



LAKEPORT

UNIFIED SCHOOL DISTRICT

Building successful futures

LEARNING CONTINUITY AND ATTENDANCE PLAN (2020–21)

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General Information

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

The Lakeport Unified School District (LUSD) serves approximately 1390 students in grades TK-12. Our district is located in rural northern California on the shores of Clear Lake. Our six schools are located on one piece of property: Clear Lake High School (grades 9-12), Terrace Middle School (grades 4-8), Lakeport Elementary School (grades TK-3), Community Day School (grades 6-10), Lakeport Alternative Education Center (grades K-12), and Natural High School (grades 9-12).

On March 13, 2020, LUSD joined with school districts throughout the state of California, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure has had a tremendous impact on our community. Our schools serve as the "main hub" of the community. Students and their families rely on our schools, not only for childcare, meals, internet access, and education, but also for essential resources such as mental health services, connections to local resources, and for life-giving community through after-school programs, sports, and clubs. While LUSD quickly pivoted to an emergency distance learning plan, the community felt a sense of loss as the daily face-to-face interactions that we relied on to build relationships were cut short. Throughout school closure, LUSD remained committed to serving our students through daily meal distribution, a distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health.

On Friday, July 17th, the Governor issued guidance for re-opening schools. The guidance stated that school districts residing in counties listed on the state COVID-19 monitoring list could not begin the school year with in-person instruction. While Lake County was not on the watch list, LUSD Governing Board, based upon staff and family input, elected to follow the Lake County Schools COVID- 19 Return to School Continuum Plan and declare itself in Stage 1 with limited access to school sites and begin the school year with Distance Learning. We did hold various on campus orientation meetings in groups of five or less for all students whose parents were willing to have them on campus. We estimate that 75% of our students came on campus to meet their teacher and participate in assessments and social emotional learning.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Since March of 2020, LUSD has provided several opportunities for engagement from a diverse group of stakeholders including, students, parents/guardians, staff, and community members. The process was grounded on these guiding principles:

1. Keep students and staff safe and healthy.
2. Maintain quality and continuity of instruction.
3. Ensure access and equity for all students.
4. Ensure flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency.
5. Communicate with stakeholders, such as staff, families, bargaining units and partners.

The Ad Hoc Committee on School Re-Opening met five times during the summer to address issues and prioritize concerns. The committee was made up of twenty five staff from administration and both bargaining units.

The Governing Board held a meeting to hear public input on June 21, 2020

In addition to continuing School Site Councils, DELAC and ELAC, meetings we conducted two staff and three family surveys during the course of the pandemic as well as held numerous meetings with both bargaining units to develop MOUs to address the new requirements. Family surveys were available in both English and Spanish.

The administrators attended many meetings with their job-alike colleagues throughout the county to ensure consistency throughout our neighboring communities with athletics, grading policies and graduation events.

A public hearing to discuss the plan was held on September 22. There were 50 virtual and in person attendees in the audience that represented staff and parents. Additions to the plan as a result of the input include specifically mentioning plexiglas dividers for classrooms during In person learning. The number of minutes being offered at TMS was also discussed and it was determined that

The plan was approved by the LUSD Governing Board on September 23, 2020.

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

During the Shelter in Place order, all Governing Board Meetings and Ad Hoc Committee meetings were held via Zoom. Initially public comments were required to be submitted in writing prior to the meeting, but as we progressed in security we were able to allow live comments throughout the meeting. In June of 2020 when the Shelter in Place order was lifted, we did hold one Governing Board meeting in person and via Zoom. Due to challenges with social distancing and sound equipment availability, we moved back to completely virtual platform with all meetings since being held via Zoom only.

A summary of the feedback provided by specific stakeholder groups.

USD's stakeholder engagements regarding distance learning and planning for 2020-21 began in May and have continued throughout the development of this plan. Efforts have included surveys, special school board meetings, solicitation of public comments on the draft, and meetings with stakeholder groups including the DELAC, Bargaining Units and School Site Council. Meetings with key stakeholder groups were held via zoom and in person where social distancing could be maintained and in many cases, were open to the public. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment. The gathered input was used by staff to inform their ongoing planning and is reflected throughout this document.

