



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.]

Futures HS is a comprehensive high school serving grades 9-12 at 900 Grace Ave, Sacramento, CA. In March of 2020 the school had to shift from a face-to-face learning mode to a distance learning mode due COVID 19 pandemic. The school moved all operations online including student instruction and services. Due to the state requirement to move instruction to distance learning, the school had to change instructional delivery method to online mode and ensured that all students have access to the high-quality curriculum. The existing curriculum was reviewed and adjusted for online delivery and supplemented with Fuel Ed online curriculum resources where needed. As the students and teachers had used google classrooms and online components of the adopted curricula in their daily practice prior to pandemic, the transition to distance learning was smooth and efficient. The students have lost a total of 3 instructional days as the teachers were able to adjust and engage students in the online mode quickly. All students and parents were contacted to be instructed about the instructional shift and were offered free chromebooks to take home. The school monitored student engagement and progress regularly via aeries gradebook. Moreover, the survey was given to the parents, students, and teachers to measure online program effectiveness, monitor supports needed, and solicit suggestions for improvement. The following structures and and services were adjusted and provided to the students to ensure that all students had access to the curriculum, instruction, and services:

- chromebooks were distributed to the students who did not have laptops/desktops at home
- school assisted students with internet access
- school implemented mentoring program where each staff member (classified and certificated) became mentors to groups of students to provide tech support, monitor academic progress, encourage participation, and provide socio-emotional support to each student
- counselors established office hours and frequent and regular check ins with students who needed additional academic and emotional support
- online summer school was run by highly qualified teachers and paraeducators to support students with closing learning gap in mathematics and English
- teachers had series of professional development workshops on effective use of technology, pedagogy, and instruction in distance learning

Distance learning instruction is not effective including various tech tools, live sessions, and group work	using effective instructional strategies that are applicable in distance learning
Technology accessibility	providing chromebooks and hotspots to the families in need
Providing tech support to the students; professional development to the staff on tech usage and pedagogy	
Students may feel isolated and disengaged through daily office hours in addition to live sessions and availability via emails and phone calls	SEL activities are conducted weekly; teachers, counselors, and staff are available
ELs and IEPs learning gaps individually; support staff works collaboratively with the teachers to ensure that the high quality curriculum is accessible to the students with specific needs.	EL para support, RSP teacher and RSP para support in classes, small groups,

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.]

Whenever it is deemed to be safe for the students to return to the site, the school will ensure that necessary safety measures are established and practiced by the staff and students diligently.

- PPE will be provided for the staff
- Disposable masks will be provided for the students
- Plexi glass dividers will be provided in each classroom and the library
- Plexi glass are installed at each work station for the staff (main office, work offices, library, cafeteria)
- Sanitizing stations will be provided by the school entrances, common areas, and each classroom
- The trained custodial staff will clean and disinfect common areas and classroom at least twice a day
- The isolations room will be designated for the students/staff who have symptoms of covid-19
- Hygiene posters and instructions will be displayed in the common areas
- The teachers and staff will educate students and parents on personal safety and hygiene
- The staff completes mandatory trainings about personal safety and required safety practices on site

When it is safe to do so, the school will shift to blended learning model where 50% of students are instructed on site daily. The students will be divided into two general groups by alpha last name. They are to come to the site every other day. Underperforming students and students with special needs will be required to be on site Monday through Friday for face-to-face instruction and support. On Fridays, the teachers and

support staff will work with focus groups of students who have special needs. These groups will be working on site with the teachers and paraeducators (ELs, foster/homeless, Spec. Ed, underperforming) to mitigate any learning loss. When permitted, the school gradually will continue to increase the number of students on site gradually to reach 100% on site attendance.

