

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 Joint School District closed its school campus on March 16, 2020 due to the Santa Clara County Public Health Department’s Order to Shelter In Place with regard to the COVID-19 virus (later to become identified as a pandemic). Lakeside JSD has continued to keep Lakeside School closed to the public and maintains a remote learning delivery model for teaching and learning with our students and faculty. Moving to a remote learning delivery system has caused LJSD:

- Instructional staff to shift their curriculum and instructional development to a remote learning platform which encompasses both digital/Internet delivery as well as hard copies, textbooks, manipulatives, and hands-on learning materials to be accessed from home.
- LJSD needed to provide student access to the Internet because it was largely the medium through which our teaching and learning would be delivered.
 - This required both the delivery of Internet accessible devices to students and ensuring parents have access to the Internet in their home.
 - There was an increased need/use of IT support for devices delivered and used at home. Increased demand for setup, loading software, repairing equipment or software use, creating accounts, et cetera.
 - Increased cost to LJSD for the purchase of necessary equipment for student and faculty use during the remote learning structure.
 - LJSD had to provide devices and opened specific parts of our building to create family learning pods (like a hotspot) where parents could work and supervise their student’s learning with access to the Internet provided by the school.
 - This increased the daily maintenance of classroom spaces while our school was closed to the public because we needed to sanitize daily the spaces where families accessed a *learning pod*.
- LJSD teachers needed to develop learning packets for each student in the classroom or caseload as we Sheltered in Place and delivered curriculum and instruction for students learning at home.
 - This created an inordinate amount of photocopying to create individual student packets for each student to work from home that would not have been necessary if students were in classrooms.
- LJSD created and purchased appropriate signage for the site as per PHD requirements.
- LJSD purchased PPE for the site as per PHD requirements and guidelines.
- LJSD hired a remote learning teacher to support each classroom teacher in the remote learning environment as well as supporting directly those students who need additional support to mitigate learning loss due to the remote learning environment.

Stakeholder Engagement

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

LJSD communicated with the school community largely through school and district sourced weekly email newsletters, as well as through individual teacher newsletters. LJSD held Town Hall Meetings (accessed through Zoom webinar) on April 29 and May 20 to share information on district progress with remote learning, budget, middle school program, and the creation of a Task Force designed to gather a broad-based feedback and input regarding reopening Lakeside School for the 2020-2021 school year. Initially a call for community volunteers was sent out after the discussion of it during the May 20 Town Hall Meeting. LJSD sent out email communications following the Town Hall Meeting on May 20 to the community informing them of the formation of a Task Force and its purpose. As a result, a 21-person Task Force was created from those volunteers. This Task Force consisted of 9 parents (3 of which are parents of students with special needs), 6 teachers (1 works with special ed students), 2 classified employees (1 who supports ELL students), 1 administrator, 2 contract service providers and 1 community member at-large (a preschool director).

The Task Force met as an entire group (through Zoom meeting) on June 18, July 6, and July 13 and in smaller groups multiple times between June 18 and July 13. The Task Force received the resultant data from two parent surveys and one staff survey submitted to the respective groups in June and July. These survey data were included in the Task Force dialogue and decision-making as well as shared with the Board of Trustees during the June 29, July 8 and 24, and August 12 public meetings. The culmination of the Task Force's work on July 13 was to propose to the LJSD Board of Trustees to open school on August 13 (as planned) in a remote learning platform. The Task Force reconvened on September 14 (using Zoom) to continue their work and provide continuous feedback regarding the remote teaching and learning being delivered in the 2020-2021 school year, as well as addressing other key stakeholder roles for Lakeside School and District.

Lakeside School administration began making personal phone calls in late April and early May to all families that had not engaged in the remote learning delivered between March and June of the 2019-2020 school year. The purpose of these personal phone calls was to discover the reasons for the lack of student engagement and to discover what Lakeside School could do to support the parents/student to become reengaged in their learning. For families who struggled with Internet access from their home, Lakeside School served as a hotspot to provide families to free access to the Internet for themselves and their children.

LJSD conducted three weekly parent meetings (using Zoom) once Lakeside School reopened, to remote learning, on August 13. These meetings were held on August 17, 24, and 31 and conducted through Zoom meetings, shared with our community through email, newsletters and the Lakeside home page web calendar.

The culmination of these many and combined efforts led to the development of the Learning Continuity and Attendance Plan, through remote (Zoom) meetings with various stakeholder groups and community survey data that was synthesized by the Task Force and LJSD staff.

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

The LJSD parent/stakeholder group(s) were able to participate in **all** public hearing and meetings via the Zoom access, through an Internet accessible virtual/remote meeting which includes both audio and video transmission, or through telephone connectivity providing only audio transmission. LJSD community members were also encouraged to share their thoughts, feedback, questions and comments through two separate surveys delivered through email, individual email communications and through the District's information email address ljsd@lakesidelosgatos.org found on all email communications, Zoom invites, and the District's website calendar. During all Zoom meetings/hearings of the Board, Town Hall and Task Force meetings, the stakeholders could provide feedback directly in the conversation, through the chat or Q&A features, or through the ljsd@lakesidelosgatos.org email system.

