

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 Gateway Unified School District has been impacted by the COVID-19 pandemic in the following ways: Gateway Unified School District made the difficult decision to close all its schools in March of the 2019-20 school year in order to slow the spread of the coronavirus. At the time, it was anticipated that schools would reopen after Spring Break. However, with the State of California continuing its Stay At Home order issued March 19, 2020, schools remained closed through the end of the 2019-2020 school year. The district began plans to provide Distance Learning to students beginning the second week after Spring Break. District staff and teachers used the initial closure to prepare and plan lessons, work on the logistics for students to pick up chromebooks, and train teachers on software to enhance distance learning. During the start of the initial school closures breakfast and lunch meals were offered and provided to students at the various school sites. The opportunity for meals continued during Spring Break. After Spring Break, the district consolidated some of the school site locations for meal pickups. The district also provided meal pick up at remote locations as well as at some apartment complexes where large numbers of students resided.

The district communicated to families for schedules to have drive-through pickup for students' Chromebooks. Five school buses were outfitted with WiFi routers and parked at strategic locations within the district boundaries so students could access distance learning if there was limited or no internet access from their homes. Hotspots were also provided to some families after a district-wide questionnaire indicated the need for families that had no home access nor the abilities to access the internet at the bus locations. Unfortunately, after these additional services were offered, there were still some students that did not have access to internet service due to their homes living in isolated areas with poor or weak internet signals. These students were provided with hard copy materials and assignments with the teacher and paraprofessional supporting them

Stakeholder Engagement

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

The overall process for stakeholder engagement included various outreach opportunities. The District conducted two parent surveys in the spring of 2020. One focused on parent perceptions on how well distance learning met the needs of their students during the spring of 2020. We had over 250 parents respond. The second parent survey was conducted in the spring of 2020 and the focus was parents' thoughts about face to face instruction versus distance learning for the 2020-21 school year. We had over 500 responses. Additionally, our local labor union, GTA, provided the district with results from a unit member survey titled "GTA Member concerns/feedback on reopening schools July 20, 2020. There were 85 responses.

In addition to the district surveys, school sites provided:

- -Weekly recorded phone calls (with transcript emailed, posted on Facebook, and posted on school website).
- -Google Forms soliciting specific information (with option of calling the school when individual technology use isn't an option)
- -Site Specific Surveys
- -School Site Council zoom meetings
- -WASC review committee
- -personal conversations/check-ins
- -Parent zoom meetings
- -DELAC zoom meeting
- -direct phone contacts
- -District website information with district department contact information
- -FAQ's information on the website
- -Classified School Employees Association (CSEA) zoom and google meets
- -Gateway Teachers Association (GTA) Meetings

Site Specific Surveys targeted direct students input and as well as indirect student input for younger students (parents asking questions of their student). Teachers also provided student information based on student questions/concerns/comments through personal conversations and 'check-ins'.

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

The Gateway Unified School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Holding public meetings via teleconferencing
2. Making public meeting accessible telephonically/otherwise electronically to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20 (<https://www.gov/wp-content/uploads/2020/03/0.17.20-N-29-20-EO.pdf>)

All meetings that were open to the public were given the option to participate remotely. We also gave the public the opportunity to provide

questions and comments to be read and discussed during public comment periods. Community members are allowed to participate in board meetings by attending the meetings and addressing the board one at a time during public comment periods. Community members are invited into the meetings to share their comments and then asked to step out. These efforts are to try to follow the health guidelines.

In regards to site specific meetings:

--Google Meets was utilized for Parent Club, Site Council, and Safety Committee meetings.

It is the current district practice to offer Google meet or zoom for each meeting as well as a call in option.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

On the survey on distance learning during the spring of 2020, there were mixed responses. Some responses indicated that distance learning was very difficult based on a variety of issues from connectivity, communication with teachers, not understanding the system. On the other hand we had responses that indicated that the distance learning was positive and it worked well. It was interesting to see that in families it worked well for some children and not for others.

In the second survey about the opening of school for the 2020-21 school year, again there were mixed results. In summary, we had 221 parents indicate that they wanted face to face instruction, 17 that indicated that they wanted distance learning, 114 indicated that they were concerned over safety but did not indicate the instructional choice. We also had 37 responses that were considered 'other' due to the comment not having relevance to the topic.

Highlights from the teachers association and the classified workers association surveys indicated: that teachers found distance learning difficult but, only 25% said that they were dissatisfied to very dissatisfied; the number of students on campus being restricted was a concern and, 83% of staff would be able to return to work, 16% may need some type of accommodation, and one indicating that they would not be able to return to work.

