



Lakeside Union Elementary School District

9100 Jersey Ave., Hanford, CA 93230

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Lakeside Union Elementary School District is a single school district serving students in grades TK-8. Our website may be found at: <http://www.lakeside.k12.ca.us/>. The District employs 38 Certificated and Classified employees. Certificated employees include 2 Administrators and 17 Teachers. Classified employees include school office staff, district office staff, transportation - maintenance staff, food services staff, and instructional support staff. Lakeside Elementary has 326 students enrolled within grades Transitional Kindergarten to Eighth grade. Students are provided transportation to and from school as Lakeside Elementary is located approximately 4 miles from the bulk of residents within our boundaries. The student population is 96.62% Socio-Economically Disadvantaged, 38.96% English Learners, 83.7% Hispanic students, 8.28% Students with Disabilities, and 1.84% Foster Youth. Our unduplicated pupil rate is 96.10%. The surrounding community is rural and somewhat isolated. Community resources are limited. With a student population of 96% low-income, the COVID-19 pandemic had a significant impact on the academic, social, emotional and welfare of our students daily interactions. During the COVID-19 pandemic, academic and social emotional services were provided by staff to students and families. Due to limitations relating to transportation, technology, and internet Lakeside staff reached out to families through various communication platforms to increase information distributions to families. Staff remained accessible as well on school site throughout COVID-19 pandemic.

Stakeholder Engagement

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

Lakeside Union Elementary School District utilized various communication platforms to solicit stakeholder feedback. Our district has continued to garner input as it is an important part of our school planning and improvement process. Feedback was received through survey and open communication regarding any pertinent need or information stakeholders felt was relevant. Spanish translation and internet access was available as required to ensure access and ensure ability to provide feedback .

Parents:

May 2020 Survey
July 2020 Survey

SSC and ELAC:

February 2020 Meeting
May 2020 Consult with SSC/ ELAC Members , Survey
August 2020 Consult with ELAC

Community:

May 2020 Regular Board Meeting
June 2020 Regular Board Meeting
August 2020 Regular Board Meeting

Students:

February 2020 Survey
August 2020 Survey

Bargaining Unit (Teachers) :

March 2020 Meet and Consult with Lakeside Teacher Association Leadership
May 2020 Meet and Consult with Lakeside Teacher Association Leadership
August 2020 Meet and Consult with Lakeside Teacher Association Leadership

Management and Other School Staff :

March 2020 Meet and Consult
June 2020 Meet and Consult
August 2020 Meet and Consult

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

Lakeside Union Elementary School District due the size of its community and stakeholders maintained in person public meetings and public hearings throughout the COVID-19 pandemic. Stakeholders were able to attend meetings while maintaining safety protocols and physical distancing. Stakeholders were also able to provide feedback through various communication platforms prior to the meeting. In the event of a need of remote participation , ability to participate through Google Meet platform or phone during the public meeting would be made available .

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

Parents:

Parent provided input regarding in person and distance learning instructional offerings including what programs or offerings would be made to help with students who demonstrate an academic slide . Safety protocols were a common topic with varying feelings about students adhering to required face coverings on campus and their ability to build relationships with others. The ability to continue to choose in person or distance learning upon reopening was also noted in feedback provided .

SSC and ELAC:

SSC and ELAC provided input regarding in person and distance learning instructional offerings with a focus on the districts ability to ensure technology devices and connectivity to all students . It was felt that the school campus should remain closed until there is a decline in county COVID-19 cases.

Community:

Community provided no comment during Public Board Meetings .

Students:

Students provided input on the instructional program (distance learning and in person) , student activities , and student support services .

Bargaining Unit (Teachers) :

Teachers provided input on safety protocols for in person instruction , distance learning instructional program and platforms , and professional development .

Management and Other School Staff:

Management and Other School Staff provided input on safety protocols , students support services and technology infrastructure needs .