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

LJSD delivered three stakeholder surveys to 100% of the families, directly through *each* parent/guardian's personal email (which meant that most families were represented twice, but frequently only one parent responded to the survey), in June, July and August and one staff survey in June. While the staff survey responses represented 85% of the entire staff, the three parent survey responses represented (respectively) 50%, 46%, and 53% of the parents surveyed.

The survey data revealed an overwhelming desire by parents for students to be in classrooms on the Lakeside campus. This was due, in part, to the parent sense that the remote learning delivered at home during the end of the 2019-2020 school year fell short of the in-class learning their children experienced. Additionally, for many parents, the perceived caution for closing schools to safeguard children, was based upon an exaggerated public health concerns, when many parents believed specifically that children were far less of an infection risk than adults. The majority of parents wanted their children back in school under normal, or near-normal conditions.

The Lakeside School staff on the other hand was far more concerned about the health risks even though emotionally and professionally they preferred to work with students in person. Lakeside teachers expressed frustration with delivering curriculum and instruction in a remote/distance learning environment with little or no lead time and even less knowledge and experience in doing so. The Lakeside staff was equally concerned for student and staff health and well-being for on-site, in-class delivery of teaching and learning, as well as the perceived quality of instruction at the end of the 2019-2020 school year. To this point, the Task Force believed that with sufficient professional development, the Lakeside instructional team would be able to deliver a substantially improved and more appropriate and robust curriculum and learning in August through a remote learning delivery system.

The combined stakeholder concerns, represented by the Task Force, were very high regarding the ability to adhere to the safety protocols set forth by the state and county health departments, specifically social distancing and wearing of mask. Equally of concern was for the District's budget and ability to afford the additional expenses of a Hybrid Learning model, PPE, necessary handwashing and sanitation/disinfection equipment. Both stakeholder groups mentioned concerns about classroom management of student behavior in various learning models. In the on-site in-classroom model, parents and staff were concerned about students' ability to wear masks all day long and maintaining appropriate social distance. Student failure in either regard would exacerbate teacher's ability to manage their classrooms and possibly create additional student misbehaviors that would detract from and decrease the amount of learning possible. In a remote/distance learning model, both parties expressed concern for increased classroom management issues for teachers because of the relatively inherent conditions of the remote learning environment.

While the parent stakeholders emphasized their concerns about the quality of instruction in a remote learning environment their desire and hope was that the instructional staff would have enough time to develop and deliver a high-quality, rigorous academic, social and emotional, physical and whole-child centered curriculum and instruction by the starting date of August 13, 2020. The final proposed school reopening plan the Task Force submitted to the LJSB Board of Trustees was largely based upon the increased infection and positivity rate in Santa Clara County in the first two weeks of July, and coupled with the Lakeside staff's concern for the health and safety of students and staff if Lakeside returned to an in-class instructional model.

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

The stakeholder input and feedback with regard to developing the Learning Continuity and Attendance Plan was based upon multiple measures of information, documentation and assessment provided through a number of sources shared with the Lakeside JSD community:

- Town Hall Meetings
- Parent Meetings
- Task Force Meetings
- Two parent surveys and one Lakeside JSD staff survey
- Board of Trustee Meetings
- Documentation from various public resources shared in these public settings, as well as through district email, slide decks

- Examples of documentation in this process beginning in March of 2020 include:
 - CDC, CDPH, CDE, SCCOE, SCPHD, WHO,

The Task Force was provided all of these many published documents and resources, three separate survey data, as well as others resources individually or in small groups shared amongst the Task Force members over the weeks and months in which they dialogued and collaborated to the end result of their input for the Board of Trustees and reflected in the LCP. In July 2020, the Task Force developed plans for three different instructional delivery models in anticipation of the reopening of Lakeside School on August 13th.

Lakeside School staff, working with the stakeholders and Task Force, developed a final hybrid reopening model *prior* to the Task Force’s last-minute recommendation to the LJSB Board of Trustees to open Lakeside School in a remote learning/distance learning delivery model. The remote learning model was built upon the Lakeside School bell schedule/master schedule for in-person teaching and learning and reflects that instructional day (please see attached document). Teachers created synchronous and asynchronous blocks of instruction, that were built around common intervention blocks of time, and included instructional blocks of time for the Enrichment teachers to support students in science, physical education and art (with gardening added at the beginning of October). This reflected the stakeholder feedback regarding the inclusion of the Enrichment Program and as much synchronous instruction as possible into the daily schedule.