Google Forms have been utilized to collect data and organize it into pie charts and sheets to be shared and scrutinized with some of the following stand outs:

- -Parent's understand the need for distance learning and the uniqueness of this school year.
- -Parent's and staff are concerned with the idea of Distance Learning or a hybrid schedule throughout the year. Approximately 70% prefer students return to school for in-person learning five days a week.
- -Most parents are concerned for continuity as we move through flu and cold season along with the pandemic.

Student feedback from direct and indirect input indicated that a majority of students miss peers and social interaction with other classmates. Some students are less motivated due to the lack of face to face contact and personal relationship building with teachers. Struggling students indicated the need for more academic support through individualized support from their teacher and/or the availability of tutoring/after school programs.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways: With the results of the surveys and feedback during board meetings the District began the school year with eight days of full face to face instruction and then transitioned into distance learning for all grade levels. The board decided to revisit the situation within six weeks. The purpose of the eight days was at the request of the union so that teachers would have a chance to meet their new students. Now that we are in school and the county is experiencing moderate COVID-19 data and with further input from the community, the Gateway district will transition into full face to face instruction as of 9/28/20.

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.]

The preference for Gateway Unified School district is to offer in-person instruction when possible, provided there are no objections or restrictive mandates from the County Health Department. The primary focus will be the safety of students and staff. The Gateway Unified School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model will include:

1. Plan
2. Protocols for safety (students and staff)
3. Campus access
4. Hygiene practices
5. Protective equipment
6. Physical distancing
7. Cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles

In addition, we will identify students who have experienced learning loss by administering the district diagnostic assessments, (NWEA Language Arts & Mathematics, BPST), upon reentry into school. We will use formative assessment and summative assessments to develop an instruction model to address the needs of students. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19.

In preparation for returning to a new school year in uncertain conditions, the district purchased student chrome books that were due to be sent back at the end of a lease. This allows returning families to keep the older student chrome books at home for homework assignments and in the case of distance learning. The District entered into a new lease of 2400 Chromebooks. The newer chromebooks will be kept in the classrooms for student use in the district's continuing one to one technology format. The district has also purchased bulk personal protective equipment (PPE) and cleaning/sanitizing dispensers, masks, face shields, and gloves.

Each site has followed the instructional schedule model above and developed it specifically to the needs of the site.

Plans have been developed for each of the Phases 1-3; a face-to-face in-person regular schedule instructions, a hybrid learning model with students participating in a combination of in-person and distance learning, and a full distance learning instructional model. Staffing will be added to help with social distancing, ingress/egress.

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

Description	Total Funds	Contributing
<p>The District lease contract of Chromebooks (providing 1:1 devices for all students) expired. Options included renewing the lease for one-year, to continue using the same Chromebooks; returning the Chromebooks and purchasing or leasing new Chromebooks, or purchasing the existing Chromebooks.</p> <p>The District chose to purchase the older Chromebooks to allow families to have devices at home in the event that students continue to be in the Distance Learning Phase, or if students are in and out of Distance Learning the Chromebooks will not have to be transported back and forth to schools with possible damage or being forgotten and disrupting learning.</p>	\$150,000	Yes
<p>The District decided to lease 2,400 new chrome books. This will allow student access to internet programs at school for in-person and hybrid instruction models without having students transport devices back and forth from home.</p>	\$220,000	No
<p>The district continues to purchase personal protective equipment (PPE) and cleaning and sanitizing equipment</p>	\$150,000	Yes

Description	Total Funds	Contributing
Increase support staff and/or allow support staff extra hours to support social distancing during student ingress and egress supervision of campus, lunch/recess supervision, and provide extra support to mitigate learning loss.	\$100,000	Yes
The District will purchase hybrid audio/visual systems that include interactive displays. These systems provide teachers with a high-quality technology tool to enhance lessons and student engagement for in-person, hybrid and Distance Learning models of instruction, (estimated cost \$3,000 - \$9,000 per classroom X 100 classrooms).	\$700,000	Yes
Teacher interactive laptops --with stylus will help maximize instruction using the hybrid audio/visual systems in all teaching models.	\$310,000	Yes

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.]