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

Lakeside UESD utilized input provided by stakeholders to prioritize actions specifically the use of state and federal learning loss funds .

Based on feedback from Parents, Teachers and other school staff , Safety Protocols as well as staff and equipment to ensure the health and safety of staff and students is noted evident within the actions of this plan . This includes foggers for classrooms and common areas, plexiglass, EPA approved disinfectants , face coverings, hand sanitizer stations , and other necessary supplies to ensure social distancing .

Based on feedback from Parents, SSC and ELAC, Students, Teachers and other school staff , In Person and Distance Learning Programs including professional development relating to distance learning platforms are noted within the actions of this plan . It is also noted that upon reopening parents may choose to have their students remain on a distance learning program offering for the 2020-21 school year.

Based on feedback from Parents, SSC and ELAC, Students, Teachers and other schools staff , Technology Infrastructure , Connectivity and devices to ensure access to all students is noted within the actions of this plan . Devices include student and staff devices to ensure an effective distance learning program as well as facilitate a hybrid program when school reopens .

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.]

Lakeside Union Elementary School District continue to work closely with other Kings County Districts and Kings County Public Health to ensure that in-person instruction when allowed on campus will follow all California Department of Public Health guidance. Currently, Kings County is on the State monitoring list and is directed to provide distance learning. With guidance on small group in person instruction provided to districts as an opportunity to support learning loss in person while on monitoring list, Lakeside is establishing student cohorts in compliance with the new guidance to support students identified by the LEA as high need in relation to language, socio-economic status, academic, and social emotional needs. Small group cohorts will provide in person academic support, social emotional counseling, English Learner language supports and availability of any other identified necessary services. Students participating in small group cohorts under the small group guidance will be given a initial assessment of skills in the area of Reading, Writing, and Math as well as students who are designated English learners having language skills assessed by a certificated staff member . Initial assessments include but are not limited to diagnostic assessments within district online instructional programs , anecdotal data taken by the assigned certificated teacher, and one on one assessments by the Intervention Teacher and /or Instructional Coach .

Upon Kings County being able to move to an in person instructional school day or upon receipt of an approved waiver to allow in person instructional school day, we will resume on site in person instruction. In person instruction will follow the adopted instructional days and

times which are 8:15 am to 1:30 pm on early dismissal days and 8:15 am to 3:00 pm on regular dismissal days. In Person instruction will be available to all students .Current class sizes range from 10 to 30 students .

The Districts reopening plan is summarized below :

SCREENING

Parents are asked to screen their children prior to sending them to school each day .

Students should not be sent to school if they have any of the following :

Temperature of 100.4 or higher

Shortness of breath

Cough

Loss of Taste or Smell

Body Aches

Someone in the household has tested positive within the last 14 days

CAMPUS

Campus will be open to Lakeside Students and approved outside agencies to provide support to staff and students .

Staff and Students will screen for symptoms prior to entering campus

Campus will remain closed to the public . No classroom volunteers or visitors .

Face coverings are required in common areas and when interacting with others .

Capacity Limits are in place for inside common areas .

STAFF, STUDENT , AND FAMILY EDUCATION OF COVID-19

Education will be conducted through virtual education, handouts, text reminders and posts on district sites/ pages.

Proper use, removal and washing of PPE/ Face Coverings

Hand Hygiene

Identifying Symptoms

Cleaning and Disinfection

Knowing when to stay home

Testing

SAFETY PRACTICES AND PROCEDURES

Hand sanitizing stations are at all classroom, cafeteria and office entrances.

Markings demonstrating appropriate physical distancing around campus .

Classroom furniture arrangement to promote physical distancing .

Common Areas will be disinfected throughout the day by custodial staff.

Disinfectant and paper towels are supplied to each classroom for intermittent disinfecting .

TRANSPORTATION

Parents are encouraged to transport their own students to and from school .

Transportation will be available . Families will be contacted regarding their transportation needs.

