COVID-19 Operations Written Report for Lakeside Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lakeside Union School District	Kim Reed, Ed.D. Assistant Superintendent	kreed@lsusd.net (619) 390-2600	06/25/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

The Lakeside Union School District serves approximately 5025 students daily throughout the Lakeside and the surrounding areas. Our educational services are provided to a diverse population of students in grades preschool-8. In response to the closure, our first step was to contact each of our students and families via a brief phone call to provide a personalized check-in as well as ensure that they were aware of our district resources. As part of the survey, we also sought to understand the social-emotional and technology needs our families might have as we began to build our longer-term Distance Learning Plan.

In response to the survey, we were able to offer immediate assistance with accessing services, such as food, mental health supports, and access to technology. We initially made contact with approximately 4,612 students/families (92%). Of the families we were able to establish contact with, we determined that 4330 (93.8%) students had internet access. 107 students (2.3%) did not have access to the internet and 266 students (5.7%) needed a device.

Based on our data, we prepared our distance learning curriculum with equity and access at the forefront. We prepared our learning plans using two formats: online platforms (including Google Classroom and Seesaw, and further supported by the District's distance learning website) and commensurate paper/pencil curriculum which is printed weekly and distributed at the school sites. Teacher Leaders from every grade level (including special education) from across the district and administrators including principals and the Educational Services leadership team met to establish and map out standards-based learning targets for each subject area in every grade level. Using these targets, grade level teams from across the district met together weekly to curate curriculum that both synchronously and asynchronously delivered new learning and tutorials. The lessons were developed through problem solving and tasks and were supported through exploration and games. Special Education staff help teachers create lessons that were accessible to all students.

The delivery of the distance learning curriculum was built on the foundation of four pillars: communicate, teach, connect, and formative assessment. Every week, teachers communicated the curated weekly plan to their students and families. They then taught the standards-based lessons developed by the work groups and scaffolded or extended the lessons on Google Classroom or Seesaw. Additionally, teachers, administrators, and support staff connect with students at least two times per week in real time for students to share their learning

with their classmates and interact to discuss learning and ask questions. Finally, teachers check-in with students to monitor progress, and support social-emotional wellbeing.

To date, we have 4,974 students/families that remain engaged (98.9%) and 51 students that have fallen out of contact (1%). All teachers have both a district laptop and a district iPad. We have distributed 3,544 iPads to students for a total of 100% of students in grades 3 and up with a device to access the curriculum. Due to limited supplies, students in grade 2 and below received iPads on an as-needed basis and based on priority that emphasize Students with Disabilities, Socio-economically Disadvantaged students and English language learners. We applied for a grant and received 100 new Chromebooks for distribution and purchased more hot spots for families without internet, again prioritizing our unduplicated students. Each family who indicated that they did not have access to the internet at home was contacted and either assisted with an application to Cox Connect2Compete, given resources for other vendors or assigned a hot spot. While we haven't achieved 100 percent connectivity yet, we continue to work toward that goal.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

LUSD has an enrollment of 2214 unduplicated pupils, and 44% of our population qualifies as socioeconomically disadvantaged. Prior to the closure, a variety of needs assessments, assessment data, and stakeholder feedback indicated there is a continued need for improving our English language arts (ELA) and mathematics performance, as well as social-emotional support. While all of our students deserve an excellent education, we noticed that our English learners and socioeconomically disadvantaged students have a significant need for improvement. In ELA and math, English learners performed 44 points below standard and 68.8 points below standard respectively. In ELA and math, socioeconomically disadvantaged students performed 22.6 points below standard and 53 points below standard respectively.

