Union School District makes breakfasts and lunches that meet current USDA meal standards available to all students. Meal service methods will be modified to maintain social distancing and ensure that health and safety requirements are followed.

Free or reduced-price meal status is determined through either direct certification monthly from the CALPADS system for students on existing qualifying programs or through an approved meal application submitted by the family. This information is recorded in the district's cafeteria Point of Sale system.

Beginning in mid-March 2020 and continuing through the end of the regular school year in early June 2020 all students were on distance learning only. Breakfasts and lunches were provided through a drive-thru program at one location serving meals daily. During this time period, overall meal counts were 78% of the previous school year; lunch counts decreased by 42%, while breakfast counts increased by 29%.

The number of meals served during the in person instruction for the 18/19 school year and the 19/20 distance learning instruction, is shown below (at end of this section) for comparison.

No data was gathered regarding specific student groups (grades, ages, etc.). The district will continue to collect comparison data and make adjustment to its meal service plan as needed to ensure all students have access to school meals.

The 20/21 school year began with distance learning instruction only, and the district opened up seven locations for weekly bulk breakfast and lunch pick-up for the first two weeks of school until federal regulations allowed a more flexible system which is described below.

BREAKFAST

In all the situations listed below, breakfast will be offered at no charge to any child ages 2-18. No PIN numbers will be used and only daily bulk meal counts for breakfast and lunch will be collected by the Food Services staff members. Parents may pick up meals without the child being present.

For short-term and long-term distance learners and during hybrid instruction, a daily drive-thru pick-up at the district's Central Kitchen will provide breakfast and lunch to take home before school hours.

For the in-person instruction, breakfasts will be served to students while they are on campus following the health and safety guidelines established by the district in conjunction with local and state authorities. Breakfast serving options include meals offered before school in the usual manner, breakfast in the classroom and grab and go breakfasts. This will be determined on a campus-by-campus basis working with the school's leadership team. At select sites, a second-chance breakfast may be offered.

LUNCH

In all the situations listed below, lunch will be offered at no charge to any child ages 2-18. No PIN numbers will be used and only daily bulk meal counts for breakfast and lunch will be collected by the Food Services staff members. Parents may pick up meals without the child being present.

For short-term and long-term distance learners and during hybrid instruction, a daily drive-thru pick-up at the district's Central Kitchen will provide breakfast and lunch to take home before school hours.

For hybrid instruction when students are on campus and for the traditional in-person instruction, lunch will be served to students while they are at school following the health and safety guidelines established by the district in conjunction with local and state authorities. Meals will be obtained from the cafeteria. Lunch will be modified to avoid large groupings of students through the use of selected techniques at each campus. These techniques include classes/cohorts designated for outside eating to be seated by district staff a 6-foot intervals; classes/cohorts designated for inside eating to return to their classrooms for meal consumption; and staggering meal schedules by classes/cohorts. Supervision will be conducted by Campus Student Supervisors. When all restrictions are lifted, lunch will return to normal.

SAFETY PROTOCOLS

The following safety protocols will be in place for all meal service methods.

- Food service staff members will wear masks and gloves at all times while on duty.
- Drive-thru meals will be served by using appropriate social distancing guidelines and timelines.

- Social distancing markers will be positioned in the serving line area and students will be monitored by district personnel to ensure compliance.
- Students will wear face masks covering their nose and mouth while waiting in line and while receiving their meal. Face coverings can be removed while eating.
- Students must wash hands or use hand sanitizer prior to coming to the cafeteria area.
- All meals will be pre-plated. There will be no salad bars or share tables.
- Contact service areas in the waiting line and cafeteria will be sanitized before and after each meal period.
- Designated district personnel will clean and sanitize lunch tables before the meal period and after each meal period.