Due to the limitations of physical distancing on the buses, face coverings (nose and mouth) are to be worn at all times while on buses.

Weather permitting, windows will remain open to introduce fresh outdoor air.

Students will load bus from back to front and unload front to back .

MEALS

Meals are provided daily to students participating in In-person and distance learning instruction .

Meals are served as grab and go

Meals will be individually plated or bagged

Students will consume meals within their established cohorts and outside as weather permits

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

Description	Total Funds	Contributing
Transportation for student participation in in- person instruction , tutoring and summer school .	\$169,274	Yes
Class Size Reduction and Combination Class Stipends	\$77,211	Yes
Instructional Support & Professional Development: Instructional Coach, Three Additional Staff Professional Development Days	\$119,503	Yes
Licensed Vocational Nurse & Health Supplies	\$53,653	Yes
Student Activities Staff: 50% Support Staff, Physical Education Instructional Staff, Athletic Stipend & Sports Materials & Supplies	\$118, 035	Yes
Health, Hygiene & Safety: Deep Cleaning, Additional Custodial Support Staff, Additional Cleaning Supplies, and Plexiglass for Social Distancing	\$20,336	No

Description	Total Funds	Contributing

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.]

During the mandated school closure and once school reopens to in-person and parents choose to have their children remain in Distance Learning , Lakeside Union Elementary School District enrolled students are provided daily Synchronous and Asynchronous instruction for no less than the minimum instructional minutes set for 2020-21. Kindergarten is 3 hours , Grades 1-3 is 3 hours 50 minutes and Grades 4-8 is 4 hours . Synchronous Instruction is provided through the Google Meet platform and provides virtual instruction that includes the assigned Certificated teacher and classmates. Asynchronous Instruction is instruction provided through District online platforms and programs (IXL , Illuminate, EPIC, Renaissance Learning, Google Classroom) at a self pace and that receive written and/ or oral feedback . Print materials may also be utilized as deemed appropriate to reinforce instruction and at times when participation in computer based instruction is not deemed appropriate.

All distance learning students will :

- be assigned to a Lakeside UESD Certificated Teacher
- be engaged in daily instruction with attendance taken each day
- receive live instruction from the supervising teacher , and/ or online resources and allotted time for independent work .
- receive standards based instruction that follows Lakeside UESD pacing guides
- be required to complete and submit assignments for grading
- participate in local and state assessments
- access to full District adopted curriculum

Students will be provide with necessary materials and supplies to conduct schoolwork from home . These items include but are not limited to pencils, paper, crayons, markers, portable whiteboards, flashcards , and grade level text.

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.]

For the school closure during the 2019-20 school year , Lakeside Union Elementary School District continued instruction through asynchronous assignments with teacher support provided by phone .

For the 2020-21 school year, Lakeside Union Elementary School district provided access to devices and connectivity for each student to access our distance learning program . Prior to virtual instruction beginning families attended orientation on campus to secure student devices for each student and other instructional materials as designated by the assigned general education and/or special education teacher. Families were provided information regarding security and privacy of utilizing a device for virtual instruction through the districts G suite. Each student device was assigned to an individual student for district monitoring for safety and for engagement. When unique needs arise that limit the students ability to effectively utilize the internet and/ or devices , District staff will work with families to provide access to the school site for utilization of internet and / or devices. Technology support is available to students and families through District Technology Staff and off site contracted technology support staff . Technology Support may be requested by contacting the school site by phone or emailing technology staff .

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.]

Certificated Teachers will meet with students daily , Monday- Friday , providing lesson through the Google Meet platform, Google Classroom , and other District approved technology programs . Synchronous Instruction occurs through the Google Meet platform during a AM session for all students on early dismissal days and both a AM and PM session for all students on regular dismissal days . Asynchronous Instruction is facilitated through Google Classroom and other District approved technology programs as well as materials provided to students .