The district adopted curriculum and supplemental resources will be used in all instruction throughout the year to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. Gateway USD has provided a one to one technology platform for several years. Core adopted curriculum was selected with online access and online supplemental materials which helped the district transition smoothly from in-person instruction to distance learning instruction. The majority of teachers had already been trained and using the Google Classroom learning management system. Students were familiar with several different on-line supplemental learning programs. Teacher PLC's have developed templates for daily schedules and lessons that mix synchronous and asynchronous time which can be adopted to Distance, Hybrid and In-Person instruction. These will be utilized regardless of the method of instructional delivery to further ensure instructional continuity for pupils in transition between in-person and distance learning, as necessary. The district's IT department has purchased head mics, sound, and video bars for each teacher to enhance on-line delivery of instruction. The IT department

has also purchased flat screen television monitors for the sole purpose of monitoring each students Chromebook screen. This will be used with any learning delivery method that the students are receiving.

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.]

Each student has received a Chromebook for use at home due to the district exercising the buy-back option of the Chromebook lease that expired June 30, 2020. In addition, the district has secured another lease of new Chromebooks for each student to use in the classroom. Students will not need to remember to take and bring Chromebooks from home. This will also help in less damage caused to Chromebooks as a result of frequent transporting. The district has purchased iPhones for the use as hotspots for families that were identified with no internet service at home. In addition, the district is contracting with Spectrum internet to provide internet services to families in need. Five buses have been equipped with WiFi and park at strategic locations when students are in distance learning. Students and families have been notified of these locations and are able to connect to the internet while sitting in their cars, on the bus or nearby outdoor facilities (parks, etc.). Student and families are also able to park at the school and access the sites wifi.

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.]

The Gateway Unified School District will track and monitor student progress through both live contacts and synchronous instructional minutes. Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using the learning management system, Google Classroom. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment.

Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their gradebooks, progress reports, and report cards. All school sites in Gateway Unified School District have common expectations for the time value of pupil work and participate in professional learning communities to ensure equity and consistency.

To track student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned in each instructional day using the district's Student Information System (SIS), Aeries. Each lesson and activity is assigned a time value. In the SIS, teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity. This allows for student engagement analysis at the district, site, grade, and classroom levels.

Distance Learning Professional Development

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

In order to support our staff in the implementation of a high-quality distance learning program, the Gateway Unified School District has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>):

- Dave Stewart (Engaging Students)
- School Counselor Training on the emotional / social needs of students
- Instructional Coaching

The District has allocated additional funds for trainings that will target and address student needs and gaps during Distance Learning.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Gateway Unified School District has had to adapt staff roles and responsibilities. The District has advertised to hire a certificated coordinator position and reassigned General Education teachers to conduct the long-term, full-year, distance learning program. In addition, the District and Gateway Teachers' Association have agreed to an MOU allowing flexibility for the different roles and responsibilities occurring while distance learning is being taught in comparison and contrast to when in-person instruction is being conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students each day by Google Meets and by phone for students that are unable to connect via internet. In addition, teachers will also prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers will need to document attendance of students in the morning for the previous day, assign time values to each synchronous and asynchronous activity daily, and document each student's engagement using the weekly template provided by the District.

To meet the academic needs of students, certificated employees have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:

- - Direction instruction face-to-face via online tools
- - Reading to students through online applications
- - Demonstrating learning activities through the use of technology
- - Engaging students in multiple subject areas through applications on district provided Chrome Books
- - Managing student behavior while working through distance learning

To meet the social-emotional needs of students, counselors and teachers provide social emotional services through online interface to support anxiety and disengagement from the learning process. Teachers identify students with social-emotional needs and inform counselors, who reach out individually to parents and families, along with providing class lessons on relevant topics to small groups and classes via distance learning.

The agreed MOU between the District and CSEA membership allows classified employees to provide services outside their regular job description, as well as work outside their normal schedules if needed and if possible. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees work with their supervisor to provide added support to positions that remain essential during this period. Examples of this include:

- - Providing academic support and intervention to students struggling with this learning format.
- - Reading stories to elementary students through online tools.
- - Handing out meals through our Child Nutrition program to ensure students have access to healthy food.
- - Sanitizing work areas between use to minimize the possible spread of the virus.
- - Helping to distribute Chromebooks and instructional materials for parent pick up.
- - All employees provide services for the minimum of time that their current position is assigned even if the assigned duties are not needed in the moment (example: bus drivers during distance learning).

ASES Grant employees will provide instructional and tutorial support to students during distance learning.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction models at various times during the school year. Principals have had to create their own site reopening plan to keep students and staff safe while they are on campus.

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.]

Every student in the district was provided a Chromebook device assigned to take home for distance learning. Teachers, with the help of Instructional Coaches, Title I teachers and the EL Coordinator, also provide differentiated curriculum, both digitally and in printed form, to reinforce skills as part of our District Learning Continuity Plan. For our English Learner students, language acquisition applications are provided to reinforce English language practice to supplement the adopted comprehensive ELA curriculum which have lessons for integrated ELD support. EL instructional assistants provide tutorial support in addition to the minimum requirements of ELD lessons.