With a remote learning/distance learning delivery of teaching and learning, it was incumbent upon LJSB to purchase internet accessible student devices and provide hotspots and *Family Learning Pods*, so parents and their students had access to the Internet and the learning environment. More than 10% of Lakeside School’s families are challenged with reliable access to the Internet to support their child’s remote learning and their own work responsibilities. These families participated in accessing the FLP and loaned hotspots.

Lakeside teachers needed additional technology equipment to deliver a completely digital instruction, either from their classroom or from their home. Most of these needs were met by existing technology equipment, e.g. a classroom iMac computer for teachers who need a large screen. The extent of technology equipment Lakeside School teachers needed in the remote learning environment was minimal, e.g. lavalier microphones, iPad stands (when used as document cameras). The greatest expense incurred by LJSB necessary for teachers to work in the remote learning environment centered on software and digital curriculum.

Lakeside teachers developed their remote learning environment largely based upon the CANVAS Learning Management System and *Zoom* meetings. Additional software applications (e.g. *SeeSaw*, *BrainPop*, *Dreambox*, *Wilson Step Reader*, etc.) were purchased to support teacher’s curriculum and student learning, amounting to \$9,315.72.

Lakeside School hired a credentialed teacher as a full-time substitute teacher to be able to support any of the classrooms if one of our teachers became unable to teach, and concern from our stakeholders as well as the Lakeside School staff. This teacher was hired full-time to be able to learn, support, and replicate any of the teacher’s classroom practices in the case of an absence. She was also hired to support the interventions being developed as part of the remote learning environment and to be able to extend that for any student in need of learning loss mitigation or an advanced/accelerated learning program. This substitute teacher would also be ready and able to step into managing the remote learning delivery (another concern expressed by the Task Force, stakeholders and Lakeside staff) to those students who are unable to return to an in-person instructional program in the foreseeable future.

The Task Force and stakeholder feedback clearly stated that a return to Lakeside School and in-person teaching and learning would require additional protocols and equipment directed by public health that Lakeside School did/does not possess prior to the COVID-19 pandemic.

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.]

Currently, LJSD is not offering classroom-based instruction, primarily based upon the feedback from the Task Force and with the approval of the LJSD Board of Trustees. Lakeside School's administration is working individually with each family to support the individual needs and requirements of every student to create the appropriate delivery of curriculum and instruction. Additionally, Lakeside School administration is supporting the instructional staff to be able to create a safe and healthy learning environment that best meets the needs of each individual student while also addressing the specific needs and concerns of instructional staff.

Lakeside School has created 16 separate *Family Learning Pods* where parents and students may gather in a safe and healthy setting while accessing the Internet under the supervision of the parent(s). A number of Lakeside School's instructional and support staff work daily within the school building and are accessible (if needed) to those families who gather in one of the *Family Learning Pods* during the school day. Over the next two months, as the Task Force continues its work in gathering further information and monitoring of the pandemic progress, it is expected that LJSD may well be able to return to Lakeside School within this calendar year, or soon thereafter within the new calendar year.

Lakeside JSD has purchased an electrostatic sprayer and two cases of CDC approved COVID-19 disinfectant for spraying/disinfecting all indoor areas of Lakeside School, 1000 masks, 6 gallons of hand sanitizer, six portable handwashing stations, 100 child size three-layer masks in an initial preparation for returning to campus for teaching and learning. Additionally, LJSD has received PPE from the CDE distributed through SCCOE in the form of adult and children masks, face shields, thermometers, and hand sanitizer.

LJSD has enacted a health screening process for all people entering the Lakeside School Office (the only entrance to the facility open to the public and the point of entry for all staff) requiring each person to respond to a series of Public Health screening questions concerning COVID-19 symptoms, temperature check and record of where on campus each person visits. Lakeside School has posted signs on floors, walls, doors, entries, throughout all buildings and on sidewalks reminding everyone to wear masks, maintain 6 feet social distance, and engage in regular/frequent hand hygiene. The District has enacted a cleaning/disinfecting process and schedule for maintaining high sanitation of all indoor areas. Lakeside has purchased a one-year supply of HEPA MERV 13 filters for the School's HVAC system and set the HVAC system's set points to 100% outside air draw to increase outdoor airflow and particle filtration.

