

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Attain upward mobility in student achievement for all students in all curricular areas, including an increase in proficiency levels for all English learner students, as measured on local and state assessments where applicable.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Implement and establish a baseline for the new assessment for English learners and measure the number of English learners improving at least one level on the CELDT/ELPAC	Met-Baseline established with use of new state assessment for language learners (ELPAC). 85.2% of LGUSD's language learners made progress towards English language proficiency (a "very high" rating according to the California School Dashboard).
<b>19-20</b> Increase the percentage of English learners showing at least one year of growth on the ELPAC.	
<b>Baseline</b> Implement and establish a baseline for the new assessment for English learners and measure the number of English learners improving at least one level on the CELDT/ELPAC. 85% of returning English learners showed at least one level of growth on the 2016 CELDT.	
<b>Metric/Indicator</b> Reclassify (to fully English proficient) at least 75% of English learners that have spent a minimum of three years in Los Gatos Union School District.	TBD-Due to COVID-19 and school closures we were not able to administer the Annual ELPAC in the Spring in 2020. The ELPAC is being administered in Spring of 2021 and we will utilize the results to determine students eligible for reclassification.

Expected	Actual
<p><b>19-20</b> Continue to reclassify (to fully English proficient) at least 75% of English learners that have spent at least three years in Los Gatos Union School District.</p> <p><b>Baseline</b> More than 90% of English learners that attended Los Gatos Union School District Schools for at least three years were reclassified (to fully English proficient) by 2016-17.</p>	
<p><b>Metric/Indicator</b> Increase the percentage of all students meeting or exceeding standards in all subject areas including both ELA and Math on the California Assessment of Student Performance and Progress (CAASPP).</p> <p><b>19-20</b> Goal 2019 ELA: 80% Goal 2019 Math: 80%</p> <p><b>Baseline</b> 2016 ELA 81% 2016 Math 78%</p>	<p>Not Met-78% of LGUSD students met or exceeded standards in English Language Arts and 77% of LGUSD students met or exceeded standards in mathematics.</p>
<p><b>Metric/Indicator</b> Monitor student progress throughout the school year in both math and ELA using common local assessments.</p> <p><b>19-20</b> Continue the use of Common Math/ELA Benchmark Assessments to monitor student progress throughout the school year (in grades K-5).</p> <p><b>Baseline</b> Common Math Benchmark Assessment Piloted (in grades K-5) and development of Common ELA Benchmark Assessment in progress (grades K-5).</p>	<p>Met-Student progress in English Language Arts and Mathematics for grades K-5 monitored throughout the school year with the use of common local benchmark assessments.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Maintain Williams Act Compliance by providing students access to standards aligned instructional materials and 100% fully credentialed teachers for the subject areas they are teaching.</p> <p><b>19-20</b> Maintain full Williams Act Compliance</p> <p><b>Baseline</b> Williams Act Compliance Met</p>	<p>Met-All LGUSD students had access to standards-aligned instructional materials and 100% of LGUSD teachers are fully credentialed for the subject areas they are teaching.</p>
<p><b>Metric/Indicator</b> Offer courses at Fisher Middle School that prepare students for High School College and Career Course Access.</p> <p><b>19-20</b> (At Fisher Middle School) offer at least one section of 8th grade Algebra, one section of 8th grade Geometry, and at least one lab science class.</p> <p><b>Baseline</b> (At Fisher Middle School) at least one section of 8th grade Algebra, one section of 8th grade Geometry, and at least one lab science class offered.</p>	<p>Met-At least one section of 8th grade Algebra, one section of 8th grade Geometry, and one lab science class offered at Fisher Middle School.</p>
<p><b>Metric/Indicator</b> Provide art and music instruction for all students (K-5) and offer art and music electives at Fisher Middle School.</p> <p><b>19-20</b> Provide weekly music classes for all elementary school students. Provide at least four art lessons each year for all elementary school students. (At Fisher Middle School) offer at least one section of art and one section of music for every grade level.</p> <p><b>Baseline</b> Provided weekly music classes for all elementary school students. Provided at least four art lessons each year for all elementary school students. (At Fisher Middle School) at least</p>	<p>Met-Weekly music classes for all K-5 students provided and at least four art lessons taught. At least one section of art and one section of music offered at every grade level at Fisher Middle School.</p>

