

COVID-19 Operations Written Report for Los Gatos Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

LGUSD changed its program offerings in response to the school closures in three phases. Phase 1 began the week following the school closures. LGUSD launched its remote learning web page with with academic content for all grade levels (TK-8) and subject areas. The website has been updated weekly adding new content through the end of the school year.

Phase 2 lasted from March 16-April 17. During this phase, LGUSD teachers supported student social-emotional needs with daily synchronous zoom meetings with students. During Phase 2 teachers also began providing academic content and practice opportunities through remote learning platforms (Seesaw grades TK-2 and Google Classroom grades 3-8).

Phase 3 officially begin on April 20th and lasted through the end of the school year. Phase 3 required all teachers to use Zoom (or another similar platform such as Google Meets) to check in with their classes on a daily basis on a regular schedule (on M, T, Th, F). These “live” check-ins continued to focus on the social-emotional well-being of students, but also included some academic content (i.e., read alouds, math talks, class meetings, sing-alongs, etc.). Wednesdays remained open for district and site collaboration meetings and professional development. The regular schedule allowed specialists and support staff to work around class schedules to provide students with more individualized instruction. Phase 3 also required teachers to hold a minimum of 30 minutes of office hours per day (on M, T, Th, F). During the office hours, teachers were asked to make themselves available to their students to answer questions, offer additional social-emotional support, reinforce concepts, or provide direct feedback on work they have received through remote platforms. With the initiation of Phase III, all teachers posted at least one daily asynchronous mini-lesson video (offering direct instruction) to support the learning experiences being provided to students.

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

LGUSD met the needs of its English learners, foster youth and low-income students in a number of ways. All families were contacted by the school district and students that did not have devices to access the remote learning platforms were given wireless hotspots and/or Chromebooks (these were also distributed through a socially distanced and safe outdoor pick-up line). In all, 246 (187 Elementary, 59 MS) Chromebooks were distributed along with 27 wireless hotspots (23 Elementary, 4 MS).

English learners at the middle school continued to receive targeted instruction in language development from their ELD teacher. English learners at the elementary level received targeted ELD from the the district's ELD tutor who continued to see students individually and in small groups through Zoom meetings.

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

Between the school closures and the end of the school year, more than 35 unique professional development opportunities were offered as a means to support teachers in the transition to distance learning and to ensure high quality learning opportunities for students. All sessions were recorded and archived on a distance learning professional development web-site for teachers to access at any time. LGUSD's technology department collaborated with the curriculum department to provide multiple open office hour sessions per week. Teachers regularly joined the joint office hour sessions to get their technical and pedagogical questions answered in a timely manner.

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

LGUSD set up a meal distribution system in which free meals were distributed to all students age 18 and under through a socially distanced and safe outdoor pick-up line. Any family with children could pick up meals prepared by food service employees focused on sanitary meal preparation. The meals were bagged and distributed on tables and families were allowed to pick up their meals one person at a time. The staff did not have any public contact without maintaining social distancing and wearing appropriate protective gear.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary school hours was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publicly available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.