Lakeside School's classrooms have been set up for maintaining 6' distance between student desks and each teacher's instructional area. Additionally, the School has developed staggered recess times and made accommodations for each teacher to be able to utilize outdoor spaces for delivering their instruction in small group or whole class settings (moved outdoor tables, arranged pop-up shelters, etc.). LJSD has developed a process for screening all students each morning (when the school returns for in-person teaching and learning) before entering their classrooms and determining their wellness before beginning their day on campus. Lastly, Lakeside School is ready to implement the Public Health guidelines for in-person teaching and learning, these include, in part, the following topics:

- Cleaning and disinfection
- Small, stable, cohorts
- Entrance, egress and movement with the school
- Face coverings and other essential gear
- Health screening for students and staff
- Identification and tracing of contacts
- Physical distancing
- Staff training and family education
- Testing of students and staff
- Triggers for switching to distance/remote learning
- Communication plans

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Lakeside School hired a full-time credentialed teacher to serve: 1. as a substitute teacher for any absent teachers in any of the three models, 2. <i>A teacher who delivers interventions to identified students (predominantly our students of greatest risk and highest needs) in the remote learning environment</i> , 3. The remote learning teacher when Lakeside School returns to in-person teaching and learning, for those students who must remain in the DL classroom from home. | \$34,547 | Yes |
| Six portable handwashing stations, | \$4,800 | No |
| one electrostatic sprayer, | \$700 | No |
| four HEPA HVAC filters changes, | \$1,112 | No |
| classroom hand sanitizer, | \$1,400 | No |
| room disinfectant, | \$627 | No |
| Lakeside School purchased thirteen iPads for TK-2 nd grade students in the remote learning environment | \$8,841 | Yes |
| Instructional Technology support to setup and manage devices prior to reopening school | \$2,608 | No |
| SCCOE furnished fifteen iPads and fifteen MacBook Air computers | \$19,900 | No |
| Instructional Technology for in-class broadcast of teaching and learning for distance learning students when Lakeside School returns to in-class teaching and learning (eight SWIVL stations) | \$12,000 | No |

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.]

Lakeside School has deployed all of the curriculum that it delivered previously in the classroom (some of which was delivered digitally using internet accessible devices in the classroom) and enhanced both the curriculum and the instruction in the remote learning environment by adding additional curriculum and instructional strategies that reflect the use of technology and the Internet as a delivery system for learning. The Lakeside School master schedule/bell schedule reflects the same instructional day that was previously used to deliver teaching and learning solely for the classroom (in-person) model. The current instructional day reflects the common instructional blocks for all TK-5th grade teachers, which allow students and teachers to access their specific and appropriate interventions, just as they did previous to the pandemic. General education and special education students and staff are still able to deliver and access the individually differentiated teaching and learning that was created/delivered prior to the pandemic. While the current instructional program is delivered entirely remotely through the Internet, the program change that will occur when students and staff return to Lakeside School for in-person teaching and learning would consist mostly of the asynchronous learning being conducted live in the classroom with the teacher or instructional assistant supporting students learning in person (instead of through a breakout room).

LJSD has employed a full-time substitute teacher (who is fully credentialed) in support of curriculum and instruction. This role is responsible to learn the entire TK-5 Lakeside School curriculum and the instructional delivery of that curriculum in both the remote learning environment as well as the in-class environment. Over the course of the first month of school, this person has been provided professional development in support of this role and responsibility and daily opportunity to both observe and transition into supporting instruction in the remote classroom (and eventually the in-person classroom if needed). As Lakeside School transitions back onto the Lakeside School campus, this substitute teacher's role will be primarily to deliver the remote learning to all Lakeside School students who must remain in the remote learning environment, while the rest of Lakeside School's teachers focus their teaching and learning on those students in their classrooms in-person.

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.]

LJSD has submitted several funding applications on behalf of Lakeside School students to be able to acquire Internet accessible devices for every student. Lakeside School has received funding from the Silicon Valley Community Foundation to purchase thirteen iPads (used by students in grades TK-2nd), from the SCCOE for Hotpots to loan to Lakeside families who need this type of support, and enough notebook computers to achieve a one-to-one student to device ratio, which supports all of Lakeside School's student body whether in a remote or in-class learning environment.

LEA distributed in-class technology to families in need, and purchased additional devices as needed to ensure all students in DI could access. This essentially became a focus on a 1:1 ratio in anticipation of the eventual return to in-person teaching and learning and knowing some students would remain at home for Distance Learning indefinitely.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The process of assessing student progress in the remote learning environment is nearly the same as what Lakeside School teachers would normally do in the classroom with the exception this year of DIBELS and DRA (which require in-person administration of the assessment). Teachers did not use these two assessments with their students because of the inability to deliver these assessments in person. The team is using the Foundations/Wilson and Benchmark assessments and for baseline data in reading and writing and Savvas/Pearson assessments on each student for baseline data in mathematics.

Lakeside School instructional staff completed initial beginning of the year baseline assessments in the following manner:

- Meeting with students in one-on-one zoom meetings for reading and comprehension
- Reviewing submitted work samples for writing and comprehension
- Assessing students via online assessment platforms for mathematics

Instructional staff continue to regularly collect formative assessment data of student progress through:

- Daily collection of work samples uploaded by students to Seesaw or CANVAS
- Unit quizzes
- Online programs that report on student progress (ex., *Dreambox*, *ALEKS*, *BrainPOP*)
- Foundations/Wilson, Benchmark and Savvas/Pearson

Instructional staff measure participation through both live interactions with students and daily work uploaded via the Seesaw platform and CANVAS LMS. Lakeside School' instructional staff meet once a week (Wednesday is an early release school day when the instructional staff conduct weekly 90 minutes articulation meetings to collaborate across grade levels and content areas and establish teaching and learning parameters for students and staff in the remote learning environment).