Expected	Actual
one section of art and one section of music for every grade level offered.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement new curriculum materials in English Language Arts for grades K -8 and provide Professional Development for teachers.	Supplemental Materials 010-0154-4100 LCFF Base 25000 060-6300-4100 GF (6300) 25200	Supplemental Materials 010-0154-4100 LCFF Base 2861 060-6300-4100 GF (6300) 8047
Continue to implement new curriculum materials in English Language Arts for grades K-8 providing intervention materials for struggling students. Provide Professional Development for teachers on differentiated implementation that supports student needs.	Release Days 010-0154-4100 LCFF Supplemental 2100	Release Days 010-0154-4100 LCFF Supplemental 2100
Continue use of Common Benchmark Assessments in English Language Arts and continue the use of Common Benchmark Assessments in mathematics to regularly monitor student progress throughout the year (for grades K-5).	Teacher Stipends & Release Days 010-0154-1150 & 3000 LCFF Base 88,000	Teacher Stipends & Release Days 010-1000-3000 LCFF Base 143811
Continue to provide sheltered ELD class at the middle school and an English tutor at the elementary schools while providing professional development opportunities for EL teachers in language acquisitions.	010-0154-1000-7091 LCFF Supplemental 22932 010-0154-2000-7091 LCFF Supplemental 37897 010-0154-3000-7091 LCFF Supplemental 21858	010-1000-3000 LCFF Supplemental 28035 English Tutor 010-0154-2000-7091 LCFF Supplemental 45873 010-0154-3000-7091 LCFF Supplemental 13420
Provide instruction by highly qualified teachers and provide standards aligned curriculum materials to all students as outlined in the Williams Act.	010-1000 & 3000 (21,913,006) 010-1000-3000 LCFF Base 21913006 010-1000-3000 LCFF Supplemental 310500	Does not include non position control 010-1000-3000 LCFF Base 20134051 Math and Lit Specialists-Increased Hours

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		010-1000-3000 LCFF Supplemental 627489
(At Fisher Middle School) at least one section of 8th grade Algebra, one section of 8th grade Geometry, and at least one lab science class offered.	010-1000-3000 GF 72450	Only 130 Days Stipend 010-1000-3000 GF 54788
Provide weekly music classes for all elementary school students. Provide at least four art lessons each year for all elementary school students. (At Fisher Middle School) offer at least one section of art and one section of music for every grade level.	010-1000-3000 GF 989195	010-1000-3000 GF 1009634

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented despite the challenges presented by the COVID-19 pandemic and school closures. Curriculum was purchased in 18-19 and was utilized in 19-20 additional materials were not fully needed due to distance learning. Distance learning materials were budgeted from the COVID funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March 2020, school campuses were closed for in-person instruction due to the COVID-19 pandemic. Campuses did not re-open for all students until January 2021. The pandemic presented a multitude of challenges as we had to transition our instruction to virtual platforms such as Zoom and we had reduced instructional minutes. Despite the challenges relating to campus closures in March 2020, all planned actions under this goal were successfully implemented. LGUSD's K-5 Benchmark Assessments in Math and English Language Arts were converted to digital formats to be utilized with the district's virtual platforms. This allowed for student progress monitoring in grades K-5 to continue despite the campus closures.

## Goal 2

All students will be educated in a safe environment. This would be defined as an increase in thriving survey indicators and a reduction in at-risk indicators such as suspension and expulsion rates.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Project Cornerstone Survey and Local Survey <b>19-20</b> Continue local survey and increase thriving indicators while reducing at risk indicators. <b>Baseline</b> 2016 Project Cornerstone Survey Results  Local Climate Survey Baseline Results from May 2018: Percentage of 4th and 5th graders who agreed with the statement "I like my school"-96.06% Percentage of middle school students who agreed with the statement "I like my school"-84.71%	Met-Local Climate Survey administered in Spring 2019 with 96.01% of 4th and 5th graders agreeing with the statement "I like my school" and 86.83% of middle school students agreeing with the statement "I like my school."
<b>Metric/Indicator</b> Suspension/Expulsion Rates <b>19-20</b> Maintain low suspension rates specifically monitoring suspension rates for English learners (if needed). <b>Baseline</b>	Met-Low suspension rates maintained (according to the California School Dashboard) and suspension rates for English learners monitored.

