

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.]

The COVID-19 pandemic has had a tremendous impact on the Los Gatos Union School District community. The pandemic has directly led to the closures of all five of our schools since March 13, 2020. During this time we have asked our students to engage in Distance learning through our learning management systems (Seesaw grades K-2 and Google Classroom grades 3-8). Our county currently has widespread transmission of COVID-19 and as soon as our county's numbers decrease and stabilize we will enter Phase 1 of our reopening plan. Phase 1 of our reopening plan calls for a gradual reopening with small stable cohorts returning to campuses for partial in-person instruction in a hybrid model.

Stakeholder Engagement

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

Los Gatos Union School District has solicited and collected feedback from stakeholder groups in several ways. This has been done through multiple surveys given to parents as well as staff. Teacher and parent surveys were given in July, August, and September and will be ongoing as we continue to seek feedback and make adjustments to our various programs and offerings. Summaries of the feedback gathered were reviewed and used by work groups to inform the re-opening plan.

There have also been multiple special board meetings with the sole topic of conversation being the district's response to the COVID related school closures. These meetings have been occurring on a bi-weekly basis since the start of the school year in August. The district also held a series of work sessions throughout the summer on a bi-weekly basis to process new guidelines and to plan for the re-opening of our

schools in the fall of 2020. The work sessions included teachers, classified staff members, board members, district administrators, and site administrators. Feedback was provided by the DELAC on September 9th. The Home and School Club Council, which serves as the LCAP advisory council, provided feedback on September 18th. We ensured that all families had the necessary access to participate through our device loaner program and follow up phone calls to ask about needs regarding devices and wireless hotspots. The public hearing for the LCAP was held at a regularly scheduled board meeting on September 10, 2020. The LCAP was approved by the board of trustees on September 24, 2020 at a special board meeting.

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

Since the onset of the COVID pandemic, Los Gatos Union School District pivoted to holding virtual board meetings (special board meetings as well as regularly scheduled board meetings). The meetings were broadcast to the community on our district YouTube channel. Community comments were gathered through a feedback form available to the public and read out loud during the meetings.

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

A significant amount of feedback was gathered from a wide range of stakeholder groups. The feedback gathered from parents included concerns about the lack of synchronous (live) instruction, as well as access to devices and wireless hotspots for their students, the effects of excessive screen time for students, and the social-emotional impact of extended distance learning. Feedback from teachers included access to a variety of digital tools available as well as training and professional development opportunities for utilizing tools. Teachers also asked for support/professional development in best practices regarding pedagogy for remote instruction.

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

Nearly every aspect of our Learning Continuity and Attendance Plan has been influenced by the stakeholder input we have gathered. We have increased the amounts of synchronous (live) instruction we are providing, we have purchased additional devices and wireless hotspots and have increased the frequency with which we are distributing them. We have also provided extensive professional development opportunities for teachers and invested in a variety of digital tools aimed at enhancing the virtual classroom. We have been thoughtful about creating a balanced and consistent schedule for which provides access to a variety of content areas including art, music, PE, and virtual libraries. Finally, we have created regular and consistently scheduled blocks of time for our teachers to deliver curriculum content in the area of social-emotional learning. We have purchased and created new curriculum content aimed at building resilience in students and have created systems to regularly monitor their social-emotional well-being. Our counseling staff has weekly support sessions for students, for teachers supporting students, and teachers needing support for themselves. All of these sessions are for the purpose of monitoring and supporting the mental and emotional health of our students and staff.

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.]

All schools in Santa Clara County are currently closed due to state mandates. A county has to be off of the state watch list for 14 consecutive days before launching in-person reopening plans. Once Santa Clara County has been off of the state watch list for 14 consecutive days Los Gatos Union School District will proceed with Phase 1 our re-opening plan. LGUSD has developed a phased in approach to re-opening classrooms with the goal of engaging students in meaningful academic and social- emotional learning, and to meet the state mandate for in-person instruction to the greatest extent possible.

When it is determined, based on conditions, that it is safe to re-open classrooms to students, we will begin in-person instruction. TK/Kindergarten will begin in-person instruction with a staggered schedule. Cohorts of students will attend two hour blocks (half the class at a time) for four days per week. Asynchronous learning (i.e., independent work practice and via Seesaw) will take place for an additional 60 minutes daily and for the Wednesday schedule.