Differentiated lessons have been designed and are provided for students based on their instructional level. The Technology Department has arranged for hotspots or internet access for families and students through a local provider with free or low-cost plans, especially for our homeless, foster youth and low-income students. Paper packet lessons are still being provided to some students that live in rural areas that do not have access to internet. These students are contacted daily by landline phone calls, and weekly lessons are delivered to their homes if parents are unavailable to pick them up from their neighborhood school.

The district Homeless and Foster Youth Liaison checks in with students and families weekly on their current progress. Teachers contact the district liaison and the school site counselor if there are any concerns for these students are if student engagement drops.

The district EL coordinator and her staff check in with students and families weekly on their current progress. All EL families have been contacted prior to the start of the new school year to determine how to meet each families' specific learning access and learning support needs. The district has purchased extra applications to provide additional targeted support that is individualized. The evaluative component that identifies an EL student's current level allows the student to progress to higher levels through fun learning interactions. All core curriculum embeds integrated and designated English Language Development (ELD) into weekly lessons. Teachers will monitor growth of English Learners as they work toward language proficiency using iReady ELA, Lexia, and classroom-based assessments.

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in the beginning of the school year to determine present levels. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on individualized instruction in research-based programs. Listed below are details of the IEP service delivery:

- - Related Services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.
- - During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.
- - During a hybrid model, RSP services will be delivered during the asynchronous portion of the student's school day.
- - During distance learning, Special Day Class (SDC) teachers will be providing the minimum instructional minutes required for each grade level.
- - During the hybrid model, SDC students will receive their related services during the asynchronous portion of the school day.
- - Each case manager will use an Google Sheet as a communication and documentation tool. This will be shared through Google Sheets with all service providers and the supervising administrators. Providers will document student engagement, IEP progress, parent communication, and mode of instruction.

The District Homeless and Foster Youth Liaison will work with school site counselors to support foster students, as well as students experiencing homelessness. Teachers, counselors and administrators have been trained on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends). The District Homeless and Foster Youth Liaison and counselors work with Child Welfare Services (CWS) and their contractors to address any concerns or disparities for foster children. Teachers and caregivers collaborate to ensure that each student receives the resources they need.

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

Description	Total Funds	Contributing
Increase support staff and/or allow support staff extra hours to support online Distance Learning individual and tutorial support.	\$50,000	Yes

Description	Total Funds	Contributing
Purchase of devices for: individual hotspots, greater Wifi access, and home internet to families of need.	\$200,000	Yes
Purchase of additional software licenses and software programs that target individual student needs and help mitigate learning loss.	\$250,000	Yes
Professional Development opportunities that lead to supporting effective Distance Learning Lessons, promote student engagement and provide training on the emotional / social needs of students.	\$140,000	Yes
Increase Informational Technology staff and allow existing staff to work extra hours to meet demanding workload.	\$50,000	Yes
Purchase 100+ larger screen monitors that allows teachers to view all students at once that are participating in the same Distance Learning lesson.	\$40,000	Yes
Purchase audio/visual bars for all teachers that provide higher visual resolution and better sound quality for Distance Learning lessons.	\$360,000	Yes
Purchase 90 iPads and cell service for Special Needs students to access Distance Learning lessons.	\$105,000	Yes
Purchase 400 Chromebooks to replace lost or damaged Chromebooks from the original lease, to be distributed to families of need for Distance Learning access.	\$110,000	Yes
Teaching staff requesting working environment modifications, if the district is in the in-person instructional model, will be assigned to the development of a Virtual Academy for families that do not want to return to in-person instruction.	\$160,000	Yes

Description	Total Funds	Contributing
A TOSA position was created to assist as a Virtual Academy Assistant Coordinator to help design and implement the program--including providing support to teachers assigned to teach the curriculum.	\$120,000	Yes

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.]

The Gateway Unified School District will measure the effectiveness of services and/or supports provided to address learning loss by having all students complete pre-assessments at the start of the school to determine baseline data. Staff can assess each students' learning status and plan accordingly to provide appropriate instruction to address learning loss and move forward with attainment of current year standards. The initial district assessments will include NWEA Reading, Math and Science. The Basic Phonic Skills Test (BPST) assessment will be used in the primary grades. Additional assessments specific to grade level core curriculum, English Language Development for EL students, and assessing students' unique needs as indicated in an IEP may be used by classroom teachers, Special Education teachers and the English Learner Coordinator. The NWEA Assessment and the Smarter Balance Interim Assessments will continue to be used to measure progress at the end of trimesters for grades TK-8, mid-year for all students, and quarter and end of semester for the high schools.