The minimum daily total minutes of Synchronous and Asynchronous Instruction is as follows :

Transitional Kindergarten/ Kindergarten : 3 hours (180 minutes)
First Grade through Eighth grade : 4 hours (240 minutes)

Lakeside UESD Certificated Teachers will document daily participation of assigned students , for whole or part , each school day distance learning is provided . A pupil who does not participate in distance learning on a school day will be documented as absent . Daily participation/ engagement may include , but is not limited to , evidence of participation in Google Meet Sessions , participation in online activities through District approved technology programs , completion of assignments, completion of assessments, and contact between Lakeside UESD Certificated Teachers and pupils or parent. guardian . Certificated teachers assign time value to completed assignments .

Tiered re-engagement strategies for all students who are absent from distance learning for more than three (3) school days or 60% of the instructional days in a school week will be implemented .

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.]

Lakeside Union Elementary School District identified professional development providers that specialize in instructional practices, online systems and technology that would provide our staff with an understanding of components necessary to provide an effective distance learning program. Professional development specifically focused on utilization of our Google G Suite programs including but not limited to Google Meet and Google Classroom, incorporation of various technology components during virtual instruction, social - emotional strategies to utilize within distance learning to maintain connection, trust and communication, as well as training in the District contracted online education programs. Virtual and On-site tech support are provided to staff and families as needed .

Staff Roles and Responsibilities

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

CERTIFICATED STAFF

Lakeside UESD Teachers will work from a Lakeside UESD Classroom and adhere to their contacted professional work day as negotiated in the Lakeside Teacher Association Agreement . Teachers will honor professional responsibilities as noted within the agreement including but not limited to weekly collaboration days , Back to School Night , Parent Teacher Conferences , IEP and 504 Meetings , and committee work .

Contracted work hours are being conducted both in person and virtually . Teachers are providing instruction within virtual platforms (Google Meet) while distance learning is in effect . Teachers meet with students daily through district approved communication platforms (phone, REMIND, Google classroom, Google Meet) . Social Emotional Learning is being incorporated within the virtual platforms .

It has been necessary for Certificated Staff to routinely cleaning and disinfect their own work space (classroom) to ensure a healthy environment .

CLASSIFIED STAFF

Lakeside UESD Classified Staff are unrepresented . Classified employees will work within their job classification and within their job descriptions . It has been necessary for Classified Staff to increase routine cleaning and disinfecting to ensure a healthy environment . Additionally, Job descriptions note " other duties as assigned " .

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.]

HOMELESS STUDENTS AND FOSTER YOUTH

Lakeside UESD support staff will identify students designated as homeless or foster youth to ensure their attendance and engagement in distance learning . Students identified as homeless or foster youth will be provided additional supports as necessary including but not limited

to tiered re engagement strategies , transportation, meal delivery and any additional resources or materials . Lakeside UESD participates in Purposity which is another avenue to ensure students have necessary daily living needs including but not limited to clothing and shoes.

ENGLISH LEARNERS

Students identified as English Learners will be provided integrated and designated ELD instruction by their assigned certificated classroom teacher to support growth and development aligned with the ELD states standards . Support may include building background knowledge prior to new instruction or academic topics , additional instructional time with assigned certificated classroom teacher or support staff , charts and graphic organizers , and hands on materials as deemed necessary .

STUDENTS WITH EXCEPTIONAL NEEDS

Students with exceptional needs will receive their designated supports and accommodations as noted in their IEP and/or 504 plans . Special Education staff will work with assigned certificated classroom teachers to ensure students with exceptional needs are receiving their required supports and accommodations as well as monitor students progress throughout distance learning . Special Education staff routinely joins students on their virtual instruction provided by their assigned classroom teacher on the google meet platform . IEP and / or 504 meetings are offered both in person with safety protocols in place or virtually as parents feel comfortable attending .