1st - 5th grade will return to school on a half-day schedule. In order to monitor the impacts of the transition, elementary students will initially attend in person two days a week, with asynchronous distance learning taking place on the days they do not attend school. Students will be assigned into an A/B schedule (or two day rotation), allowing for a 50% reduction in class size. Students will continue to take part in art, music, PE, library and social-emotional learning activities in the afternoon. Students will be assigned to a stable classroom cohort, adhering to all the health and safety guidelines. A stable classroom cohort will remain together, to the extent possible, with the same teacher and student group throughout the day. Operational adjustments to the daily school schedule will include staggered entrance, exit and recess, with an exit lunch pick up. While all the strategies are important to reduce the risk of transmission, stable cohorting is a primary scheduling strategy for our elementary students.

Students in 6th-8th grade will return to school in a hybrid model (a combination of in- person and virtual). Both physical distancing and stable cohorts will be utilized to reduce the risk of transmission. In the hybrid model, each group of students will have two days a week of in-person/on-site instruction, two days of virtual classrooms (during which they will attend their elective courses and complete PE activities) and continue one day of asynchronous learning. Half of the class will attend on each day, ensuring that social distancing protocols can be implemented. Students will stay with their first period teacher for the entire duration of the school day in order to maintain stable cohorts.

Staff will follow all safety guidelines, including hand hygiene, disinfecting, and symptom monitoring. Stable cohorts, physical distancing, and face coverings continue to be the primary means to reduce the risk of transmission. All teachers will be provided with a clear partition to facilitate interaction with students in small groups or individually. Our front office doors will be locked in order to maintain and monitor the number of people in the room. Front offices will include a clear partition in order to distance office staff from members of the public, when they are admitted. Physical distancing, to the extent possible, of school staff from children and other staff will be practiced. Students and staff will be screened for symptoms daily. Middle school students will wear face coverings at all times (except when eating or drinking or during PE

or other outdoor activities). Elementary school students will be required to wear face coverings while outside the classroom (except when eating or drinking and during PE or other outside activities.) Inside the classroom, face coverings will be worn unless students are unable to tolerate their use. Adults will wear cloth or other face coverings. Employees will be encouraged to get a free COVID-19 test each month. The District is exploring additional testing opportunities for staff. Specific personnel may be equipped with additional PPE, depending on the level of interactions with members of the public and their specific job duties.

All students will have access to hand sanitizer and/or sinks with soap throughout the day and will have frequent reminders to wash or sanitize their hands. A regular schedule for routine hand hygiene will be in place for younger students with scheduled hand hygiene breaks. Hand sanitizer will be available at the entry point for each classroom. Liquid soap and hand sanitizer will be replenished and paper towels available for drying. No-touch waste receptacles will be available for disposal of materials. Hand washing stations and hand sanitizer dispensers will be placed throughout the campuses to facilitate hand washing

Disinfecting spray and paper towels will be available for teachers and able helpers to wipe down commonly used surfaces.

LGUSD will clean and sanitize school sites every day. LGUSD will use high-grade sprayers with a sanitizing product that is EPA approved for use against COVID-19. All classrooms and offices will be sprayed as the last activity in the afternoon after staff and students have left for the day or first thing in the morning before individuals arrive for the day. All cleaning solutions provided by the district are EPA approved for use in classrooms. Each classroom and workplace will have access to paper towels and spray bottles of a cleaning solution to wipe down light switches, door knobs, desk surfaces, shared objects, and any other high touch surfaces. Students will be taught to avoid sharing objects and will focus on hand hygiene with regular

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

Description	Total Funds	Contributing
No touch thermometers	5000	No
Hand washing stations	2000	No
Adjusting night custodian schedules to support daytime custodians in cleaning and sanitization efforts	38000	No
Personal protective equipment	29000	No

Description	Total Funds	Contributing
HVAC Filters and Commissioning	79500	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.]

We have developed detailed plans for both distance and in-person learning. We will be utilizing all of our adopted curriculum materials and our instruction will match or nearly match what our students were receiving before the school closures. Our class schedules align to ensure a consistent learning experience for all students. At the elementary level, students will participate in both synchronous and asynchronous learning activities Monday, Tuesday, Thursday, and Friday mornings from 8:30-12:30, including in-person check-ins with all students, whole group and small group instruction. All elementary students will receive a minimum of 120 minutes synchronous (live) instruction four days a week with additional asynchronous content and assignments adding up to well beyond the state minimum requirements. On Wednesday mornings, students will participate in cohort connections to support the development of social-emotional skills. In the afternoons, students will take part in art, music, PE, library and social-emotional learning activities via virtual classrooms. When we transition to in-person learning, elementary students will start on a half-day staggered schedule, with half of the students attending at any one time to minimize exposure. Students will continue to participate in art, music, PE, library and social-emotional learning activities via virtual classrooms. Student access asynchronous content through LGUSD's learning management systems (Seesaw for grades TK-2 and Google Classroom for grades 3-5).