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.]

Classroom teachers, instructional aides, and tutors provide small group instruction that offers more time and support to target specific student needs as determined through a systematic cycle of assessments, accelerate learning progress, and ensure equitable access to grade level standards achievement. In the Virtual and Hybrid Learning Models tier II small group support in the areas of English language arts and math is provided each week for at-risk students by classroom teachers with some additional support offered through instructional aides. In a Hybrid Learning Model some tier II instructional blocks will take place in-person and some take place virtually. In the Virtual Learning Model all instruction takes place virtually.

English learners also receive designated English language development instruction facilitated by teachers with support from EL instructional aides during an instructional block. During this time English learners are grouped by English language proficiency levels (Emerging, Expanding, Bridging) so that differentiated, high-level language acquisition routines designed to accelerate learning English can be used.

Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable. Virtual tutoring sessions are offered each week. Tutoring is provided by ASES staff and paraprofessionals. Students may attend sessions as needed throughout the week and sessions are required for those who have been identified as needing extra support. In addition to small group sessions by classroom teachers and instructional aides, students receiving special education services will receive additional support identified through their Individual Education Plan (IEP) to the extent practicable.

Students identified as having exceptional needs and English learners will attend an increased number of small group sessions. Foster youth and students experiencing homelessness are provided additional resources and services such as personalized support for materials delivery and mentoring offered through academic advisors/ASES instructional assistants to ensure tier II support services and tutoring can be accessed.

Additional strategies used during small group sessions to address learning loss and accelerate learning progress include but are not limited to:

- -Early systematic assistance in one or many areas of student learning.
- -Increased use of peer discussion.
- -Spaced practice over time.
- -Directed self-verbalization and self-questioning.
- -Increased use of visual input.
- -Breaking information down into smaller units.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports to address specific student academic needs will be measured by monitoring student progress for those receiving these services and supports. Students participate in district benchmark assessments, as well as site and grade level assessments throughout the year, allowing student's rate of growth to be closely monitored. If students participating in services and supports targeted toward addressing pupil learning loss are not demonstrating an accelerated rate of growth in comparison with non-participating peers, services and supports will be adjusted. Many students receiving additional services and supports are included in a site's Tiered Intervention Planning. All Transitional Kindergarten through eighth grade teachers select students receiving additional services/supports and develop, monitor and implement intervention plans. These plans outline specific actions to address learning loss and support academic needs through the use of diagnostic data and prescriptive lessons while involving families in the plan to support learning. Data on students is collected, reviewed, and monitored at the school Intervention Team meetings. This focused data is used to monitor the effectiveness of school and district-wide services and supports. District assessments includes: NWEA English Language Arts, NWEA Mathematics, and

NWEA Science assessments that are administered in August/September, December/January, and April/May. BPST for primary grades is administered in August and September with check ups throughout the year. Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students administered at set times throughout the year for the various grade levels. English language development assessments provided through supplementary English language development programs for English learners are administered at the beginning of and throughout the school year.

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

Description	Total Funds	Contributing
NWEA, BPST and access to other student assessment tools.	\$60,000	No
English Learning Coordinator and EL Paraprofessionals and supplemental EL materials.	\$220,000	No
Additional staffing is needed to support the mitigation of learning loss. The HR dept. has approval from the Business Dept. to advertised for extra paraprofessional support and substitute teachers able to provide one on one instruction.	\$80,000	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.]

The Gateway Unified School District will support the mental health and social emotional well-being of students and staff during the school year. Teachers and administrators monitor the mental health and social and emotional well being of students and staff through daily synchronous contacts and wellness checks performed by site counselors at the request of trained staff. Social Emotional Learning (SEL) curriculum is presented in weekly lessons to students by classroom teachers and/or school counselors. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Counselors will be asked to attend the 2020 California Student Mental Wellness Conference and provide relevant training to site staff. Counselors will work together as a Professional Learning Community (PLC) to evaluate and refine current in-person Behavioral & Emotional tiered interventions. Counselors will also identify needed areas of professional development for staff based on staff surveys and personal needs inventories. These surveys

will assist with targeting staff levels of understanding and knowledge toward addressing the mental health and social and emotional well-being of students. Counselors will seek out personal areas of needed training based on their own self evaluations. The counselors will reexamine and modify (if needed) the referral process for students/staff to address trauma and the impacts of COVID-19.

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.]