In order to continue to address this gap throughout the transition to distance learning, we have increased our support for curriculum development to target efforts at improving our outcomes for all unduplicated students. English learners receive both integrated and designated language support aligned with the learning targets in our district learning plan, and instructional assistants continue to work with students via Zoom to further support language development. Socioeconomically disadvantaged students receive priority access to district devices so that they may access distance learning and teacher support online. As needed, portable wi-fi devices were made available to any unduplicated student who requested the device. In addition, our school campuses opened their wifi range to any families who chose to come to campus and use our wi-fi signal for the purpose of completing their distance education learning work. During the school closure period, our district kitchen served free meals to any child without asking where they attended school, thus eliminating a barrier for many families. Additionally, LUSD is proud to partner with a number of community organizations to provide wraparound services that assist community members experiencing low-income and other hardships.LUSD partners with the Lakeside Help Center, which is run by volunteers and offers a clothing room, a food pantry and other resources. We also partner with places of worship in the area, such as Rise Community Church and Shadow Mountain Community, both of which host a weekly food insecurity meal distribution program.

Our data show that our foster youth need greater assistance in the areas of social-emotional interventions and support. Prior to the closure, 14.8% of foster youth were chronically absent and their suspension rate was 7.4%. Support has been directed by our student services team, and dedicated to wraparound services such as mental, social and emotional supports. During the school closure period, school counselors and teachers made individualized outreach phone calls to students. As needed, portable wi-fi devices were made available to anyone who requested the device. In addition, our school campuses opened their wifi range to any families who chose to come to campus and use our wi-fi signal for the purpose of completing their distance education learning work to ensure that 100% of our foster youth have access to district devices for distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

LUSD remains committed to high-quality instruction and distance learning opportunities for all of our students and families, as outlined in our district LCAP goals. We continue to support the professional development of our administrators, teachers, and staff to effectively utilize online resources and tools as well as curate the commensurate paper/pencil curriculum that is available for students who do not yet have access to technology. Our educational services team has continued to offer tutorials for teachers to build their capacity around distance learning delivery tools.

In addition to academics, we believe in the importance of students' social and emotional well-being. Our distance learning curriculum includes Social Emotional Learning lessons developed by our district's counseling staff, with embedded strategies to help students adjust to and cope with the often stressful realities of our changing world.

As mentioned above, the ELA/ELD curated curriculum includes high-quality text that leverages high-yield reading and writing strategies aligned with standards-based learning targets to ensure the needs of all of our learners are being met. History is taught in integrated format with ELA. The needs of our English learners are being met through Integrated and Designated ELD in alignment with the ELA/ELD crosswalk. We continue to use materials from our adopted curriculums, Everyday Math and CPM, to support standards-based math instruction. As an early adopter of the National Generation Science Standards, our teachers continue to use the three dimensions of science to deliver rigorous science opportunities for our children. LUSD is a leader in immersion coursework, and we continue to develop world language capacity in both Spanish and Mandarin. Finally, we have been able to continue to provide VAPA opportunities via our online platform as well.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Meals were distributed in a Grab and Go style via the Seamless Summer Feeding Option (SSFO) with all meals consumed offsite. All meals were distributed through one location. Bagged meals containing lunch for that day and breakfast for the next day were distributed Monday through Friday. On Fridays, breakfasts and lunches for Saturday and Sunday were also distributed. Social distancing protocols were

followed by all staff members by wearing masks, gloves and staying six feet apart as possible without compromising other safety standards (two employees required for lifting over 50 pounds, etc.) A drive-thru pick-up line was established where families could receive meals with low contact from school food service staff members.

Meals were counted at the point of service using the established SSFO Daily Meal Count Form and the daily count was used to prepare the monthly claim for reimbursement.
In order to ensure that parents, guardians and students were aware of the availability of meals, LUSD communicated in English and Spanish as widely as possible. Communication strategies included school and district family newsletters, social media posts and website announcements.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Surveys conducted by San Diego County Office Education did not indicate a significant need for childcare in Lakeside. Santee, the adjacent district offered childcare and their response was limited. Teachers and counselors contacted parents frequently and the need for childcare was not expressed. In light of this, LUSD is did providing childcare during school hours. For next year, LUSD plans to provide parents with a list of all known local programs that remain open for services and inform them of the statewide consumer education phone number and website for child care resources. LUSD will also invite families to use the state's Resource and Referral Network for additional support, where a child care specialist can connect with the family to create a personalized child care plan.