May 2020 Family Survey Results (180 responses from approximately 1100 families)

10% of responses indicated they would choose full time distance learning

25% of responses indicated they would choose hybrid learning

64% of responses indicated they would like all day, in person learning

June 2020 Family Survey Results (466 responses from approximately 1100 families)

21% of responses indicated they would choose full time distance learning

34% of responses indicated they would choose hybrid learning

26% of responses indicated they would choose all day, in person learning

20% of responses were unsure of their preference

36% of responses indicated they would not send their student to school if masks were required

May 2020 Staff Survey Results (151 responses out of 186 employees)

76% indicated that they would be comfortable returning to work if all CDPH and state guidelines were adhered to

17% said that they were unsure due to changing conditions

6% said that they would be uncomfortable returning to work due to personal or family health concerns

June 21, 2020 Special School Board Meeting

130 staff and parents attendance

Majority of comments were in favor of beginning school in distance learning

September 2020 Parent Survey Results (461 responses from approximately 1100 families)

40% indicated that they would like to start Hybrid Learning (stage 2) as soon as possible

9.3 % indicated that they would like to start Hybrid learning (stage2) at the start of the second quarter – 10/13/20

27.35 indicated that they would like to start Hybrid learning (stage 2) at the start of the second semester – 1/4/2021

September Staff Survey Results (149 responses out of 188 employees)

24.2% indicated that they would like to start Hybrid Learning (stage 2) as soon as possible
17.4% indicated that they would like to start Hybrid learning (stage2) at the start of the second quarter – 10/13/20
43.6 indicated that they would like to start Hybrid learning (stage 2) at the start of the second semester – 1/4/2021
17% indicated a choice of “other”

The most recent survey results show a discrepancy between the parent preference for transitioning to Hybrid Learning and the staff preference for returning to Hybrid Learning. Most staff that would like to wait until the new semester site safety as their main concern and would like to wait until the flu season is over and/or there is a vaccine of surveillance testing of students.

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

Decisions on the actions and services included in the Learning Continuity and Attendance Plan directly reflect the input of our stakeholders. We are attempting to include actions and services to meet the needs of ALL students, with acknowledgment of the need for increased or improved services that substantially contribute to the needs of students living in poverty, English Learners, Students with Disabilities, and Foster and Homeless Youth. Input clearly indicated a desire to begin the school year in Distance Learning and to transition to Hybrid Learning when safe. Input also indicated a need to improve distance learning from the Spring of 2020 by providing additional technology and technology support and training for both staff and students to improve outcomes for students. We are currently conducting a family survey to determine their satisfaction with the current Distance Learning Program and to seek input on the transition to Hybrid Learning. We are conducted a staff survey to gather input on the transition to Hybrid Learning.

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.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On July 15, 2020, the district, based on the stakeholder input and following the Lake County Schools COVID-19 Return to School Continuum Plan, announced that the 2020-21 school year would begin with full distance learning with limited numbers of students on campus for orientation. This local guidance along with the California Department of Public Health’s July 17 COVID-19 Industry Guidelines for Schools and School Based Programs, detailed the conditions under which the district could advance through the stages and begin bringing students back onto campus. The information in this section is the district’s current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district’s own monitoring of community conditions and needs.

Modes of Instruction:

When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a 100% distance learning model and a hybrid learning model (which is part in-person, and part distance) will be offered. Students engaging in the hybrid learning model would receive part of their instruction each week at their school site. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model due to an outbreak of COVID-19. Lessons occurring in the classroom will be live streamed, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the continuity of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts:

Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

- Students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district’s physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.
- Clear Lake High School will continue to schedule students into six courses and utilize a traditional six period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.

Staffing:

During distance learning all certificated and classified staff will be working on campus to best meet the instructional needs of students. Additionally, based on student and family needs, teachers and para-educators may have small groups of students on campus to mitigate their learning loss. Those employees indicating a need were contacted to schedule an interactive process with the Superintendent. As we progress through the stages of re-opening we will adjust teacher assignments as needed to accommodate the requests of parents for continued distance learning.

Additional Student Services and Supports:

Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students. In addition other service providers will be able to provide their services in a virtual or in person setting, depending on the needs of the student and as appropriate and practical given the health and safety needs resulting from the pandemic.

Reducing Risk of Transmission of COVID-19:

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- Face Coverings: Wearing a cloth face covering is required for all LUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Our MOT staff increased the scheduled replacement of HVAC filters to double the current schedule (four times a year). HEPA Filters were ordered to meet the increased schedule. Windows and doors will be kept open, if possible, to increase airflow while using the fan only.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated Isolation Rooms: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified. Student barriers will be purchased and used in classrooms to reduce the risk of transmission.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.

- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff will be encouraged and provided instructions to self-screen and complete daily reporting online. Active screening, in which students entering a site are screened with a temperature check will be implemented. District Nursing staff will work with Lake County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. If implemented all state and county public health guidance will be followed.

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

Description	Total Funds	Contributing
<p>Personal Protective Equipment and Disinfecting and Sanitizing Materials:</p> <p>Face coverings: (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.</p>	\$ 136,786	Y
<p>Health Materials:</p> <p>Additional free standing Thermometers to screen student temperature without staff needing to violate 6 feet social distancing requirements.</p>	\$ 47,547	Y
<p>Heating Ventilation and Air Conditioning (HVAC) filters:</p> <p>Increase the frequency of HVAC filter replacement to four times per year as recommended rather than twice a year as has been past practice. Additional filters purchased will be HEPA filters.</p>	\$ 8,714	Y
<p>Additional Technology:</p> <p>Large screens, laptops, and other technology needed for teachers to effectively teach during hybrid-learning</p>	\$ 547,677	Y
Temporary Custodial & Transportation position: to meet additional transportation and cleaning/disinfecting needs	\$ 63,737	Y
Extra Duty for daily supervision of students during hybrid-learning	\$ 6,596	Y
School-based supplies for signage, desk dividers, and other health & safety needs to maintain distance and provide an environment to help minimize staff, student, and parent concerns about returning to school.	\$ 12,348	Y

Description	Total Funds	Contributing
Americorps members who will serve identified students either on campus or through learning hubs located in different locations in town.	\$ 59,400	Y
ASES staff provide daily supervision and/or after-school services to children of essential workers, homeless and foster youth and other high needs students.	\$ 91,577	Y

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.]

LUSD continues to refine our Distance Learning Program. We are committed to a high quality, robust program that focuses on grade-level and subject matter content and instructional rigor. We are working to engage ALL learners while identifying and addressing learning loss through instruction. We will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. We will also address the social and emotional needs of our students using curriculum and presentations determined by each site.

Home-school Communication

One of the district's key expectations for distance learning is to increase home-school communication. We will do this through the use of Aeries Communications and Google Classroom. Teachers will be using the Tiered System of Re-engagement for students that are not attending their scheduled Zoom meetings or completing assignments.

Synchronous and Asynchronous Instruction:

Robust distance learning includes a combination of synchronous and asynchronous learning. LUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Instructional Minutes:

Alternative Education:

180 daily minutes for Continuation Education programs - no change with SB 98.

For Community Day School, 240 minutes instead of 360 minutes under SB 98 guidelines.

Long-term independent study recommends an average of four daily hours of asynchronous learning.

LES:

Grades TK-K students are receiving 180 minutes of instruction every day which includes both scheduled synchronous and asynchronous instruction.

Grades 1-3 students are receiving 230 minutes of instruction every day which includes both scheduled synchronous and asynchronous instruction.

TMS:

Grades 4-8 there are 320 minutes of combined synchronous and asynchronous time with teachers daily.

CLHS:

Grades 9-12 students are receiving 240 minutes of instruction every day which includes both synchronous and asynchronous instruction. Teachers provide a minimum of 144 minutes of synchronous instruction.

Note

The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are LUSD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher

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.

School staff contacted every family by phone prior to the start of the school year to complete a connectivity and device survey. Prior to the COVID-19 school closure in the Spring of 2020, LUSD had developed a plan to purchase additional Chromebooks to allow each student to have access to a Chromebook in each classroom. We have since shifted our plan to include access to every student to a take home Chromebook. During the Spring of 2020 we were able to distribute over 500 Chromebooks to students. We are currently waiting for an additional 800 Chromebooks that have been backordered since June 2020. We expect delivery and deployment of these devices within the week. All district families were surveyed in the Spring of 2020 and again in August of 2020 to assess their need for devices and hotspots. We have purchased 800 additional Chromebooks and 50 Hotspots. All students have Chromebooks available to them. We have deployed 50 hotspots with another 200 on order and due to arrive and be deployed by Sept. 18. We have Wifi available in our parking lots and some students that are waiting for Hotspots have been accessing internet by using our Learning Resource Center during the school day. We have also successfully implemented a Parent/Student Help Line to address technology issues. The dedicated phone line is managed by our Technology Technicians and Library/Media Clerks and has been responding to an average of one hundred plus calls a day. We also temporarily increased our technology staff district wide by one additional technician to respond to staff and family technology needs.