The Lakeside School instructional staff utilize different methodologies to address time value of pupil work with the understanding that there is no average student. Each student works at their own pace and teachers are able to offer a range of activities for students who finish early and monitor students in order to better differentiate for those who take longer. Lakeside School's instructional staff lean on their prior experience in the classroom to determine length of time an assignment should be completed, reference teacher editions' recommendations, refer to feedback from other educators on shared teacher blogs and are acutely aware of the student's skill set needed and task cognitive demand to determine value of time.

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.]

The Lakeside School instructional staff was provided with formal and informal professional development support and resources beginning in June of 2020.

Lakeside School instructional staff was provided release time in July and August equal to four contract days to access their own personal professional training in the use of specific software applications and platforms. The instructional staff needed to learn how to better use the Zoom platform and its various features that benefit remote teaching and learning (e.g. breakout rooms, hosting meetings, setting up invitations). The Lakeside teachers needed to learn how to use the CANVAS Learning Management System in order to create a completely remote classroom for teaching and learning. All Lakeside teachers spent numerous hours just setting up their *remote/virtual* classroom in the CANVAS environment. Additionally, Lakeside School teachers needed to learn out to use various new software applications that would support their individually differentiated students' needs, as well as to supplement and supplant their normal in-class teaching and learning curriculum and instruction.

Lakeside staff spent many hours in collaboration and articulation during the months of July and August to learn or relearn new methods of using student assessments to gather baseline and on-going formative assessment data. Lakeside School's instructional staff received professional development support from a number of SCCOE trainers and employees, beginning in August and carrying through in some cases to the end of the school year.

- English Language Learning: SCCOE English Language Coordinator, Ms. Deedy Camarena conducted whole instructional staff general overview and then focused on the individual Lakeside staff working directly with specific students who need more targeted support. Targeted PD begins on October 14, 2020
 - Lakeside Instructional Assistants also received training from the Lakeside IT Specialist to learn *BrainPop*, ALEKS, and *DreamBox* software applications
- Mathematics: SCCOE Math Specialist, Ms. Kirsten Sarginger supported the training of Lakeside School's 4th/5th grade teacher and Substitute Teacher (who also support interventions)
- Instructional Technology: SCCOE Ms. Gena Pacada provided direct training and support for Lakeside School's TK/Kinder teacher specific to creating a digital classroom and setting up her remote learning practice with the specific hardware and software tools used by Lakeside School
- *Wilson* publishers: provided our Substitute and intervention teacher training in the *Foundations* literacy program.
- Racial Equity and Justice in the classroom: SCCOE Dr. Christina Arapante provided 1st-5th grade teachers will both a wide range of resources (lesson plans to literature) as well as in-person, one-on-one professional development.
- Special Education Assessments: Lakeside School Special Education staff to receive professional development training specific to delivering assessments in the remote and in-person environment of COVID-19.
- *SchoolWise* Student Information System: Mr. Kevin Mayer produced several synchronous and asynchronous training sessions for Lakeside office and teaching staff regarding taking attendance and managing student engagement in the remote learning environment.

Staff Roles and Responsibilities

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

Ms. Ana Paulina Mino, one of Lakeside School's Instructional Assistants was previously supporting the School as a very part-time as an IT Specialist (based upon her background and experience). With the School's move to deliver teaching and learning in the remote learning environment, Ms. Mino's workday shifted dramatically in August and September to support the increased needs for setting-up and managing hardware and software.

Lakeside Principal, Ms. Shama Marshall shifted her role to include the distribution of meals to the families off-site instead of on-site.

Instructional Assistants were asked and supported in their efforts to obtain a substitute teacher’s certificate so they could provide expanded support and service to Lakeside School and students in this additional role.

Lakeside teachers have been conscious to include expanded focus on the social and emotional supports for students and their learning as they develop their curriculum and instructional plans.

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 LEA across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Currently Lakeside Joint School District does not have any students in foster care or who are experiencing homelessness. Lakeside continues to support students who are English learners, have special education services and those with behavioral concerns in an inclusive setting to the greatest extent possible.