| | Lunches Served | | | |
|--------------|---------------------------|---------------------------|-------------------------|-------------------------|
| | SY 19-20 Meals | SY 18-19 Meals | # Difference | % Difference |
| March | 32,101 | 49,282 | (17,181) | -35% |
| April | 27,138 | 30,845 | (3,707) | -12% |
| May | 26,016 | 52,056 | (26,040) | -50% |
| June | 4,573 | 22,090 | (17,517) | -79% |
| TOTAL | 66,942 | 154,273 | (64,445) | -42% |

| | Breakfasts Served | | | |
|--------------|---------------------------|---------------------------|-------------------------|-------------------------|
| | SY 19-20 Meals | SY 18-19 Meals | # Difference | % Difference |
| March | 19,090 | 19,241 | (151) | -1% |
| April | 27,138 | 12,031 | 15,107 | +226% |
| May | 26,016 | 20,064 | 5,952 | +30% |
| June | 4,573 | 7,992 | (3,419) | -43% |
| TOTAL | 76,817 | 59,328 | 17,489 | +29% |

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

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Mental Health services to provide an additional layer of support for students demonstration severe need | \$150,000 | Yes |
| Mental Health and Social and Emotional Well-Being | Additional Behavior Specialist | \$100,000 | Yes |
| Pupil Engagement and Outreach | Community Liaison | \$56,358 | No |
| Pupil Engagement and Outreach | Blackboard | \$10,034 | No |

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 |
| 9.11% | \$3,584,294 |

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.]

Summer Academy for unduplicated students in grades 1 and 2 to mitigate learning loss. The Summer Academy prioritized enrollment by English learners/homeless/foster youth, then students of low socio-economic status and targeted foundational literacy skills and socio-emotional learning.

Provide full day ASES childcare for families during blended learning. The ASES grant provides childcare for students of low socio-economic status. The ensures that students participate in teacher directed Zoom lessons and provides dedicated time and space for them to complete their asynchronous work.

Lesson development aligned to the LUSD matrices of key standards by grade level. Alignment of standards across the district ensures that every student received on-level instruction with similar levels of rigor in order to provide equal access to on-level content to our low income, English learners, foster youth and students experiencing homelessness.

Integrating ELD and world language standards into their instruction. Teachers deconstructed ELD and world language standards and integrated them into the key English Language Arts standards defined in the matrices.

Universal academic screener/tool to monitor progress, assists with determining learning levels and reporting on progress of targeted interventions.

Adaptive software the uses the results from the assessment tool to define an individualized learning path for students. These tools with help us ensure that our asynchronous work is purposeful and targeted to individual student need.

School counselors to support daily socio-emotional lessons, address the socio-emotional needs of students and make referrals to community organizations. Mental Health services to provide an additional layer of support for students demonstration severe need.

Additional Behavior Specialist. The stress of the Covid-19 crisis is impacting our low income students exponentially and we've built in these additional supports to assist.

Multi-Tiered System of Support Teacher on Special Assignment to monitor student growth across the district and collaborate with principals to help build systems of support for intervention and progress monitoring.

Release time for teachers to reflect on student growth on common assessments, disaggregated by student group including homeless, foster youth and low-income students.

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

Summer Academy: This is an opportunity that was specifically offered to these student groups and took place in addition to their regular school year.

ASES: Substantially reduced care offered for low income students. Staff offers students assistance during their independent work time that they wouldn't have had otherwise.

Facilitated Planning: We worked to identify the most important standards in each grade level and develop district-wide agreements about the level of learning that would happen for all of our students, substantially raising the level of rigor for our English learners and low-income students. We then integrated the ELD standards to ensure that our English learners were receiving connected, coherent ELD instruction.

Universal Screener/Progress monitoring: Our tool helps us to disaggregate the data by student groups, determine learning levels, set goals and monitor growth

Adaptive Software: Software was purchased that directly supports students who have experienced learning loss and specifically targets language acquisition.

School counselors and behavior specialists: to mitigate the stress of the Covid-19 crisis that is impacting our low income students exponentially.

MTSS TOSA: Developing a kid watch system to identify and develop supports for students who are academically at-risk

Release time: reflect on student growth on common assessments, disaggregated by student group including homeless, foster youth and low-income students.