Expected	Actual
43 suspensions/ 0 Expulsions	
<b>Metric/Indicator</b> Middle School Dropout Rates <b>19-20</b> Maintain 0 Middle School Dropouts <b>Baseline</b> 0 Middle School Dropouts	Met-There were zero middle school dropouts in 2019-20.
<b>Metric/Indicator</b> Chronic Absenteeism Rates for all students (unexcused absences for more than 10% of the school year). <b>19-20</b> Have less than 10 chronically absent students <b>Baseline</b> 7 chronically absent students during 2016-17 school year	Met-There were two chronically absent students during the 2019-2020 school year.
<b>Metric/Indicator</b> Attendance Rates for all students <b>19-20</b> Maintain at least 95% attendance rate. <b>Baseline</b> 96.5%	Not Met-Attendance rates for all students fell to 94.04% during the 2019-20 school year.
<b>Metric/Indicator</b> Maintain safe facilities for all students <b>19-20</b> Maintain an overall score of “Good” or better (at every school site) using the “Facilities Inspection Tool.” <b>Baseline</b> All school sites received an overall score of “Good” or better when evaluated with the “Facilities Inspection Tool.”	Met-An overall score of "Good" or better achieved at every school site (using the Facilities Inspection Tool).



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Partnership with Project Cornerstone and implement local survey based on Project Cornerstone Survey. Continue to invest in targeted support and behavior intervention programs (such as Step up to Thrive and Steps to Respect) to preventatively maintain low suspension rates for Foster Youth and Low Income student groups and reduce suspension rates for English learners (if needed).	010-0154-5830 LCFF Supplemental 10,000	010-0154-5830 LCFF Supplemental 10000
Review suspension rate data with all school site administrators (identifying suspended English learners, foster youth, and low income) and introduce alternative means of correction as an alternative to suspension. Provide additional resources regarding alternative means of correction for middle school assistant principals.	010-0131-1000-3000 LCFF Base 387920	010-0131-1000-3000 LCFF Base 411109
Provide Professional Development Opportunities in the area of Social Emotional Learning.	010-0154-5830 LCFF Base 12000	010-0154-5830 LCFF Base 0
Improve campus security measures at all LGUSD school sites.	50-8150-5830 & 50-8150-4410 LCFF Base 80000	50-8150-5830 & 50-8150-4410 LCFF Base 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All planned actions and services were implemented with the exception of the action to improve security measures at all school sites. Due to the COVID-19 pandemic all school campuses were closed to visitors. We will continue with our pilots to improve campus security measures during the 2021-22 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March 2020, school campuses were closed for in-person instruction due to the COVID-19 pandemic. Campuses did not re-open for all students until January 2021. The pandemic presented a multitude of challenges as we had to transition our instruction to virtual platforms such as Zoom and we had reduced instructional minutes. Professional development for teachers was also provided via Zoom and administrative meetings were held via Zoom until April 2021. Despite the school closures in March 2020, all planned actions under this goal were successfully implemented.