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

Description	Total Funds	Contributing
Technology & Connectivity: Devices for students & staff to support distance learning, contracted technology services connectivity, and mobile technology classroom package for use during distance learning and within cohorts of small student groups. Student Technology Devices: Chromebooks, Chromecarts, and Routers. Staff Technology: Devices with Cameras for Distance Learning.	\$230,114	No
Technology Infrastructure: Improvements to District network and protected space for District server to improve connectivity for students during in person and distance learning	\$75,000	Yes
Literacy & Technology: Library Technician, Technology Director 20%, Materials, Supplies, and Online Programs (Literacy & Math Renaissance Learning Software Contract)	\$102,632	Yes
Student Distance Learning Materials & Supplies	\$6,000	No

Description	Total Funds	Contributing
Professional Development & Technology Support: Distance Learning Platforms and Instructional Programs (OnPoint, Illuminate, and Ebli Intervention)	\$142,783	Yes
Planning, Monitoring and Coaching of Synchronous Instruction	\$5,905	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.]

Lakeside UESD will utilize various assessment tools along with input from assigned Certificated Teachers to identify students that have experienced learning loss during the school closure during the 2019-20 and 2020-21 school years while participating in in person and / or distance learning .

Assessments :

- Local Assessments in ELA , Math and ELD . Frequency: Trimester
- ELPAC Results . Frequency: Annually
- Locally Created EL metric form (SOLOM) . Frequency : Trimester

Identified students will be offered participation in various in person and online programs including but not limited to summer school (held in July 2020) and small group cohort instructional support (in person and virtual) .

In addition to target support provided by their assigned classroom teacher , students will also have access to the Intervention Teacher , RSP Teacher and other TOSA staff for additional instructional support .

Professional Development will be provided with a focus on district online programs , data collection, data analysis and other progress monitoring techniques .

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.]

All Lakeside UESD students are subject to progress monitoring throughout the 2019-20 school closure and the 2020-21 school year to ensure necessary interventions and/or instructional support is provided by the appropriate staff . Support staff will meet regularly to identify need and plan for offerings to students . Parents of identified students will be contacted to discuss their students eligibility for instructional and/ or social -emotional support .

In June 2020 , students were identified based on academic and social emotional need to be eligible for the July 2020 summer school offering . Summer school number of days and daily hours were increased from the July 2019 offering to support learning loss mitigation . Students were assigned to Certificated Teachers and were kept in small cohorts to adhere to safety protocols and to ensure strategic intervention support was provided.

In August 2020 , students were identified based on academic, social -emotional and engagement need . Prioritized students will be offered small group cohort in person instructional support beginning late September 2020. Small group cohorts will follow safety protocols within the small group guidance from CDPH released in August 2020 . Small group cohorts may occur within the regularly scheduled school day and / or after the end of the school day .

Beginning In October 2020 , students will be identified based on academic and social emotional need to be eligible for our afterschool tutoring offering .

Lakeside UESD will monitor students within identified sub groups through disaggregated data , specifically for the following groups : English Learners, Low Income , Foster Youth , Pupils with Exceptional Needs, and students experiencing homelessness. Monitoring will include but is not limited to student engagement records , completion of assignments , assessment data and assigned certificated teachers records . Students within these groups will be prioritized for placement and enrollment in Summer School, small cohorts, and tutoring .

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.]

Lakeside UESD will use the following to measure effectiveness of learning loss actions and strategies :

- Student Engagement Records
- Local District Trimester Assessments (Illuminate)
- Local Progress Monitoring Assessments (Skill Assessments)
- Local Technology Program Diagnostic and Skill Assessments (IXL , Renaissance Learning)

Data collected will be used by District staff to identify additional necessary student instructional supports , additional program opportunity needs , and utilized to develop effective instructional plans and practices within both in person and distance learning offerings.