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

Description	Total Funds	Contributing
Purchase PPE and plastic safeguards for the staff, masks for the students, sanitizing stations and sanitizer, and plexi glass dividers for each classroom, library, and cafeteria	10,370	No
Train all staff in safe practices on site (mandatory covid-19 trainings). Additional training on disinfection and cleaning will be offered to the classified staff who are assigned for cleaning duties	0.00	No
Provide tech support and tech training to the teachers and staff to improve instruction in blended learning format	0.00	Yes
Purchase zoom videoconferencing subscription for all teachers/staff plus large meeting webinar device	4,500	Yes
Purchase additional online resources to improve students' learning, engagement, and collaboration in class and online	10,934	Yes
Increase EL paraeducator's hours from 28 to 40 hours per week for 2020-2021 school year to increase services to EL students	8,000	Yes
Purchase 100 additional chromebooks	40,000	Yes
Provide hotspots (T-Mobile) to the students in need	5,000	Yes

Description	Total Funds	Contributing
Provide teachers with individual instructional tech tools (document cameras, I-Pads, laptops, etc.) to aid in effective online and in-class instruction	8,000	Yes
Conduct training in effective instructional strategies including EL strategies in online, blended, and on-site formats	0.00	Yes
To improve safe practices the school will purchase additional supplementary materials (consumables, supplies) for each student	6,000	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.]

During distance learning the school ensures pupils have access to a full curriculum of substantially similar quality. The school's curriculum is adaptable to an online setting as most core and content courses use curriculum that has full online access to all materials and resources. Delivery of instruction is done via daily live zoom sessions, recorded lectures, live small groups instructions, individual meetings, and student collaborative meetings. The schedule of live sessions and independent work load is below.

Monday -Thursday

Live Online Sessions (ZOOM) from 10:00 to 2pm

Teachers' office hours to support students - one hour per day

Student contacts to re-engage - one hour per day

Fridays

Teacher professional development 9-11am

Live online sessions (ZOOM) - 11:30-12:30pm

Focus groups - 12:30pm - 3:30pm (underperforming and/or special needs students)

The following curriculum and supplementary resources are being used during distance learning mode:

Core Curriculum

Supplementary

Resources

Chemistry Stemscores – existing digital curriculum

Various virtual labs; NSTA Resources

PLTW currently adopted digital curriculum

US History currently adopted non-digital curriculum– modified, digitized and delivered through google classroom

Geography currently adopted non-digital curriculum– modified, digitized and delivered through google classroom

Government currently adopted non-digital curriculum– modified, digitized and delivered through google classroom

Videos and texts from open sources

English 9 -12 currently adopted curriculum with online component

Spanish 1, 2, 3: currently adopted curriculum with online component

Duo lingo

Living Earth Stemscores - digital curriculum

Various virtual labs; NSTA Resources

Chemistry, Physics Stemscores - digital curriculum

Integrated Math currently adopted digital curriculum

Khan Academy

Pre-Calc currently adopted non-digital curriculum– modified, digitized and delivered through google classroom

AP Calc: currently adopted non-digital curriculum - modified, digitized and delivered through google classroom

Khan Academy, College Board

AP US History currently adopted non-digital curriculum– modified, digitized and delivered through google classroom

World History currently adopted non-digital curriculum– modified, digitized and delivered through google classroom

Videos

and texts from open sources

ELD lit – adopted digital curriculum

Duo

lingo

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.]

The school will purchase additional chromebooks and hot spots for the students in need to take home. The school also installed several routers at the school site to give families a free wi-fi in the school parking lot. The resources for other free and low-cost resources has been given to the families. Assigned staff member who is tech savvy provides additional support such as troubleshooting and logging in to the students and parents. The teachers and staff communicate with students daily to identify any additional or new tech needs.

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.]

During distance learning, the school instituted an alternating block schedule with daily live sessions for each period. The teachers meet with the students for 60 minutes live for each period for direct instruction, discussions, group work, and checking for understanding. The students are required to participate in daily synchronous sessions and complete independent work (asynchronous learning). The students receive additional teacher's guidance and support during office hours and emails/phone calls. Small groups are scheduled synchronously for students with the most significant academic loss (ELs, foster/homeless, and Spec Ed) with the teacher and/or paraeducators.

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.]

The school has scheduled weekly staff meetings for professional development. Our curriculum coach and Tech Lead Teacher conduct workshops to train teachers in effective usage of various instructional tech resources. They also support teachers when there is a need for any troubleshooting. The surveys are given to the teachers to self-measure their proficiency in specific tech tools, gather feedback for what topics would be useful, and collect data what other resources are needed. The teachers are equipped with laptops, document cameras, and other individual instructional devices that fit their instructional needs. The classified staff member who is tech savvy helps teachers with various tasks related to usage of tech resources. The GCC and the teachers who have high levels of tech competencies provide tutorials and trainings on Google Classroom, Zoom, online instructional tools, etc.