## Goal 3

Increase parent engagement in all the various initiatives and meetings throughout the district.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Stakeholder input will be collected from parents including parents of English learners with a minimum of 3 DELAC meetings and 6 School Site Council meetings per site per year.</p> <p><b>19-20</b> Have at least 3 DELAC meetings and 6 School Site Council meetings per site per year.</p> <p><b>Baseline</b> 3 DELAC meetings held and at least 6 School Site Council Meetings per site held during 2016-17 school year.</p>	<p>Met-Stakeholder input collected from parents (including parents of English learners) and community through 28 focus group meetings during the process of developing a new district strategic plan. 3 DELAC meetings held and at least 6 school site council meetings held.</p>
<p><b>Metric/Indicator</b> At least 500 separate comments/responses on the annual LCAP parent survey. Parent survey to include specific questions related to each of the 8 state priorities.</p> <p><b>19-20</b> Collect at least 500 separate comments/responses on the annual LCAP parent survey.</p> <p><b>Baseline</b> 636 separate comments/responses on annual LCAP parent survey.</p>	<p>Met-More than 1000 responses collected from parents, staff, and community members on strategic planning survey.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Collect data and present data and topics of interest to multiple stakeholder groups.	010-0152-0-4000 & 5000 LCFF Base 1000	010-0152-0-4000 & 5000 LCFF Base 0
Present parent survey data to DELAC.	010-0152-0-4000 & 5000 LCFF Supplemental 1000	010-0152-0-4000 & 5000 LCFF Supplemental 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented despite the challenges presented by the COVID-19 pandemic and school closures. Actions continued virtually but associated costs were minimized.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March 2020, school campuses were closed for in-person instruction due to the COVID-19 pandemic. Campuses did not re-open for all students until January 2021. The pandemic presented a multitude of challenges as we had to transition our instruction to virtual platforms such as Zoom. Despite the school closures in March 2020, all planned actions under this goal were accomplished. Spring DELAC meetings were moved onto the Zoom platform to accommodate restrictions due to local health conditions.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
No touch thermometers	5000	5000	No
Hand washing stations	2000	2000	No
Adjusting night custodian schedules to support daytime custodians in cleaning and sanitization efforts	38000	50000	No
Personal protective equipment	29000	100000	No
HVAC Filters and Commissioning	79500	140000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We spent additional funds on HVAC commissioning in order to ensure that all areas to be occupied would be evaluated. We also completed repairs that required additional testing to ensure the units met the guidelines after the repairs.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We had two main challenges with the implementation of in-person instruction for the 2020-21 school year. The first major challenge centered around the implementation of substantial safety measures to support the re-opening of campuses for in-person instruction. We were able to successfully implement all of the required safety measures in order to open our campuses for in-person instruction. We were able to do this by conducting daily gate checks in which we took temperatures, asked symptom screening questions, and provided hand sanitizer for all students coming onto campus. We also increased spacing between students and between students and teachers. We also added plexiglass barriers to allow teachers to safely work in close proximity to their students when needed.

The second major challenge centered around instructional continuity and pacing. Limits on cohort size did not allow us to teach all of our students in-person at the same time. Additionally some families were not ready to send their students onto our campuses for in-person instruction. We had to come up with a model that allowed us to teach students in-person while also accommodating students that were staying home to receive virtual instruction. We ended up utilizing what we called the "Roomer and Zoomer" model in which we taught some students in-person while we live streamed to lessons to students that were at home. This model allowed our teachers to move forward with their instructional pacing, allowed us to keep classes together (supporting student social-emotional needs), and provided flexibility for families that were not comfortable returning to campuses for in-person instruction.

LGUSD invited students with disabilities, students needing early literacy support, and language learners to return to campuses for in-person instruction starting on October 19, 2020. On February 1, 2021, LGUSD launched the "Roomer and Zoomer" instructional model for all students in grades TK-5 and 6th grade (an A/B schedule was utilized to meet distancing requirements relating to local health conditions). On April 19, 2021, local health conditions allowed for LGUSD to combine its A/B cohorts to provide daily in-person instruction for all interested students in grades TK-5. On May 3, 2010 LGUSD combined its A/B cohorts to provide daily in-person instruction for all interested students in grades 6-8.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers were offered a variety of professional development activities to develop their skills in virtual teaching during the summer	60000	60000	No
Purchase of additional Chromebooks and hotspots	235000	350000	Yes
Upgrade of wireless backbone at Fisher Middle School & Upgrades to elementary schools	500000	1000000	No
Purchase of "Distance Learning Playbook" for all teaching staff	1550	1550	No
Upgrade of Zoom accounts for all teachers & remote access	5480	5480	No
Purchase of "Character Strong" curriculum to support social-emotional learning at Fisher Middle School	4248	4248	Yes
Purchase of "Screencastify" software to support remote instruction	3750	3750	No
Purchase of "Achieve 3000" program to support reading instruction in grades 3-5	78000	78000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Expenditures tracked to budget except the wireless upgrade for the schools. We had budget based on anticipating that e-rate funding would be available, the funding was not available in time for our work to be implemented and we used capital funding in order to cover the budget difference.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance learning created a variety of challenges with regards to instruction for students. For most students, the virtual classroom and on-line instruction was less effective and less desirable. We also had to ensure access for all students so that they had what was