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

Description	Total Funds	Contributing
Increase to Instructional School Year: Acceleration Summer School, Materials and Supplies	\$38,190	No
Instructional Support: Tutoring, Intervention Materials and Supplies	\$11,323	Yes
Illuminate Assessments for Progress Monitoring	\$6,089	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Lakeside Union Elementary School District monitors and supports the mental health as well as the social -emotional well being of students and staff through services provided by the Student Advocate, Parent Liaison, School Resource Officer, Contracted School Psychologist, Contracted Behavior support aide and through contracted professional development. Students and staff have access to support staff through various communication platforms as well as access when support staff is on site.

Professional Development relating to Social Emotional Learning (SEL) within the distance learning program and culturally responsive training have been contracted for the 2020-21 school year. Social Emotional Learning (SEL) within the distance learning program will be the focus during Trimester 1 and then as reopening begins we will move to SEL support within the in person classroom. Culturally Responsive Training is scheduled for late August - Early September to ensure staff is readily trained within the first few weeks of school. We will continue to identify opportunities for Trauma Informed Practices and other Social Emotional Learning (SEL) professional development .

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.]

Lakeside UESD will monitor students engagement in distance learning activities daily . Certificated Teachers will complete an engagement log within the districts students information system (SIS) that meets CDE requirements . Engagement is met participation in Google Meet virtual instruction meetings , completion of online assignments through district platforms , completion of assignments or assessment son district online programs , contact with assigned certificated teacher and /or other school staff.

Tiered Re-engagement strategies will be utilized depending on individual student and family needs . Strategies range from conference with support staff (in person or over communication platform) , home visits , and/ or providing additional support regarding technology devices and/ or connectivity including but not limited to access to school site for completion of distance learning assignments under the supervision of classified staff.

Tier I : Contact by assigned Certificated Teacher

Tier II: Contact by District Administration or Designees to secure information regarding the need for re engagement and offer identified supports

Tier III: Contact by District Staff and School Resource Office and/ or SARB Officer to secure information regarding the need for re engagement and offer identified supports

Translation services will be provided as needed .

Lakeside UESD will continue to participate in SARB as an additional outreach program to ensure student engagement and participation in students compulsory education .

Communication platforms utilized by District and school site staff include the District web page, REMIND messaging system , District social media pages , and through mailings as deemed necessary .

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.]

During the mandated closure and while distance learning is in effect , Lakeside Union Elementary School District provides daily meals including breakfast and lunch to all enrolled students. Meals are accessible on the school site from 11 am to 12 pm (noon) on each school day. Staff serves meals through a "drive thru"or "walk up" process. Cafeteria staff will utilize the District student meal system to track students who receive meals . (Update : as of 9/1/2020 the Seamless Summer Meal Program was reincorporated and meals are provided free to all children age 0-18) The District will monitor the distribution of meals and conduct outreach to families that have barriers such as lack of transportation that is preventing them from securing meals . Meals may be delivered to students experiencing homelessness.

Upon School reopening for in person instruction, meals will remain available to students participating in distance learning . Students attending school in person will receive their meal and practice social distancing throughout the lunch break. Lakeside UESD participates in CEP and all student are provided free meals .

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Tiered Re-Engagement Support: Parent Liaison and School Resource Officer Contract	\$66,129	Yes
Mental Health and Social and Emotional Well-Being	Social Emotional Supports: Student Advocate, School Psychologists, Behavior Support Aide, and Materials & Supplies	\$107,784	Yes
Mental Health and Social and Emotional Well-Being	Virtual Trips for Students	\$2,835	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Parent Engagement Materials, Supplies and Communication Application	\$2,120	Yes

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
39.77%	\$995,936

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.]

Lakeside Union Elementary School has an unduplicated population of 96.10%. LUESD will utilize funding on a school-wide basis through the Local Control Funding Formula (LCFF) to sustain and create services for our student population. The district desires to sustain the positive cultural changes that have developed in the prior years. Positions and services that will be sustained and created will focus on the student population that includes not merely socio-economically disadvantaged but generational poverty and will develop appropriate behaviors to support the students in developing socially appropriate behaviors and access to experiences that would not be available to them if not offered through their educational experience.

