

# COVID-19 Operations Written Report for Lakeside Union School District

| Local Educational Agency (LEA) Name | Contact Name and Title               | Email and Phone                         | Date of Adoption |
|-------------------------------------|--------------------------------------|---|------------------|
| Lakeside Union School District      | Ty Bryson<br>District Superintendent | tbryson@lakesideusd.org<br>661-836-6658 | June 16, 2020    |

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

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

The health and safety of our students, parents, and staff is what guided our decision making in response to the COVID-19 emergency. The district made the following program changes.

- With the Governor's Executive Order N-33-20 stay home order, employees were not physically at school, and directed to work from home.
- Although our schools were physically closed as of March 18, 2020, with no in-class sessions, all instruction continued via online distance learning, and paper packets for those who do not have access to technology.
- Distance Learning was implemented for all students from March 18 through May 29, 2020.
- Meal distribution Grab and Go was implemented March 18th, and continues to serve an average of 600 meals per day.
- 750 Chromebooks were distributed to students for distance learning via internet.
- CAASPP Testing was cancelled.
- 6th Grade Camp KEEP was cancelled.
- All in-person student recognition celebrations were cancelled, including Kindergarten and 8th grade graduation ceremonies.

## Major Impacts of the Closure on Students and Families

- Student learning outcomes going into 2020/2021 year will be uneven and vary broadly. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school.
- Distance Learning resulted in an overall decline of student engagement. The percentage of student participation with distance learning varied by grade span. K-5th grade reports approximately 80%-98% student participation, while 6th-8th grades report approximately 50%-75% student participation.
- Lack of access to technology or reliable internet access prevented some students in rural areas and from disadvantaged families to participate in distance learning via internet, which is an obstacle to continued learning, especially for students from disadvantaged families.
- Special Education Services required by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 continued via the internet, and with paper packets for students with no internet access. Individual Education Program (IEP) meetings and Speech and Language services are conducted via Zoom.

- The district has approximately 70% of its students on free or reduced priced meals. With school closure, student nutrition and regular meals are compromised.
- The social emotional well-being of students essentially stopped without the counselor or psychologist able to meet in-person with students. There is an increase chance of exposure to violence and exploitation. The impact of this is unknown at this time.
- School closure put a strain on parents and guardians to provide childcare and manage distance learning while children are out of school. In the absence of alternative options, working parents may leave children alone and this can lead to risky behaviors, including increased influence of peer pressure and substance abuse.
- With school closure, parents are asked to facilitate the learning of children at home and can struggle to perform tasks. This is especially true for parents with limited education and resources.
- Stress and anxiety are increased for students, families, and staff. Students and parents are often unsure of their obligations or how to maintain connections with teachers, causing frustration. For teachers, school closure leads to interrupted student learning and lack of opportunities for their students.
- The negative economic impact has caused undue stress and financial hardship on families and students.

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

School closure is detrimental to all students who need instructional time and support to reach their academic potential, but this is particularly important for the most vulnerable student populations who need additional supports to ensure that their educational needs are met. The district makes efforts to ensure English learners, foster youth and low-income have equitable access to the resources they need to thrive while schools are closed. These resources include access to information in multiple languages via varies platforms, food for students and families, high quality instructional materials, technology, and socioemotional and mental health needs of students. Teachers regularly send students and their families high-quality instructional materials and educational resources via Google Classroom or paper packets. Students were issued Chromebooks so they can do assignments online. Paper packets were distributed to students who do not have internet access. The district purchased mobile hotspot devices that provides connectivity to wi-fi. Teachers are encouraged to participate in professional development to effectively facilitate distance learning.

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

Our staffed worked strategically and collaboratively to ensure that we continue to deliver instruction to the extent feasible, as mandated by Governor Newsom’s Executive Order N-26-20. Administration and certificated staff agree that, although schools have been physically closed, high-quality educational opportunities must continue using alternative models of instruction, including online distance learning. Online distance learning models allow for social distancing as recommended by public health officials to prevent the spread of illness arising from COVID-19.

For the purposes of this report, “distance learning” is defined as instruction in which the student and teacher are in different locations. Methods include, but are not limited to, online instruction, take-home packets, virtual classrooms, video conferencing, phone calls, emails, text reminder applications, and other means of communication.