Students who require additional support during Lakeside School’s remote learning receive the following tiered interventions:

- Universal-for all students: differentiated instruction in the class live (synchronous) meetings, individual work or work expectations, small group and whole group lessons, invitations to stay on zoom meetings longer for additional general education teacher small group or one-on-one support.
- Students who require additional support (with or without identified needs, language support or social emotional needs): One-to-one or one-to-two individual time with teacher and/or instructional assistants scheduled throughout the week, frequency depending on the level of student need.
- Targeted curriculum to fit the needs of the students: e.g. targeted EL curriculum, *Foundations*/Wilson reading/writing tiered intervention, IEP designated intervention services.
- Behavioral support: Lakeside School’s behavior specialist provides one-to-one support per student IEPs, supports remote/Zoom whole and small group instruction, supports the District’s PBIS tiered implementation, training and coaching for instructional assistants and parent support as needed.
- Social and emotional support is provided through daily teacher created lessons grounded in Second Step and our SEL Toolbox, as well as in more targeted support by Lakeside School’s Social Emotional Learning coordinator. At the universal level, all students have the SEL curriculum delivered by both the SEL coordinator/school counselor and general education teachers. Lakeside’s SEL coordinator has provided drop in and scheduled recurring counseling sessions for students affected by the recent fires and evacuations, those who are experiencing additional mental health issues, those who reported emotional impacts due to the *Shelter in Place* Executive Order and as a form of preventative care by teaching students coping skills.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Lakeside teachers were provided two additional contractual days for professional development specific to their teaching and learning in a remote leaning environment. | \$5,578.99 | Yes |
| Instructional Assistants were provided with additional professional development training specific to their roles in supporting classroom instruction and in learning the new software applications being used in the remote learning classrooms. | \$0 | NA |

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 response to the COVID-19 pandemic and LJSJ practice, beginning of the year assessments were conducted with the following tools:

- *Foundations* - phonics, writing, reading
- *Benchmark*- reading and writing
- *BrainPop*- English Language Development
- *Savvas* - mathematics

Based on the initial assessment results, students were placed into appropriate developmental leveled reading, writing and math groups, assigned to live (synchronous) small group instructional blocks within the remote learning master schedule. All programs provide weekly or end of unit assessments to track student growth/progress. Students are engaged with both the teacher and classroom instructional assistants. Students who exhibit greater need for intervention are asked to Zoom conference with the teacher and/or instructional assistant for extra support throughout the week. Teachers offer students calendared *office hours* for which students/parents can schedule in addition to the scheduled intervention times. Instructional staff rely on data collection to track progress from the initial baselines established at the beginning of the school year and managed continuously on a regular basis throughout the school year.

In anticipation of school closure in March of 2020, Lakeside School's special education team has been tracking student progress on IEP goals in the areas of reading, writing and mathematics. Additional support to what was articulated on student IEPs has been provided as needed as part of each student's emergency services plans during the spring closure and throughout the extended school year. This progress on goals was again assessed during the first two weeks of the 2020-2021 school year and intervention groups developed in response to the assessment data.

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.]

Lakeside Joint School District serving 68 students from TK-5th grade currently does not have any students who are experiencing homelessness or are designated foster youth. Lakeside continues to serve students who come from low income backgrounds, those with special needs and students who are English Language Learners as stated above. Using ongoing assessment data, Lakeside School's instructional staff deploys interventions as appropriate for students struggling with learning loss and skill gaps, as well as students who demonstrate advanced skills and accelerated learning ability.

Students who exhibit need for interventions are provided individualized differentiation using the Foundations, Benchmark, BrainPop and Savvas tools in support of mitigating learning loss. Every Lakeside School teacher has developed specifically designed learning activities to support their students who benefit from

either advanced levels of each curriculum and/or an accelerated curriculum which ever s most appropriate. Using a Choice Board (for all content areas), Dreambox and ALEKS (for math curriculum) and the Benchmark leveled readers (for literacy and fluency), teachers are able to design differentiated advanced/accelerated curriculum for those learners who are challenged and successful with these opportunities.

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.]

Tracking and monitoring student progress, an integral part of Lakeside School’s MTSS framework is even more critical in our current remote learning educational environment. Over the past 3 years Lakeside staff has worked to identify appropriate assessment processes in the areas of ELA and mathematics. In response to COVID-19 school closures Lakeside School has relied on the identified MTSS framework established and is working with the SCCOE math specialist to improve and revise tiered tracking and interventions for mathematics. With respect to ELA, Lakeside utilizes Foundations/Wilson reading, handwriting and phonics programs, Benchmark Universe for reading, language arts and writing, Savvas/Pearson EnVision, ALEKS and Dreambox are used to support the mathematics program.

Foundations/Wilson is designed to group students according to their assessed developmental levels and progress is monitored approximately once a month depending on the level and the unit. Foundations provides a tiered intervention that supports students who score less than 80% on unit tests and provides a pathway to exit intervention. Wilson reading intervention program is utilized in Lakeside’s RSP reading intervention program and continues to provide data needed to analyze program effectiveness. Benchmark progress monitoring includes comprehension strategies assessments, unit assessments and quarterly progress monitoring. Data from both Benchmark and Foundations is analyzed to determine effectiveness of services and supports. Additional time with Lakeside instructional staff in individual or small groups, additional practice packets, parent meetings and online resources are provided in response to data analysis during remote learning.