The Gateway Unified School District will continue to provide engagement and outreach to students who are absent from distance learning. Teachers will document daily attendance using the district's Student Information System (SIS) based on student participation in synchronous and asynchronous activities. Weekly, teachers will work in their Professional Learning Communities (PLCs) to analyze student attendance and engagement as monitored by daily check-in, attendance records and completed activities. Teachers will reach out to pupils and families with any academic, engagement, and attendance concerns during assigned time on school schedules and after school. Teachers will continue to monitor and analyze progress toward attendance and engagement concerns. If progress is not being made, or concerns growth, teachers will make referrals for students to receive support. Counselors, program coordinators, and their instructional assistants (EL, Indian Education, Title I, Homeless, Foster Youth) will contact pupils and families to schedule extra support to address the area(s) of concern. If needed, the School Resource Officer will make home visits and wellness checks.

For all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week the following steps will be taken to reengage the student:

Step One: Teachers will monitor daily attendance. Families of students who are not participating in the distance learning environment will be contacted by the teacher via email, phone call or in person conference.

Step Two: Students that do not respond to contact from their teachers will be referred to the site administration. Site administration will contact the family. The administration will hold a SART Conference to develop an engagement plan. Contact with community resources will be considered.

Step Three: If the plan developed in step two is not successful, the student will be referred to the Shasta County Regional SARB.

Step Four: If all attempts have been unsuccessful in the students reengagement in the distance learning process, the student may be excluded from the distance learning program and returned to a site based program in the district.

In addition to these steps, normal parent communication will continue using A2A attendance program and the district SARB process.

THRESHOLDS – TRUANCY LETTERS

Truancy Letter 1 (L1) -- Generates after 3 Unexcused Absences, classifying student as a Truant.

Truancy Letter 2 (L2) -- Generates after 6 Unexcused Absences.

Conference Invite/Notification (Conf L2) -- Student becomes eligible for conference after L2 is generated.

Truancy Letter 3 (L3) -- Generates after 9 Unexcused Absences, classifying a student as a Habitual Truant.

A contingency will be in place to ensure that the Conference associated to Truancy Letter 2 (Conf L2) must be closed in A2A before the Truancy Letter 3 (L3) can generate. An additional qualifying taunt event will also need to occur after the scheduled conference date for Truancy Letter 3 (L3) will generate.

THRESHOLDS -- EXCESSIVE EXCUSED ABSENCE LETTERS

Excessive Excused Absence Letter 1 (EEA1) -- Generates after 5 Excused Absences

Excessive Excused Absence Letter 2 (EEA2) -- Generates after 10 Excused Absences

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.]

The Gateway Unified School District will continue to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning. When school was initially closed to "face to face" learning in mid-March, the District applied for the appropriate Seamless Summer Option (SSO) feeding waiver that allowed meals to be distributed via drive up service. Gateway Unified School District had two operational sites located to facilitate this. Buckeye School of the Arts which is located in the middle district boundaries, and Shasta Lake School which is located at the south end of district boundaries. In addition to the two pick-up locations, the District also delivered meals to one of our bus stops in Lakehead, CA (25 minute drive north) to service students in that area. Each site served on average 400-450 meals a day, two-thirds of that being lunches. The delivery to the bus stop route in Lakehead added an additional count of 40 breakfasts and 40 lunches being provided to students. In May, to aid this outreach the district added another bus stop route to the south of the District and then one stop mid District that was a larger housing complex. In total, the 5 stops were 80 breakfasts and 80 lunches a day. For the start of the 2020-2021 school year, all school sites began with in-person face-to-face learning for the first weeks. Food Service operations were provided at all sites for breakfast and lunch, not only for students attending in-person, but for 'pick up' meals were available for students of families that chose directed study (Independent Study). The district went to Distance Learning after the second week of school and Food Service began operating as it did during the school closures that began in mid-March as described above. For the month of August and September the district is not charging any fees for students meals regardless of the student's socio-economic status.

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

Section	Description	Total Funds	Contributing
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Each teachers' work schedule includes time to meet in Professional Learning Communities (PLCs) for the purpose of analyzing student progress, evaluating the effectiveness of instruction, and providing strategic plans to improve learning deficits.	\$550,000	No
In-Person Instructional Offerings	STEM and CTE courses provide student choice and target higher student engagement and promote college and career readiness.	\$203,000	No
In-Person Instructional Offerings	The District believes in teaching to the whole child, students are more motivated and engaged in the entire learning process. Music and band is offered at four of the five school sites.	\$263,000	No
N/A	Instructional Coaches provide support, training and mentoring to teachers and instructional assistants.	\$250,000	Yes
N/A	Library/Media clerks provide valuable support to teachers and students.	\$175,000	No
Pupil Learning Loss	Additional school psychologist and personnel to serve on intervention teams.	\$210,000	No