Staff Roles and Responsibilities

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

As some staff's normal responsibilities have been tied to the site, during distance learning these responsibilities had to be shifted to provide support to the students, staff, and parents. In addition to the portion of time working on site (with required health safety precautions), the classified staff is re-assigned to aid teachers to contacting parents/students/families in the efforts to re-engage students who are not actively participating during distance learning. The EL and RSP paraeducators continue to work in classes with the teachers supporting EL and RSP students. During live classes the EL paras are connected to individual students and provide native language support. EL paras hold office hours and small group tutoring hours for the students who need extra help. RSP para works in collaboration with the RSP and mainstream teachers to provide instructional support to the students with IEPs during live sessions as well as office hours (small group and individual tutoring and instruction).

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.]

Students with unique needs including English learners, Spec. Ed students, students in foster care and homeless are provided additional support to mitigate learning gap and give extra support during distance learning.

- The counselors keep in contact with these students to ensure that they have access to technology and internet and have access to the curriculum, support staff, and any additional resources that they may need.
- The EL and RSP paraeducators provide additional support to the students during regular class time (live sessions) and during office hours (small groups and individual tutoring and instruction)
- The school ensures continuous contact with the families of needy students as well as with students to monitor engagement, availability of resources, and accessibility
- Weekly Friday's live intervention sessions are designed to focus on underperforming students within these subgroups. The teacher and the paras are working in collaboration to provide focused extended instruction and tutoring.
- Fuel ed online curriculum is utilized to help students with credit recovery and acceleration.
- AP and honors courses are offered within master schedule and through Fuel Ed online curriculum. Weekly Friday's live sessions are offered for extended activities and deeper learning.

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

Description	Total Funds	Contributing
EL paraeducator provides support and instruction to EL students during live sessions and during office hours (small groups and individual)	0.00	Yes
RSP paraeducator provides support and instruction to RSP students during live sessions and during office hours (small groups and individual)	0.00	Yes
All classified staff is assigned to contact all non-engaged students weekly including students with unique needs	0.00	Yes
The counselors monitor progress of the students with unique needs to ensure that they have access to technology and internet and have access to the curriculum, support staff, and any additional resources that they may need.	0.00	Yes
students are provided with individual instructional tech devices, hot spots, and additional resources as needed (per accommodations and modifications)	see prior action in person instruction	Yes

Description	Total Funds	Contributing
Teachers use various educational software and subscriptions to enhance instruction	see prior action in person instruction	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 school regularly assesses students in core classes, specifically in ELA, ELD, and Math to identify learning gaps and monitor students' progress. Various assessment tools, performance and engagement data are used as appropriate. Attendance data and weekly contact logs, and grades are reviewed and analyzed weekly to measure overall students' engagement to ensure that students are present and active. Content specific assessment tools are used in ELA, ELD, and Math as well.

ELA:

Weekly formative assessments (quizzes, exit tickets, projects, discussions, etc.)

Bi-weekly summative curriculum-embedded assessments

Diagnostic Renaissance STAR Reading test is administered three times a year

Mid-term and Final tests

Writing samples

ELD:

Weekly formative assessments (quizzes, exit tickets, projects, discussions, etc.)

Bi-weekly summative curriculum-embedded assessment

Curriculum-embedded diagnostic assessment is administered every 6 weeks

Diagnostic Renaissance STAR Reading test is administered three times a year

Mid-term and Final tests

Writing samples

Mathematics:

Weekly formative assessments (quizzes, exit tickets, projects, discussions, etc.)

Bi-weekly summative curriculum-embedded assessment

Curriculum-embedded diagnostic assessment is administered every 6 weeks

Diagnostic Renaissance STAR Math test is administered three times a year

Mid-term and Final tests

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.]