Through close collaboration with the SCCOE math specialist Lakeside Joint School District continued to improve its MTSS framework with the addition of established clear cutoff points for mathematics intervention, advanced or accelerated programs. During the start of remote learning all students participated in grade level readiness assessments and depending on their performance task assessments, the resulting scores were the basis for the teachers’ development of individual learning pathways. Instructional staff provide students online assessments periodically to track effectiveness of instruction and adjust individual and group support, such as one-to-one live meetings, the frequency of these meetings, and additional work packets and targeted tracks in online learning platforms in response to individual student assessment data.

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

| Description | Total Funds | Contributing |
|--|--------------|--------------|
| Software licenses for BrainPop, Dreambox, ALEKS, Wilson StepReader, Unique | \$4,418.90 | Yes |
| Hotspots for Lakeside families to support Internet access | SCCOE funded | 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 School has a robust social emotional learning program supported by a transdisciplinary team of professionals. General education, special education, behavioral and counseling specialists collaborate within the PBIS framework to address mental health and social emotional well-being. At the start of the school year students, parents and staff were provided access to counseling services to address the impact of COVID-19. After the first few days of school lightning fires caused mass evacuations of both staff and students creating an even greater need for social and emotional support. Lakeside School provided evacuated families with access to water, shelter and food supplies, restrooms, wifi and other supports during these evacuations. Lakeside School's SEL coordinator co-presents in each classroom on a weekly basis, collaborates with teachers and administration on SEL curriculum, individual student needs, and parent/community outreach. Lakeside School will also be offering intentional social emotional small group meetings and continues to offer parents and staff access to counseling services, resources for surviving homeschooling during the pandemic and ongoing resources for self-care.

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 is not engaging in instruction and is at risk of learning loss.]

Attendance is documented for the daily *Morning Meeting*, special education services and Enrichment programs (science, PE and art). When a student misses any of the live (synchronous) zoom meetings in special education or general education classes, parents are asked to send an email to the office. This is verified by the classroom/homeroom teacher and the front office staff.

If students repeatedly miss sections of the day, staff are asked to notify the office and the homeroom teacher. Example, if a student continues to miss Enrichment classes scheduled after lunch break the Enrichment program teacher is expected to notify the teacher and front office staff. The teacher will send a message to the parent inquiring what potential barriers exist as to why the student repeatedly misses the class and what if any support is needed to help the student attend and participate. If the behavior continues, the teacher will notify the principal. The policy (shared with Lakeside School's parent community through email and flyer distributed at fortnightly student packet pickup) calls for:

- Teacher contacts parent for first 1-3 absences
- Teacher notifies office if 2-3 or more absences within a single week
- Principal/office reach out to parents at 3 or more absences
- If attendance continues to be inconsistent teacher notifies office, office staff/principal engage in parent/family outreach
- If there are behavioral concerns the school behavior specialist will participate in meeting
- If there are emotional concerns the school counselor will participate in meetings
- If there are technology concerns the school's IT Specialist will participate in meetings/school-based *family learning pods* are available to all
- School is dedicated to supporting parents, identifying barriers to consistent attendance and addressing those as needed

The principal will schedule a meeting with the family to discuss the challenges impeding students’ abilities to attend school learning opportunities in the remote learning environment. If the student continues to miss classes a truancy letter will be sent to the family.

With respect to language barriers, Lakeside has and will continue to elicit the help of translators to facilitate parent/principal meetings, use translation services such as Google translate to send written notifications or emails. Lakeside School is a small school serving 68 TK-5th grade students. Our teaching and administration staff have very intimate relationships with parents and connect routinely as needs arise.

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.]

Lakeside School provided nutritionally superior meals during the 2019-2020 school year to the single family who was eligible for free or reduced-price meals and continued providing these to the family after the March Shelter in Place EO. Throughout the remainder of the 2019-2020, ESY, and the first four weeks of the 2020-2021 school year, Lakeside School provided this family a weekly distribution of these meals.

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

| Section | Description | Total Funds | Contributing |
|---------|-------------|-------------|--------------|
| NA | NA | | |
| NA | [NA | | |

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 |
| 2.76% | \$17,817.00 |

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.]

The Task Force and Lakeside School staff looked at the means by which the school would deliver learning to its students in the remote learning environment with the perspective of what that would involve for our greatest risk students. Internet delivered surveys were developed and distributed to the Lakeside School family community to learn what challenges our families faced when receiving teaching and learning via the Internet and computers. These surveys focused on family access to the Internet itself and the quality of that connectivity, access/availability of Internet accessible devices in the home, and the parent perspective to their child working in a remote learning environment with 4-6 hours, or more, of screen time every day.