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Intervention classrooms are provided for students that are not successful in a typical classroom setting.	\$441,000	No
N/A	Systems Application Tech assures that student and academic data is up to date and accurate.	\$55,000	No
Mental Health and Social and Emotional Well-Being	The SRO and campus monitors provides positive support and helps build relations with students, promoting safe school environments.	\$220,000	No
Pupil Engagement and Outreach	Attendance programs and attendance clerks provide first level interventions with contacts, monitoring of data, informing parents and counselors.	\$106,000	No
Mental Health and Social and Emotional Well-Being	Six counselors provide services of support for students and their families toward social, emotional, health and academic needs.	\$625,000	No
Mental Health and Social and Emotional Well-Being	The primary function of assistant principals at the larger school sites is to promote a safe and caring environment through positive behavior interventions and supports.	\$398,000	No
N/A	Additional Technology staff and training provides needed support.	\$136,000	No

Section	Description	Total Funds	Contributing
School Nutrition	Distance Learning has created difficulties for school nutrition to provide students with breakfast and lunch. Food Services has attempted to provide meals in rural locations and populated locations to families that may not have the means to drive to a school location to get the meals. These circumstances have been costly and required contributions to the program.	\$450,000	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
24.61%%	\$4,487,029

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.]

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Based on annual reviews of programs, no action provides a disproportionate increase or improvement in services for the 26% of students who are not foster youth, English learners, or low-income students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

Reviews of student participation during the spring school closures in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys indicating a higher need for technology access and individual support for these students demonstrates the need to continue to maintain, modernize and increase Information Technology staff, programs, and resources including student and staff computing devices and supporting web-based software and programs to improve teachers' effectiveness in all models of instructional delivery, ensure access to materials, and increase the educational time outside of school to meet the needs of foster youth, English learners, and low-income students.

Reviews of student performance during the spring school closures in which some foster youth, English learners, and low-income students performed at lower levels, and responses from surveys from teachers indicated most teachers were not confident supporting the neediest students through distance learning. Most teachers, not all, were confident in their skills and use of technology but there was a strong need that more research, training, professional learning opportunities, coaching and monitoring for distance learning lessons and strategies targeting these groups of students to improve teachers' effectiveness.

The actions and services throughout this 2020-2021 Learning Continuity and Attendance Plan reflect Gateway Unified School District's efforts to increase and improve services for foster youth, English learners, and low-income students. Through data analysis and conversations and input from all GUSD stakeholder groups, the district has identified greatest needs, recognized performance gaps between student groups, and modified actions and services to best meet the demands of these students. Conversations have been centered around school closures due to the COVID-19 pandemic, program offerings (including online, hybrid, and in person), professional development, pupil learning loss, safety, family engagement and outreach, nutrition, and social emotional needs. GUSD expends LCFF supplemental grant dollars to increase and improve services for low-income students (including Homeless), English learners, and foster youth. The following descriptions and justifications account for supplemental fund expenditures as well and some LCFF, grant, CARES and other federal fund expenditures.

Actions contributing directly to increasing and improving services for foster youth, English learners, and low-income students include:

Technology Devices and Connectivity- Principally directed to Unduplicated pupils: foster youth, English learners, and low-income students - LEA- wide

Technology devices and internet WIFI hotspots became a district priority to ensure students would have access to online learning. All students' families were given the opportunity for pupil Chromebooks and hotspots if needed. The provision of online learning access for foster youth and low-income students were top priority for our LCAP foster/homeless liaison and access for English learners became the priority for our EL Coordinator. Staff has made and will continue to make additional efforts to connect these students with devices if needed via technology support meet-ups, offering extra pick up times, and reaching out with phone calls. Attendance will be closely monitored to ensure all students, but especially unduplicated pupils, remain connected to online learning during Distance Learning.

Professional Development- Principally directed to Unduplicated pupils: foster youth, English learners, and low-income students - LEA- wide
Many additional professional development opportunities have been provided to all staff members to prepare for online learning and on how to best meet the needs of unduplicated pupils. Much planning has been done to support English learners with Designated and Integrated English Language Development, how to best provide intervention for at-risk students, and for the online learning platforms and their features. Professional development will continue throughout the year and be adapted to meet the needs of staff and students.