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.

Lakeport Alternative Education Center: As children's and adults' lives are disrupted by COVID-19 school closures, it is important to bring hope and skills for adapting to this new way of life, especially for current students. Part of helping already challenged youth adapt to Zoom and distance learning is through motivation and encouragement by mixing up online learning with other unique, upbeat Zoom and Distance Learning methods; healing (trauma-informed) captivating lessons will enhance the online learning experience and address learning loss. Youth-centered topics on leadership, communication, prevention education, art, and healing strategies can vastly improve the paths of people's lives, especially our youth. Zoom motivational classes can be supplemented with an in-person workshop and lunch every two months or so. Distance workshops will follow State protocols of group size as well as 6 feet or more of space between participants. A symptom checklist, as well as a temperature check, use of masks and hand sanitizer, and other measures may be incorporated to meet school needs. Since students in the alternative education setting have suffered significant loss of both academic and social-emotional learning as a result of COVID-19 school closures, Lakeport Alternative Education center has contracted with Seventh Generation Warriors For Peace to work with our students to prevent violence, gang conflict, and to promote healing and empowerment.

Lakeport Elementary School: LES teachers reach out to pupils on a daily basis utilizing various methods i.e. Zoom, class dojo, Google Classroom etc. Students/families are provided schedules so they are aware of when they are engaging in synchronous and asynchronous lessons. LES tracks student attendance as well as engagement and participation in distance learning by documenting participation in each lesson and activity using the Weekly Engagement Report provided by CDE. The district is exploring the option to document distance learning engagement using our Student Information System (SIS), Aeries. Teachers evaluate pupils progress by utilizing formal and informal assessment tools, checking for understanding as well as norm-referenced and criterion based assessments. Daily lessons are divided into asynchronous and synchronous time and each part is evaluated and feedback is provided to students. Learning loss is identified by using multiple measures (norm-referenced and criterion-based

assessments). Our intervention program targets skill deficiencies and small-group and 1-1 instruction is provided. We continue to assess utilizing multiple measures and students that do not make progress may be referred to our Student Study Team to explore more intense interventions.

Terrace Middle School: TMS has provided students with a 6 period day. Each day is composed of synchronous and asynchronous time, the combination of time with the teacher and the time to complete work is in excess of the minimum minutes required this school year. The six periods consist of the four cores, a time to integrate social emotional learning in the morning and an opportunity to receive additional help in the afternoon. The school has provided families with daily schedules and teachers are reaching out when students are not participating in Zoom classes. School work is organized in Google Classroom so that students can access work during synchronous and asynchronous work time. Attendance and engagement are being tracked with the CDE weekly engagement record, class attendance, lesson plans, and Aeries grade books. TMS has administered the Star 360 assessments to gauge student learning loss and are developing a plan to address these losses. The use of IXL allows teachers to target student weakness for all students. The school has invited those with limited or no internet access on campus so that they can complete their work and download what they need for other days. Special Education and English Language Learners continue to get services on campus. The school has started Mind Up SEL training for both teachers and students. This will continue throughout the year and lessons will be delivered in the 1st period advisory class.

Clear Lake High School: CLHS provided students and their families with a daily class schedule. Teachers provide daily synchronous instruction via Zoom and asynchronous activities using the learning management system, Google Classroom. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment. Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their gradebooks, progress reports, and report cards. To track student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned in each instructional day using the Weekly Engagement Report provided by CDE. The district is exploring the option to document distance learning engagement using our Student Information System (SIS), Aeries. English and Math teachers will administer the Star 360 a minimum of three times this school year. The first assessment completed in September 2020 will be used to help identify learning loss from the "emergency student dismissal" in the Spring of 2020, due to the COVID-19 pandemic. This data will be used to develop appropriate academic interventions for students. The remaining two assessments will be used to monitor academic progress and drive instruction. In addition to academics, CLHS teachers are providing social emotional learning once a week in our Cardinal Advisory Period (CAP) using the Character Strong Curriculum. Students identified as needing additional social/emotional support are referred to our counselors and possibly provided additional services from Lake County Behavioral Health. CLHS teachers are provided additional support from our Instructional Coach and meet weekly to collaborate.