The coursework provided during this time promotes the continuity of learning, while students are not physically at school. This will include enrichment, intervention, review, and/or exposure to new material. The pace and scope of instruction is based on the needs of each student and is aligned with district pacing guides and scope and sequences, as established within the grade level or department, to the extent practicable.

#### Distance Learning Platforms

Teachers are using Google Classroom and Canvas as instructional platforms.

#### Training

Teachers have the opportunity to participate in trainings on distance learning (i.e. Google Classroom, Google Meet, Canvas, Zoom) during normal contracted work hours.

#### Communication

The district communicated distance learning guidelines to parents, and has secured appropriate technology user agreements from parents for student use of technology at home.

#### Access to Technology

The district made steps to ensure that staff and students have equitable access to the technology and the infrastructure required to utilize district applications. The district made Chromebooks available to all students, and distributed over 750 Chromebooks. The district also ensured the Chromebooks are connected to school wi-fi. The district added the KCSOS SSID so students can access wifi from any school district in the County. For students with no internet access the district continues to distribute paper packets.

#### Expectations for Instructional Time

The district is aware that many families have more than one child and may have limited access to technology at home, resulting in the entire family sharing technological devices. Teachers provided recommendations for appropriate grade level specific guidelines for daily “screen time” for students, and the amount of time required to complete homework, reading and other instructional activities.

In addition to daily online distance learning sessions, what guidelines have we provided students and parents regarding traditional strategies for learning, such as independent reading and independent study packet completion? It is important to note that the recommended guidelines for daily “screen time” above do not include all expected duties of a teacher. As more fully described below, staff are expected to fulfill their work requirements and be available during their normal contractual work hours. Certificated teachers’ work duties include communication with students, parents, fellow staff, administrators and the creation, delivery and assessment of instructional lessons.

#### Expectations for Parent/Student Contact

Teachers are asked to make regular student contacts, at least once time per week. Teachers and office staff made telephone calls to students who do not have access to technology or who have not responded to any communication by way of technology.

#### Expectations for Special Education

Special Education teachers work collaboratively with core content teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment and help ensure that lessons and activities are appropriate, in consideration of the student's IEP. The Special Education Department has conducted IEP meetings with parents and all team members to create a Distant Learning program for each individual student based on their current IEP. Learning Center (LC) teachers provide daily support for providing students' access to grade level curriculum, considering current IEP goals. Speech and Language Pathologists (SLP) hold virtual, small group or individualized sessions to continue to provide services and document service minutes provided. These lessons may be conducted via email, telephone, or other virtual tools, as appropriate. Special Day Classroom (SDC) teachers collaborate with general education grade level teams and document accommodations to meet students' needs, in consideration of IEP goals. Psychologists continue to manage assessment timelines for assigned students, complete existing reports and begin work on upcoming initial and triennial reports, to the extent feasible. The counselor is available to assist students remotely with mental health support, as necessary and appropriate, particularly for students adversely affected by COVID-19, or if a student has behavioral support needs or educationally related mental health services included in the student's IEP.

#### Expectations for grading

The district reviewed California Department of Education recommendations for grading practices and graduation during school closure. In accordance with the guidance from the state of California, the Lakeside Union School District adopted a Pass/No Pass grading system for the 4th Quarter of the current academic year. This means that no student will be negatively impacted because of the COVID-19 school closure.

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

On March 18, 2020 the district began providing meals to students and families via drive-through method, at both Lakeside and Suburu Schools between the hours of 10:30 am - 12:30 pm, Monday through Friday. On March 25th the district changed serving time to 10:30 am - 12 pm. Beginning April 6th, during spring break, meal distribution was consolidated to Suburu School only, between the hours of 10:30 am - 12 pm, Monday through Thursday. To avoid the heat of the day, meal distribution hours were changed to 10:00 - 11:30 am on May 4th, Monday through Thursday. The last day for Grab and Go lunch and breakfast was Thursday, May 28th. The district stopped providing meal service on Friday, May 29th and throughout the summer. Since March 18th the district has averaged 600 meals distributed per day. To safeguard employees and parents, staff maintains social distancing, and wear gloves and masks.

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

A needs assessment was developed to determine the need for student supervision during ordinary school hours. Based on the results of the needs assessment it was determined there was not a need to provide student supervision. The district did not receive any requests to provide student supervision during ordinary school hours. If requests were made for student supervision, the district was prepared to develop a plan to provide supervision. The district is prepared to inform families of child care services through local and state programs.