At the middle school level, students will participate in both synchronous and asynchronous learning activities. Students will be assigned to a cohort (not more than 16 students) for the entire year. Two days a week students will have content area instruction from 8:30-2:10. Two days a week students will have electives and teacher assigned "flex" periods to work in small groups and receive additional support (if needed) between 2:30 and 3:00pm. Wednesdays will be mostly asynchronous learning days with students completing independent work via the flipped classroom model. This schedule will continue once we return to in-person instruction, with students maintaining a stable cohort for in-person instruction. During remote instruction middle school students will receive a minimum of 480 minutes of live instruction per week in addition to asynchronous content and assignments adding up to well beyond the state minimum requirements. Each will also far exceed the daily minimum of 240 minutes of instruction (live and asynchronous) including at least 30 minutes of live instruction on any given day. Students access asynchronous content through LGUSD's learning management system (Google Classroom).

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.]

Our middle school has a 1 to 1 take-home Chromebook program. We provide loaners to any student who are not able to purchase a device for school use. We have sent a survey to all families (TK-8) to determine if hotspots or devices are needed. We have distributed more than 500 devices and 50 hotspots. School sites will reach out to any student who have not attended school to ensure they have internet access and a device. We have established an email helpline for families to use to seek technological support. LGUSD has a parent education website that contains modules and information to help parents support their students in online learning.

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.]

Teachers will fill out a weekly engagement log to track synchronous and asynchronous instructional minutes as well as student participation. This log will document the number of minutes each day spent in synchronous instruction, along with asynchronous assignments and estimated time spent to complete them. In addition, elementary teachers will complete a daily log tracking the level of engagement of each individual student. At the middle school level, daily assignments will be used to track student completion of asynchronous work and engagement. We will track learning progress through the "kid by kid" process, reviewing individual student data to ensure all students are making expected progress.

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.]

Teachers were provided a variety of PD opportunities throughout the summer. These opportunities included book studies on best practices in remote instruction, distance learning academies for teachers, and specific trainings on tools to support remote instruction. Many of these offerings have been archived to allow all staff to access (if they were not able to attend the live sessions). We will be holding weekly tech office hours to provide teachers "real time" access to supports to facilitate their teaching. Regular professional development will take place throughout the school year, all of which will be archived on the district website.

Staff Roles and Responsibilities

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

Classified staff whose job does not apply to distance learning have been re-assigned to support the sites as needed. Some examples include school nutrition staff being asked to support school sites with curriculum material distribution, science material specialists being asked to support the technology department with device and hotspot distribution, and custodial staff being asked to modify their schedules to increase cleaning and sanitization during the day. Additionally, classroom teachers are allowed to work from home or bring their school-aged children to their classroom with them.

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.]

All English learners in grades 6-8 will receive designated ELD via Zoom. All English learners in grades K-5 will receive embedded ELD from their classroom teacher with additional support from an English language tutor as needed. Students with IEPs have been provided with 1 on 1 supports and extra class periods to provide more IEP minutes. Students who have difficulty engaging over Zoom have been provided with packets, activity bags and interactive centers to meet their educational needs. We have provided extended hours beyond the 240 minutes as appropriate for student plans, contracted SLP/behavior services, and increased consultation for staff.

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

Description	Total Funds	Contributing
Teachers were offered a variety of professional development activities to develop their skills in virtual teaching during the summer	60000	No
Purchase of additional Chromebooks and hotspots	235000	Yes
Upgrade of wireless backbone at Fisher Middle School & Upgrades to elementary schools	500000	No
Purchase of "Distance Learning Playbook" for all teaching staff	1550	No
Upgrade of Zoom accounts for all teachers & remote access	5480	No
Purchase of "Character Strong" curriculum to support social-emotional learning at Fisher Middle School	4248	Yes
Purchase of "Screencastify" software to support remote instruction	3750	No
Purchase of "Achieve 3000" program to support reading instruction in grades 3-5	78000	Yes

Description	Total Funds	Contributing

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.]