Special Education: Cohorts of students are scheduled the opportunity to be on campus organized by each special education classroom and/or case manager. Students attend for the full or part day of instructional schedule. Average of 50% of students are attending regularly on campus per the devised schedule, utilizing the special education transportation per their individualized education plan or the regular bus routes. Students participate virtually during the instructional day via Zoom and through Google Classroom from home, as well as via Zoom to their general education classes from their special education classroom. Services have been offered both in person and virtually for all students.

Distance Learning Professional Development

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

In May of 2020 with input from both bargaining units, the Governing Board voted to change the school calendar to move two professional development days that were embedded in the school year to prior to the start of school to allow for additional professional development for staff. Teachers received training in Google Classroom, Zoom and other online tools needed for Distance Learning. In addition professional development was provided for newly adopted SEL curriculum. Grade Level teachers collaborated on pacing guides and power standards for their grade level teams in order to foster continuity of instruction. Staff was provided online training in appropriate safety and sanitation procedures that was reinforced by a Zoom training provided by the District Nurse in how to minimize and address possible exposure to COVID-19. Ongoing Professional Development continues on our Early Release Wednesdays to allow teachers to continue to hone their skills with distance learning, student engagement and social emotional learning. In addition we have offered our teachers additional pay to attend professional development provided by our county office of education on topics related to distance learning.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the District. In some cases, new roles and responsibilities are still being defined and refined and will continue to evolve as the District prepares to transition to Hybrid Learning. Following are key changes to roles and responsibilities of our staff.

ASES Intervention Para-educators: have adjusted their hours to provide supervision of students during school hours. As space allowed we are supervising students of essential workers and foster and homeless youth during the school day.

Bus Driver Custodians: have adjusted their hours as needed to due to reduced need for transportation and an increased need for classroom cleaning.

Cafeteria Workers: have the added element of driving delivery routes to provide meals to families and students.

Classroom Teachers: have the added responsibility of maintaining the Weekly Student Engagement Record which requires additional non-instructional time to complete.

Nurse and LVN: have the added responsibilities of managing staff testing for COVID-19 and contact tracing for staff and students.

In addition to changes in current roles and responsibilities, new positions have been added to improve services:

.6 FTE Bus Driver/Custodian: to support transportation for special education students and the increased need for classroom cleaning.

1 FTE Additional Technology Technician: to repair student and staff technology devices and provide ongoing support for staff and families through the Parent Help Line

1 FTE Additional Counselor (.5 at CLHS and .5 at LAEC): to provide SEL to students and support both their academic and emotional needs through ongoing one on one and small group virtual counseling sessions.

1 FTE Intervention Teacher: There was one ELD teacher for TMS and LES covering all of grades TK-8. Using CSI funding along with district funds, we have added the equivalent of 1 FTE intervention teacher. Both TMS and LES now have 1 FTE Intervention/ELD teacher to support their students.

LUSD administration met with both the certificated and classified bargaining units in order to address the roles and responsibilities of employees as a result of COVID-19. We currently have MOU's with both units outlining the responsibilities of LUSD employees as well as the responsibilities and commitments of the district.

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.

LUSD will continue to offer support for pupils with unique needs.

English Language Learners: We will continue to offer English Language Development support classes including integrated and designated support. Our general education staff will continue to address the needs of ELD learners in the same fashion they have been trained to use prior to the COVID-19 outbreak. Some ELD students will work with staff on campus during Distance Learning.

Special Education: We are providing on campus learning options in limited groups for all of our special education students.

Foster and Homeless Youth: We are continuing to support these students with our Student and Family Advocate. We are offering some supervision on campus as well as additional support with clothing, food and technology.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Additional Chromebooks for student use during Distance Learning	\$ 331,675	Y
Teacher and Office Equipment & Supplies to enhance Distance Learning Instruction	\$ 32,065	Y
Additional Professional Development Opportunities related to Distance Learning	\$ 6,059	Y
Increase IT staff capacity/time necessary to commission, deploy and support student focused technology solutions used to enable distance and hybrid- learning.	\$ 58,189	Y
Additional wifi hotspots for students to access internet from home during Distance Learning	\$ 62,981	Y

Description	Total Funds	Contributing
Teacher licenses for Zoom distance learning platform	\$ 7,500	Y
Extra Duty for Technology Technician and Library Media Clerks to prepare and distribute chromebooks.	\$ 7,016	Y
Daycare staff providing daily supervision	\$ 25,312	Y
ASES staff providing daily supervision	\$ 32,770	Y
Speech and psychology materials	\$ 6,000	Y

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 order to mitigate the loss of learning, we are developing a system to review assessment data and determine appropriate interventions for those that not meeting standards. In grades K-3 we are using the I-Ready assessment platform for Math and Language Arts along with Educational Software for Guiding Instruction (ESGI). In grades 4-12 we are using Star 360 Assessments for Math and Language Arts. These will be used along with grade level curriculum based formative assessments every twelve weeks to help determine students that continue to show learning loss and need additional instruction and support.