All actions and services are planned for on a school-wide basis. It is more effective, efficient, and strategic to provide services on a school-wide basis due to the concentrated numbers of unduplicated students. Services are principally directed towards identified pupils, based on a particular identified need, and evaluated for effectiveness on a regular basis.

IN-PERSON INSTRUCTIONAL OFFERINGS :

Action IP 1 : Transportation is principally directed towards low-income students , based on the need to ensure student ability to attend school on time as the school site has no students within walking distance , Students transported in from neighboring areas (Home Garden , New Home Garden , Country Routes) . This action will be evaluated by collection of transportation records and parents survey . This action supports instruction during the COVID-19 pandemic by transporting students for cohorts and when school campus is able to reopen for families that do not have access to personal transportation .

Action IP 2: Class Size Reduction and Combo Class Stipends . Teacher to eliminate combination classes in grades 2-3 is principally directed towards English Learners, Foster Youth, and Low Income students, based on the need to provide more intensive and strategic small group and individual instruction for guided reading. 100% of students were enrolled in a self-contained course in grades K-8. This action will be evaluated by teacher job assignments , class rosters , and lesson plans . This action supports instruction during the COVID-19 pandemic by supporting learning loss .

Action IP 3 : Instructional Support and Professional Development : Instructional Coach and Additional Professional Development days added to the contract is principally directed towards English Learners and Low Income students, based on the need to provide staff with on site Instructional Coaching and additional time to receive and participate in professional development focused on a quality instructional program for students. This action will be evaluated by professional development agendas , evaluations and sign in sheets . This action supports instruction during the COVID-19 pandemic by providing coaching related to distance learning specifically synchronous instruction and monitoring asynchronous instruction.

Action IP 4 : Licensed Vocational Nurse and Health supplies are principally directed towards Foster Youth and Low Income students, based on the identified need for additional access to health care, as well as ensuring in school care and safety. This action will be evaluated by student health data . This action supports instruction during the COVID-19 pandemic by conducting screenings as needed of students and staff as well a providing information to students, families and staff related to testing, symptoms and other resources .

Action IP 5 : Student Activities Staff: 50% Support Staff, Physical Education Instructional Staff, Athletic Stipend & Sports Materials & Supplies . Physical Education Teacher and Materials & Supplies is principally directed towards English Learners, Foster Youth and Low Income students, based on the need to provide opportunities for structured physical activity provided by a single subject(specialized) credentialed teacher, and instruction relating to living a healthy lifestyle. In addition, this allows for general education teachers additional time for instructional planning and collaboration to analyze formative and summative data that is used to make instructional decisions. This action will be evaluated by lesson plans noting physical education and scheduled student activities . This action supports instruction during the COVID-19 pandemic by providing virtual Physical fitness routines and activities as well as virtual student activities .

DISTANCE LEARNING PROGRAM :

Action DL 2 : Technology Infrastructure is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to support ability to participate in both in-person and distance learning instruction , District approved online programs , District online assessments , and other approved instructional platforms . This action will be evaluated by student engagement records during distance learning and student use reports of District approved online programs . This action supports instruction during the COVID-19 pandemic by providing access and resources for virtual distance learning instruction during both Synchronous and Asynchronous Instruction .

Action DL 3 : Literacy & Technology: Library Technician, Technology Director 20%, Materials, Supplies, and Online Programs (Literacy & Math Renaissance Learning Software Contract) is principally directed towards Low- Income, English Learners, and Foster Youth , based on the need to provide access to library books, materials as well as technology devices . This action will be evaluated by records of students access to library books and materials as well as check out records of student devices . This action supports instruction during the COVID-19 pandemic by increase access for students during distance learning specifically asynchronous instruction .