needed to access the curriculum digitally. We made massive efforts to distribute laptops and wireless hotspots to any student to ensure access for all students. We were also fortunate enough to offer top quality professional development to support teachers in remote instruction. We were able to bring in Mike Flynn (a globally recognized guru of remote and hybrid instruction) to lead multiple professional development sessions for all of our teachers. We prioritized re-opening for in-person instruction by bringing in our most vulnerable student populations first and we were able to bring in special needs students, language learners, and students needing literacy support as early as October 2020. Prior to our full re-opening for in-person instruction in January 2021, we were able to upgrade our technology infrastructure to support our "Roomer and Zoomer" (live streaming) re-opening model. Our re-opening model allowed us to maintain maximum continuity of instruction while we were able to transition back to in-person instruction. Upgrading the technology infrastructure and providing the necessary tech tools for classroom teachers was a critical challenge that we were able to overcome to provide the most optimal and flexible learning experience for all of our students.

**Continuity of Instruction**-The "Roomer and Zoomer" (live streaming) model allowed classrooms teachers to maintain instructional pacing after re-opening campuses for in-person instruction. Health conditions and regulations around physical distancing at the time of re-opening did not allow for all students to come to campus every day. The "Roomer and Zoomer" model allowed for students at home to follow the instruction and engage with their classmates on the days that they could not come to campus in-person.

**Access to Devices and Connectivity**-LGUSD made infrastructure upgrades to increase bandwidth at all school campuses to support the "Roomer and Zoomer" model. Devices and wireless hotspots were distributed (on a weekly basis) to all students that requested them. Attendance and engagement logs were kept and specific efforts were made to reach out to students that were not regularly attending or were limited in their engagement. In some cases, devices and wireless hotspots were delivered directly to students' homes.

**Pupil Participation and Progress**-Student participation was tracked through daily attendance and engagement logs. Outreach efforts were made to support students with their participation and engagement. Assessment and progress monitoring systems were created to be utilized on digital platforms. Digital learning management systems (Seesaw grades TK-2, Google Classroom grades 3-8) were utilized to push out assignments, receive student work, and provide feedback to students.

**Distance Learning Professional Development**-The "Distance Learning Playbook" was purchased and provided for all LGUSD teachers, professional development sessions to enhance distance learning were provided for all teachers, and additional opportunities to extend learning were also provided. Additional preparation time was provided for teachers and weekly office hours conducted by the Technology and Curriculum Departments were held to support teachers with additional questions.

**Staff Roles and Responsibilities**-Additional personnel was hired to support teachers and students with the hybrid instructional model and some elective teachers were reassigned to support students with core instruction. Teachers with health conditions were allowed to "Zoom-In" to their classroom to lead the instruction while substitute teachers were hired to manage and support the in-person students.

Supports for Pupils with Unique Needs-Additional targeted in-person and zoom sessions were provided for students with unique needs (such as English learners, students needing additional support with Math or Literacy, and students with disabilities). The supports were in addition to core instruction and occurred outside of the regular instructional day. These supports were provided by ELD teachers/tutors, Math/Literacy specialist teachers, and additional support staff for students with disabilities.

Generally speaking (while not ideal), LGUSD's distance learning program was effective in limiting learning loss and maintaining progress towards end-of-year academic prioritized standards. Extensive efforts to monitor student social-emotional needs as well as additional counseling personnel were able to minimize the negative impact of school closures on the overall well-being of our students.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