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.

The primary means of addressing learning loss and accelerating learning for pupils will be using a multi-tiered system of support (MTSS). Instruction will be delivered through synchronous instructional time.

Tier 1: all students will receive standards-aligned instruction focused on priority standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Tier 3: students who require even more intensive support will be provided one on one or small group instruction. Sessions will focus on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Our Student and Family Advocate will continue to act as a liaison to our Homeless and Foster Youth Advocate will regularly reach-out to families to determine what needs they may have in regards to supporting student access to distance learning.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at three points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Proposed Extended School Year summer school (includes Title I and S & C funding combined)	\$ 75,000	Y
Star 360 Assessment & educational software	\$ 23,215	Y
iReady Assessment & educational software	\$ 23,763	Y
Paraprofessional extra duty to provide tutoring & additional child supervision	\$ 6,597	Y
Teacher extra duty to provide tutoring, Saturday school, & other pupil learning loss strategies	\$ 13,377	Y
Additional Two ELD/Intervention Teachers	\$ 182,715	Y

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.

In order to support the mental health and social-emotional well-being of our students and staff, we continue to use our responsive training from years past. Due to the fires in our area in the past four years, this training was offered to all staff and it not only included trauma responsiveness for our students, but it also included self-care and personal awareness of how trauma affects adults. Our sites have put trauma informed practices into their teaching methods, activities and strategies.

Lakeport Unified is prepared to ensure that students continue to receive rich educational experiences. Devices and hotspots are being provided to students on an ongoing basis as devices arrived. We continue to communicate with students and families through several means such as Aeries Communication, letters mailed home, emails, Remind App, and other social media apps. Our Attendance Dashboard will continue to meet to discuss ways to re-engage students that are not attending their distance learning classes and turning in assignments.

We have added a counselor to support the students in our alternative programs and add additional support for CLHS students. He will provide academic and emotional support to students.

Our alternative education center has also entered into two MOU's with SEL instructional providers to provide instruction and support throughout the year.

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.

To enhance student engagement and ensure appropriate record keeping, a Lakeport Unified team of educators participated in a series of workshops put on by our SIS Aeries along with other CDE webinars. The information covered relevant topics such as Attendance Changes/Requirement (SB 98), Student Engagement and Attendance, Strategies for Distance Learning, Strategies in using Aeries effectively with our new attendance model, and Strategies for Addressing Scheduling Student Engagement Support for Families. Site administrators have trained and supported all classroom teachers in correctly documenting and completing the information necessary for the Weekly Engagement Records (SB 98) in order to effectively track the delivery methods of instruction (full day, partial day, in-person, online synchronous, or at-home asynchronous) and the accompanying tasks assigned to students following instruction by cross-referencing and comparing students' academic performance and engagement during distance learning to ensure adequate participation in the educational program that is offered. A task group consisting of district administration was formed to address the issue of student re-engagement and a three tiered system was developed for all students.

Tier I Universal Supports

As part of the daily contact, relationship building, mindfulness, trauma informed practices, social-emotional or school connection activities will be incorporated as much as practicable. Teachers will develop engaging and innovative learning experiences for their students in a positive learning environment with clear expectations and well communicated procedures. Teachers will have contact with all students each instructional day. This may be done through synchronous online instruction, telephone or other communication methods where there is two-way communication at the actual time of occurrence. If the student is absent from distance learning for more than 3 school days in a 5 day period, or 60% of the instructional days in a school week, the student is elevated to Tier II . Site administrators will monitor attendance and teachers may also make referrals to site administration if a concern arises.