To provide the learning loss mitigation to our students at the greatest risk of learning loss in a remote learning environment Lakeside School focused on ensuring that these specific students have access to the Internet and to devices that access the Internet, and access to developmentally appropriate software programs/applications that support their specific learning needs. Lakeside School also ensured these students had access to specific instructional staff whose focus is on both the learning loss mitigation and the specific individualized needs of identified students who are the greatest needs for support.

The following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Language Learners, Foster Youth, and Low-Income students but have been made available for all students across TK-5th grade at Lakeside School:

- Hiring a full-time credentialed teacher in a long-term contracted substitute role who directly supports our ELL, low-income and foster youth students in the remote learning environment
- Reassigning several Instructional Assistants (Paraprofessionals) to directly support our ELL, low-income and foster youth students in this remote learning environment
- Increasing the access to and promotion of our Behavioral Specialist and our SEL Coordinator to families of greatest risk students, in direct support of the remote learning environment
- Acquisition of thirteen iPads from the Silicon Valley Community Foundation (iPads are used in our TK-2nd grade remote learning classrooms)
- Acquisition of three T-Mobile *Hotspots*, one AT&T *Hotspot*, and one agnostic *Hotspot*
- Acquisition of *DreamBox*, *BrainPop*, *ALEKS*, *Unique*, *Wilson Step Reader* software applications
- Increasing the LJSJ Instructional Technology Specialist to support the hardware and software needs of Lakeside School students, families, and instructional staff to reflect the exponential demands of the remote learning environment and many additional programs, devices, software, and other related issues
- Creation of *Family Learning Pods* on the Lakeside School campus for families to access both the Internet and internet accessible devices from a safe and secure location where parents can work while supervising their students' learning
- Application with SCCOE for the acquisition of fifteen iPads and fifteen MacBook Air notebook computers (iPads are used in our TK-2nd grade remote learning classrooms and Macintosh computers [iMac, MacBook, MacBook Air] are used in our 3-5th grade remote learning environment classrooms)

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

The Lakeside Joint School District is required to increase services for ELL, Foster Youth, and Low-Income students by 2.76% which is equal to \$17,817 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Language Learners, Foster Youth and Low-Income students. The following actions described below meet and/or exceed the totality of the required percentage increase listed above.

Lakeside School sought to acquire additional funding for this current school year to directly support its unduplicated pupils during the unique school year which was marked by beginning in a remote learning environment for all students. LJSJSD pursued a COVID-19 Educational Partnership Grant to acquire thirteen iPads (\$8,841) specifically for use by unduplicated students in grades TK-2nd. The Apple iPad is the choice of our TK-2nd grade instructional staff and moving to a remote learning environment required Lakeside School to acquire iPads for specific students in grades TK-2nd. The Apple computer is the choice of the 3-5 grade instructional staff (iMacs used in the school classrooms) and the notebook computer being the choice for use in the remote learning environment for students learning at home. LJSJSD sought support from SCCOE with regard to the purchase of fifteen MacBook Air notebook computers (\$19,950) to specifically support our unduplicated students in grades 3-5.

Lakeside School hired and reallocated existing personnel to directly support the unduplicated pupils in the remote learning environment. The additional teacher (\$34,547) to support remote learning and unduplicated students was included in the increased allocation for the Instructional Technology Specialist (\$2,608) who was needed for the initial setup and management of the hardware. The remote learning support teacher’s focus was to directly support our unduplicated students each day in several ways:

- Provided daily direct instruction with a specific target group of students in support of their literacy intervention (Foundations)
- Provided daily in class push-in support for specifically targeted unduplicated students
- Provided daily breakout sessions with specifically targeted unduplicated students
- Administered individual student assessments to specifically targeted unduplicated students

To support the devices used by students, specific software was selected for use by unduplicated students and additional software was selected for use by all students at Lakeside School. The list of software (\$7,565.72) highlights specific software that supports our unduplicated pupils and software demands of these student devices.

| Software Directly Supporting Unduplicated Pupil | Cost | Software Directly Supporting All Students | Cost |
|--|-------------|--|-------------|
| BrainPop | \$150 | CANVAS LMS | \$550 |
| DreamBox | \$2,250 | Zoom | \$1,800 |
| ALEKS | \$175 | EPIC | Free |
| Unique | \$653 | SeeSaw | \$550 |
| Wilson StepReader | \$1,190.90 | Flipgrid | Free |
| | | Savvas/Pearson | Free |
| | | Screencastify | \$376 |
| | | Benchmark | \$1,350 |

| | | | |
|---------------|-------------------|----------------|-------------------|
| | | Studies Weekly | \$684.57 |
| | | Science Spin | \$671.80 |
| | | Learning A-Z | \$115.45 |
| TOTALS | \$4,418.90 | | \$6,097.82 |