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

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There are no material differences in expenditure.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The school closures due to the COVID-19 created a several challenges with addressing pupil learning loss. First and foremost we had to pivot to move our assessment and progress monitoring systems to a digital platform. We assembled our Curriculum, Instruction, and Assessment Leadership team and immediately began the process of building assessments that were able to be administered remotely. This allowed us to quickly and accurately identify students in need of support. We then moved to expand the FTE of teachers working with language learners and struggling readers. Additionally we targeted and purchased software to support virtual classrooms and distance learning. This included software such as Screencastify for creation of content as well as Lexia and Achieve 3000 for supplemental practice materials to support literacy instruction. Our biggest success was the rate at which we were able to pivot to a digital platform for assessment and instruction. By doing this we were able to minimize learning loss to the greatest extent possible and identify students needing additional support in a timely manner and provide the needed support to keep them progressing towards grade level standards.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The school closures related to the COVID-19 pandemic posed significant challenges with regards to monitoring and supporting student mental health. Without the ability to see students in-person it made it extremely difficult to identify students that may be struggling with their mental health and check in with them. We had to utilize weekly student surveys in which students self reported on their social-emotional well-being. These surveys allowed our counseling staff follow up with individual students that had responses leading to social-emotional concerns. Our counseling staff also immediately gathered and created content to support resilience and social-emotional learning. The counselors provided this content to teachers to utilize in their instruction as a preventative measure to support student social-emotional well-being. Our successes to the challenges posed by school closures revolved around our ability to respond and pivot quickly while adding measures to monitor social-emotional well-being. We were able to take a two-pronged approach to support social-emotional needs by quickly identifying needs as well as proactively creating content and gathering resources for teachers to support anticipated needs due to the school closures.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As with the case in all areas, the school closures due to the COVID-19 pandemic created challenges with regards to pupil and family engagement. Since we were not able to meet in-person we moved all district meetings to Zoom and increased the frequency with which we met. Instead of collecting feedback from during in-person meetings we utilized surveys of families and students to inform decision making with regards to re-opening. We also created new work groups that included a parent advisory group as well as a teacher advisory group that immediately began planning for the re-opening of schools. Both groups met regularly until our schools finally re-opened for in person instruction in January. We also moved all board meetings to the Zoom platform, increased the frequency with which we publicly met (often weekly). The board meetings were broadcast to the community via Youtube and community comments were taken through a comment form. All comments were read during the live meetings. We were able to successfully and quickly pivot our meetings to virtual platforms and we increased the frequency of our meetings (while creating new working groups) to address the urgency of the situation and the impact on students.

In addition to monitoring and following up on student participation by tracking daily attendance and engagement logs, LGUSD conducted weekly student surveys to gather student feedback and to monitor student social-emotional well-being. Students that were not engaged or not attending their classes received follow-up phone calls from school office staff. Students that were identified as having social-emotional needs were contacted by district counseling staff. Groups of students with identified social-emotional needs were invited to attend additional in-person social support groups and/or individual or group counseling sessions (either on-line or in person). By utilizing all of these monitoring strategies in tandem, LGUSD was able to minimize the negative social-emotional impacts of school closures.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

When schools closed due to the COVID-19 pandemic we were acutely aware of our students that depended on our schools for their nutritional needs (we even delivered meals to homes when needed). We were also cognizant of the economic impact that the pandemic could have on our community. It is for these reasons that we immediately opened up a drive through lane at Fisher Middle School that provided meals for any child (even if they did not attend our schools) that showed up. We felt that being able to provide meals to the community was a success and we have continued to distribute meals to meet student nutritional needs.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional counseling personnel	168000	164000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We received a grant from El Camino Hospital to cover the additional counseling and the LGEF Foundation covered the difference between the grant and the cost of the staff.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons we have learned from having to pivot to distance learning programs and hybrid instruction will have an impact on the future of education in Los Gatos. Because of the pandemic we upgraded the technology tools and infrastructure at each of our campuses and classrooms. The wireless backbone at each site was upgraded to provide larger bandwidth that will serve our ability to stream data well into the future. We also upgraded the technology tools in all of our classrooms by adding sound systems and projection technology in each classroom. These upgrades along with the real-time professional development for teachers will positively impact the quality of the way curriculum content is presented to students for years to come. We have also developed our capacity to utilize learning management systems such as Seesaw (TK-2) and Google Classroom (3-8) to streamline and organize curriculum content presented to our students. The COVID-19 pandemic forced us to see educational possibilities that we could not have previously imagined. Going forward, we can increase enrichment opportunities for students by having elective teachers "Zoom In" to elementary classrooms to potentially increase the frequency with which we provide instruction in art, music, and/or PE.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be monitored through virtual and in-person assessments based on prioritized standards. Students are identified through our assessment and progress monitoring systems and additional supports are provided by math, literacy, or language specialist teachers. We have also developed a summer program to serve LGUSD students with targeted academic