Tier II. Early Intervention

After a student is elevated to Tier II, staff including but not limited to: Assistant Principal, Principal, Attendance Secretary, Counselor, Student and Family Advocate, Healthy Start Site Assistant and/or Director of Attendance will begin to make contact and document all attempts. These attempts will be documented under the Wellness tab in Aeries. A bi-weekly report will be generated by each site and sent to the Supervisor of Attendance for review and the re-engagement. If contact is unsuccessful after three attempts, the school site will mail a certified letter to the family in their home language. If a family doesn't respond to the certified letter within five school days, the Principal/Case Carrier/or designee will facilitate the scheduling of an SST team meeting to brainstorm strategies and determine barriers to contact with the school and or teacher.

Tier III Intensive Intervention

If the family does not attend the SSTs or make contact with the school, a home visit will be scheduled. If a contact is not made, a second letter will be mailed to the family and logged into Aeries. The Student and Family Advocate and/or site administrator will continue with home visits until contact is made.

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.

Meals will be served in accordance with guidelines of the National School Lunch Program (NSLP). From the start of school on August 12 – August 31, the Child Nutrition Services Department of LUSD provided meals to students for pick up at all three kitchen locations. (LES, TMS and CLHS) Meals were tracked via the POS (Point of Services) system. As of September , the USDA approved the extension of the SSO (Summer Seamless Option) program through December 31, 2020 where all children under the age of 18 can receive free breakfast and lunch. Effective September 1 until the expiration of this waiver, meals will be tracked via SSO tally sheets and we will resume two delivery routes throughout the community for daily meal pick up for convenient and equitable access for students.

We continue to encourage our families to apply for the NSLP even though we are again feeding all children for free. We want to accurately report our number of families that qualify for the program so that they can continue to receive meals after the extension of the SSO has expired. Families that receive free or reduced price meals through the NSLP receive outreach via several communication methods. Our Food Services Department maintains a Facebook page for sharing information and we use Aeries Communication to ensure that families know how to access meals. Regular mail is also used to notify parents of their participation in the program.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-Being	Additional counselor hired to support the needs of the identified students.	\$ 75,991	Y
Pupil & Family Engagement & Outreach	Extra duty for Student and Family Advocate to provide home visits to families	\$ 1,410	Y
Pupil & Family Engagement & Outreach	Mileage, supplies, PD & extra duty for Student and Family Advocate	\$ 12,660	Y
Pupil & Family Engagement & Outreach	Supplies and services for bilingual parent participation and outreach	\$ 9,100	Y
Development of Tiered Re-engagement Strategies	Portion of the salary for the Pupil Services Director	\$ 91,577	Y
Mental Health & Social and Emotional Well-Being	Mind Up Curriculum	\$ 9,980	Y
School Nutrition	Provide staff and materials to continue feeding children during pandemic	\$ 129,000	Y

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
20.44%	\$ 2,371,804

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.

LUSD recognizes the critical importance of identifying increased and improved services for students who are English Learners, low income Foster/Homeless. It is imperative that we consider the needs of our at promise students when identifying and implanting systemic supports.

When the needs of English Learners, low income students and foster/homeless youth are considered first in allocating resources, we are able to accelerate learning for these student groups and increase engagement in their academic career. Given the impacts of the COVID-19 pandemic, social unrest and economic uncertainty, we recognize that these particular student groups have likely experienced trauma related to these current circumstances which require additional supports and resources.

Our District's unduplicated student count is approximately 68%. To ensure parity with their peers, the following actions and services are principally directed and effective for our unduplicated students:

Prioritization of Chromebook and hotspot deployment: due to economic impacts some families cannot afford devices or internet access thus creating a barrier to student learning in a distance learning environment. Bus transportation for in-person instruction - students living in poverty may have transportation challenges in getting students to school. District transportation may alleviate this barrier.

Mental health and counseling support – Our additional counselor is prioritizing student need to access support base upon their status.

Outreach to Families: Our Student and Family Advocate and additional support staff will ensure families in need have access to academic and family supports.

Extended School Year: It is our intention to provide Summer School during the summer of 2021 to mitigate the learning loss of these student groups.

Nutrition Services: Although meals are available for all students to pick up we have designed our meal delivery locations to target our ELD students, Native American students and those that are low income because they are less likely to have transportation to school to pick up meals.

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

The District's actions and services noted above represent an increase in services for foster youth, English Learners and low-income students as compared to services the LEA provides to all students by helping to remove the obstacles and barriers typically experienced by this population. These obstacles and barriers have been exacerbated by the closure of schools to face-to-face instruction.