Broad Course Access- Principally directed to Unduplicated pupils: foster youth, English learners, and low-income students - LEA- wide
Unduplicated students are given priority for enrollment in Career Technical Education (CTE) courses at the secondary level, and then, as space allows, other students are recruited. These courses prepare students for college and career and provide them with pathway options that may be of interest to them in their future, leading to increased motivation to learn, broad course access, and college and career readiness. All elementary students are provided with Visual and Performing Arts (VAPA) instruction. This meets the needs of elementary unduplicated students in providing for a well-rounded education with a variety of learning opportunities. Additionally, classroom teachers spend this time planning to meet the individual learning needs of unduplicated students while students are receiving instruction from their music teachers. Broad course access to high-interest classes is effective in increasing graduation rates for these students.

Staff to monitor progress and provide support for special populations of students- Principally directed to Unduplicated pupils: foster youth, English learners, and low-income students - LEA- wide
This action encompasses a range of LCAP services and staff members who provide support both limited to, and principally directed to, unduplicated pupils. EL Coordinator and Bilingual Instructional Assistants solely support English Learner students. This action and service provides translation and interpretation services for English learner families. This service allows EL families to have greater access to participate in their children's education and it increases family engagement at meetings and activities across the district. These services are greatly utilized and feedback from parents is positive, deeming it as an effective use of funds. Additionally, this service has been proven effective as noted by an increase in parent attendance at DELAC meetings. The Foster/Homeless liaison offers additional supports to these students in need. LCAP Counselors service all unduplicated students on their caseload. Other staff such as Literacy Specialists, and Instructional Coaches, first consider foster youth, English learner, and low-income students in need of intervention and then support other at-risk students. Through close progress monitoring, intervention, and multi-tiered systems of support, students are able to receive a continuum of academic supports. These Tier II supports are effective in supporting students in English Language Arts and Mathematics.

Acceleration Strategies- Principally directed to unduplicated pupils: foster youth, English learners, and low-income students - School-wide: CVHS & MLHS
Unduplicated students in need are first considered for credit recovery classes at both high schools. These actions support graduation rates and college and career readiness and have been instrumental in meeting the needs of unduplicated students.

Staff to Monitor and Support Mental Health and Social Emotional Well-Being and Attendance- Principally directed to Unduplicated pupils: foster youth, English learners, and low-income students - LEA- wide
This action and service is principally directed to unduplicated students and was created based on data and feedback to meet the social emotional learning and mental health needs of these students. Monitoring student attendance is an important intervention step.

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

Supplemental & Concentration funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support low-income, foster youth and English Learner populations to increase support and intervention services to ensure equity and close the opportunity and achievement gaps for identified students. Actions selected to increase and improve services for unduplicated students were chosen in response to research about best practices, recent data regarding the district's performance, and stakeholder input provided through surveys, advisory groups, and various gatherings.

The following identified improvements in actions and services are planned for the 20-2021 school year as our district operates under COVID19 conditions:

Ongoing professional development and support plans will enable Gateway educators to optimize their professional potential in order to create a highly effective in-person and virtual learning community, ensuring the highest levels of achievement for all students. There is a link between teacher quality and increased student achievement. What teachers know and can do is the most important influence on what students learn. Actions to support and improve teacher quality and practice are improvements that are high impact strategies to support the growth of our unduplicated students who have not yet met academic standards.

Diagnostic assessments (NWEA) allow teachers to identify specific gaps in understanding which is an essential component to meeting the needs of unduplicated students. Access to this data and information improves the quality of instruction and services provided to students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.

Student study teams and school site intervention teams develop individual student plans, created specifically to target and meet the instructional needs of unduplicated students and ensure accelerated growth and increased achievement for students who are English learners, foster youth, and/or have families with low-income.

Protected Tier II instructional time is principally directed at meeting the needs of unduplicated students in the district by improving services for students who are English learners, foster youth and/or have families with low-income, are English learners, and/or are foster youth as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.

English learner support provided through additional personnel, targeted support plans, and supplemental intensive language development materials purchased for all schools address the needs of English learners as they provide language acquisition support to meet students' individual needs and ensure accelerated growth and increased achievement.

District counselors continue to support the social and emotional well-being of our unduplicated students while also providing family outreach services and access to educational opportunities to ensure accelerated growth and increased achievement.

The continued, increased, and improved training in, and use of Positive Behavior Interventions and Supports (PBIS) adapted for the virtual learning environment will improve the quality of the learning environment for unduplicated students. The positive presence of a School

Resource Officer (SRO) supports the Positive Behavior Interventions and Supports. These are improved service for students who are English learners, foster youth, and/or have families with low-income as it increases access to school and classroom cultures conducive to learning ensuring increased achievement.

These services and supports exceed the 24.61% minimum proportionality percentage for the 2020-21 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).