Action DL 5 : Technology Program Support and Internal Staff Support is principally directed towards English Learners, Foster Youth and Low Income Students, based on the need to support the implementation of technology based instructional programs, and student access to assist in closing the technology gap. This action will be evaluated by student engagement records during distance learning and technology support logs. This action supports instruction during the COVID-19 pandemic by increasing technology support access to students and families due to the increased use of technology devices and programs during distance learning for both Synchronous and Asynchronous instruction .

PUPIL LEARNING LOSS :

Action PLL 2: Instructional Support : Tutoring , Intervention Materials and Supplies is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to support necessary additional instructional support within academic areas to identified students . This action will be evaluated by tutoring attendance records , tutoring lesson plans and intervention lesson plans . This action supports instruction during the COVID-19 pandemic by supporting learning loss , specifically target students based on assessment by staff of learning loss effects .

Action PLL 3: Illuminate Assessments for Progress Monitoring is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to conduct progress monitoring of academic content areas including but not limited to English language arts , mathematics, NGSS , and English language development. This action will be evaluated by student assessment data and completion records . This action supports instruction during the COVID-19 pandemic by supporting assessment of learning loss during distance learning .

MENTAL HEALTH & SOCIAL EMOTIONAL WELL-BEING, PUPIL ENGAGEMENT & OUTREACH, AND SCHOOL NUTRITION :

Action MHSEL 1 : Social Emotional Supports: Student Advocate, School Psychologists, Behavior Support Aide, and Materials & Supplies is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to ensure the social, emotional welfare as well as health of students relating to COVID-19 , the school closure and identified concerns noted by staff or parents of Lakeside UESD students . This action will be evaluated by staff logs of student and parent contact . This action supports instruction during the COVID-19 pandemic by supporting the social, emotional welfare of students and staff.

Action MHSEL 2 : Virtual Trips for students is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to support real world experiences to reinforce academic content areas and language development . This action will be evaluated by virtual trip student attendance records. This action supports instruction during the COVID-19 pandemic by providing engaging virtual field trips experiences during distance learning and through the 2020-21 school year.

PUPIL ENGAGEMENT AND OUTREACH :

Action PEO 1 : Tiered Re-Engagement Support: Parent Liaison and School Resource Officer Contract is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to ensure students are engagement in instruction throughout the 2019-20 school closure and 2020-21 school year. This action will be evaluated by Student and Parent contact communication logs and attendance communication . This action supports instruction during the COVID-19 pandemic by supporting student engagement during distance learning and throughout the 2020-21 school year.

Action PEO 2 : Parent Engagement Materials, Supplies and Communication Application is principally directed towards Low-Income , English Learners , and Foster Youth , based on the need to provide communication across various platforms to ensure Lakeside UESD parents receive up to date information within a timely manner . Materials and Supplies range from paper notifications to parents as well as materials and supplies to utilize within parent outreach activities . This action will be evaluated by Student and Parent contact logs and copies of communication provided to families . This action supports instruction during the COVID-19 pandemic by increasing parent communication related to COVID-19 resources and distance learning instruction as well as information relating CDPH guidelines for schools .

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

Lakeside UESD district wide and school wide services provide within the actions of the Learning Continuity and attendance Plan are principally directed towards unduplicated students . The needs , conditions and circumstances of the unduplicated student population as a result of COVID-19 was considered in developing and funding the actions noted . The actions and services noted within the increased or improved service section meet the districts minimum percentage to increase or improve services of unduplicated students. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student population. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and stakeholder input. Due to the COVID-19 pandemic, school

districts were held harmless to losses in K-12 funding levels. We have had a decline in enrollment for the 2020-21 school year, we ended the 2019-20 year with 315 students. Currently, we have 267 students enrolled. The additional funds we receive this year has allowed us to quantitatively grow services for students, staff and families. All actions are included in the LCP that are used to meet the increased and improved requirement .