instruction. We have authorized Literacy Specialists, Math Specialists, and Counselors to continue to work with students through the summer to address learning loss. We have also established a community partnership with the Los Gatos Recreation Department to provide scholarships for our students so that they can participate in their enrichment programs at no cost to our families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Despite the challenges relating to school closures, LGUSD was able to create a robust system to monitor and support students needs (academic and social-emotional). Adding additional personnel was a critical component in ensuring that the academic and social-emotional needs of all students (including language learners, foster youth, and low-income students) were met to the greatest extent possible.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

By monitoring student academic progress with ongoing review of assessment data and grade distribution data (on a standards-based grading system) we believe that we will be able to recover from learning loss and maintain relatively high levels of academic achievement. Our ongoing review of survey data related to the social-emotional well-being of our students leads us to believe that we will have to increase our awareness of and ability to respond to potentially increasing social-emotional needs of students. We will be adding personnel to our counseling department to meet these potential needs as well as continue to create curriculum materials for our classroom teachers to utilize with students. Social-emotional learning and well-being has always been a point of emphasis for LGUSD and it will continue to be so during the next LCAP cycle.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	24,000,058.00	22,491,218.00
GF	1,061,645.00	1,064,422.00
GF (6300)	25,200.00	8,047.00
LCFF Base	22,506,926.00	20,691,832.00
LCFF Supplemental	406,287.00	726,917.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	24,000,058.00	22,491,218.00
010-0131-1000-3000	387,920.00	411,109.00
010-0152-0-4000 & 5000	2,000.00	0.00
010-0154-1000-7091	22,932.00	0.00
010-0154-1150 & 3000	88,000.00	0.00
010-0154-2000-7091	37,897.00	45,873.00
010-0154-3000-7091	21,858.00	13,420.00
010-0154-4100	27,100.00	4,961.00
010-0154-5830	22,000.00	10,000.00
010-1000-3000	23,285,151.00	21,997,808.00
060-6300-4100	25,200.00	8,047.00
50-8150-5830 & 50-8150-4410	80,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	24,000,058.00	22,491,218.00
010-0131-1000-3000	LCFF Base	387,920.00	411,109.00
010-0152-0-4000 & 5000	LCFF Base	1,000.00	0.00
010-0152-0-4000 & 5000	LCFF Supplemental	1,000.00	0.00
010-0154-1000-7091	LCFF Supplemental	22,932.00	0.00
010-0154-1150 & 3000	LCFF Base	88,000.00	0.00
010-0154-2000-7091	LCFF Supplemental	37,897.00	45,873.00
010-0154-3000-7091	LCFF Supplemental	21,858.00	13,420.00
010-0154-4100	LCFF Base	25,000.00	2,861.00
010-0154-4100	LCFF Supplemental	2,100.00	2,100.00
010-0154-5830	LCFF Base	12,000.00	0.00
010-0154-5830	LCFF Supplemental	10,000.00	10,000.00
010-1000-3000	GF	1,061,645.00	1,064,422.00
010-1000-3000	LCFF Base	21,913,006.00	20,277,862.00
010-1000-3000	LCFF Supplemental	310,500.00	655,524.00
060-6300-4100	GF (6300)	25,200.00	8,047.00
50-8150-5830 & 50-8150-4410	LCFF Base	80,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	23,508,138.00	22,070,109.00
Goal 2	489,920.00	421,109.00
Goal 3	2,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$153,500.00	\$297,000.00
Distance Learning Program	\$888,028.00	\$1,503,028.00
Pupil Learning Loss	\$66,627.00	\$66,627.00
Additional Actions and Plan Requirements	\$168,000.00	\$164,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,276,155.00	\$2,030,655.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$153,500.00	\$297,000.00
Distance Learning Program	\$570,780.00	\$1,070,780.00
Pupil Learning Loss	\$627.00	\$627.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$724,907.00	\$1,368,407.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$317,248.00	\$432,248.00
Pupil Learning Loss	\$66,000.00	\$66,000.00
Additional Actions and Plan Requirements	\$168,000.00	\$164,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$551,248.00	\$662,248.00