All of Los Gatos Union School District's regular assessment practices and progress monitoring tools will be utilized during the school closures to measure learning status (including regularly administered beginning of year assessments). District staff have worked to move our assessment systems onto our digital platforms. These assessments include the Developmental Reading Assessment (DRA-Sept., Jan., June) common benchmark assessments in math and language arts at the end of each trimester, informal English proficiency assessments at the beginning of the school year, as well as additional screening tools to inform math instruction in August/September. The assessments will be administered by classroom teachers with support from Literacy and Math Specialists.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All additional support services and support staff in Los Gatos Union School District have been retained and/or expanded during the school closures including expanding the FTE of our middle school ELD teacher. Our regular assessment systems will be utilized to identify students in need of additional support and students in need of additional support will be invited to additional (targeted remote) instructional sessions with math/literacy specialists and/or English Language Development teachers/tutors. These additional support sessions are offered on a daily basis and at all grade levels TK-8. None of these additional (targeted remote) instructional sessions will conflict with core instruction. The content will be in addition to the instruction from the regular classroom teacher intended to accelerate the learning progress of targeted student groups.

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 additional services and supports to address learning loss will be measured through our regular assessment practices. These assessment practices include running records/reading comprehension assessments (including the DRA, SIPPS and other locally developed assessments). Common benchmark assessments in math and English language arts will continue to be administered each

trimester to monitor student progress. Our informal ELD assessments will be used to identify and support language learners with their specific needs.

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

Description	Total Funds	Contributing
"Lexia" software to support literacy	0	Yes
Digital DRA resources for reading assessment	627	No
Increased FTE for ELD at Fisher Middle School	66000	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.]

Los Gatos Union School District has preemptively invested heavily in the mental health and social and emotional well-being of its students. All teachers completed a professional development module on Trauma Informed Instruction before the start of school so that teachers were better prepared to meet the anticipated social-emotional needs of their students. With a grant from LGEF and El Camino Hospital, the district hired additional counseling personnel and spent the summer months developing and purchasing additional curriculum materials to support embedded social-emotional learning. The social and emotional well-being of all students will be monitored weekly through student surveys with counseling follow-ups with identified students as needed.

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.]

We will monitor student engagement and attendance to ensure success. Our tiered re-engagement system will ensure we offer support to students and families who are not able to fully participate in our online instruction. School staff will run a weekly report of any students attending less than 60% of the time.

Tier 1: The school site will call the families of all students attending less than 60% of the week, asking what support they need and encouraging daily attendance.

Tier 2: If this first contact does not result in improvement, the site principal will follow up with a phone call and offers of support and assistance.

Tier 3: After the third time, the student will be referred to the district office and Student Services Staff will make contact.

Tier 4: If these interventions are not successful, the Director of Student Services will work with site staff to coordinate a Zoom meeting with the family to conduct a Child Assistance Team meeting and develop a support plan for the student.

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.]

At the start of the 20-21 school year, the District provided drive through breakfast and lunch meals at Fisher Middle School. All students throughout the District were provided student ID cards that allowed them to access the meal program. As of September 1, we were able to provide the Seamless Summer Meal program. This program provides free breakfast and lunch to all children 18 and under regardless of their income eligibility. We will continue to provide socially distanced drive through meal services at our middle school through December 31. Once the schools open either hybrid or fully, we will expand our drive through service to include meal delivery to students in the classrooms at each site.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional counseling personnel	168000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.69%%	14144

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 following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across an entire school or the whole district. These services are provided across the District through EL specialists and additional specialized curriculum materials. The EL specialist works directly with learners through a dedicated weekly schedule to provide supplemental support and small group learning to help student achieve reading fluency and literacy benchmarks. We also increased on line learning tools include Achieve 3000 and Overdrive to provide curriculum and supplemental materials to students in the Digital Learning environment. These services are in addition to regular differentiation and small group support provided by the classroom teachers. This support is specifically dedicated to the specific learning needs of the students identified as needing literacy support. The literacy specialists also provide PD support to the classroom teachers in order to incorporate these learning strategies for all students to benefit from learning academic language and using these skills in their writing and other subjects.

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

The Los Gatos Union School District is required to increase services for EL, Foster Youth, and Low Income students by 1.69% which is equal to \$14,144 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 Learner, Foster Youth and Low Income students.

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage. Purchase or additional Chromebooks and wireless hotspots, purchase of Achieve 3000 program to support reading instruction in grades 3-5, Rosetta Stone software for English language development, Lexia software to support literacy, increased FTE for ELD at Fisher Middle School.