EL paraeducators are working with EL students in classes and during daily office hours. During live classes, the paras are connected to the students via zoom and conference calls to provide native language support, direct instruction, and work with students during guided and independent practices. During office hours, the students sign up for tutoring and are given instructions either in small groups or individually. The paras contact the students and give guidance and support during phone calls. Every Friday the teacher and paras work with EL and exceptional needs, and other subgroups in need during focus group time in the afternoon. The students also have choices to select the focus groups that address their biggest needs (for example – Math, English, Science)

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 school takes comprehensive systematic approach to monitor students' progress and measure effectiveness of implemented learning loss strategies. Formative and summative assessments are used to measure students' progress and mitigate students' learning loss. The teachers use various curriculum-embedded assessments, authentic assessments, and other means to collect and analyze student achievement data. Regular and frequent assessments allows us to monitor effectiveness of the instruction, calibrate resources, and provide additional support to the students in need. Additionally, grades, attendance, and live session participation is analyzed to monitor students' progress.

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

Description	Total Funds	Contributing
Increase EL para hours to support EL students	see prior action in person learning	Yes
RSP para and RSP teacher provide additional support to students with IEP	0.00	Yes
Additional para provides support to the underperforming students	10,000	Yes
Curriculum and resources are evaluated and calibrated to be accessible and effective in distance learning environment	0.00	Yes

Description	Total Funds	Contributing
Ensure tech support to students in need (chromebooks, hotspots, tutorials on login in and navigation)	0.00	Yes
Paid (enhanced) zoom teacher accounts will allow for enhanced and improved capabilities such as groups, captions, sharing, etc.) for the students	See prior action in person learning	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.]

Social and Emotional well-being of the students is addressed during distance learning by the school. The counselors are accessible via Zoom meetings, phone calls, and emails to assist individual students. They keep in regular contact with students who struggle with the online format, feel isolated, frustrated, or lost. The teachers format their lessons to include mental check ins with students, have explicit activities that help students with coping skills and social and emotional well being. Friday's focus groups and extended activities include SEL activities that are based on CASEL model.

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.]

Students are required to participate in daily live sessions in addition to guided and independent work. Small groups, individual tutoring, extended hours are offered to the students who need extra help or struggle. Each teacher has articulated steps how to re-engage students who are not participating. The steps include phone calls, emails, and letters to the parents and students. Grades, attendance, and live

session participation are analyzed to monitor students' progress and level of engagement. Re-engagement strategies include phone calls, letters to families, video-conferences, and emails are placed by teachers, classified staff, and the counselors. Classified staff is assigned to each teacher to assist with contacts. Visits home are encouraged for the students who are not engaged after several contacts. The contact information for the administration, teachers, and staff, instructions on logging in and schedules are posted on the school website, Google Classroom, and communicated via Aeries Communication for the convenience and easy access.

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.]

Gateway Community Charters' school through a partnership with Twin Rivers Unified School District continues to participate in a new option available to schools participating in the National School Lunch and School Breakfast Programs also known as the Community Eligibility Provision (CEP) for School Year 2020-2021. The school provides free curbside meal pickup to our students daily from 11:30-1:00 pm at the school site.

Curbside meals will include breakfast and lunch that can be taken home. Curbside meals are offered at no charge to enrolled Gateway Community Charter students

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
35.40%	1,300,575

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.]

Special attention is given to those actions that support students who are identified as high need (foster youth, English learners and low incomes students) as a priority. Content has been adjusted to provide the same high interest content while engaging with students in a virtual environment. When students return to campus, the initial focus will be how to best serve those students with the highest need. The initial return to school will prioritize placement and instruction for foster youth, English learners and low-income students. Actions in this plan, while often provided to all students, will be evaluated to ensure that those students of the greatest need are served based on their level of need. Based on the dis-aggregated student achievement data, stakeholder input and feedback, and state testing data, the subgroups that need additional support are given additional services and resources - instruction, curriculum, technology, assessments, and counseling. The subgroups are monitored closely and their progress is measured regularly and frequently.

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

All teachers were trained in practical usage of the new interactive boards in at the new site. Most widely, tech is used for research, presentations, collaboration, and projects. Also, the students in the enrichment class create online video news that is shown in all classes. Many courses now use a digital curriculum or have digital resources that supplement the existing curriculum. Therefore, instruction, activities, projects, and assessments are all done online (students have access to chrome books in each class). For example, the Math curriculum is fully digital, US History has digital components, and a new science curriculum is fully digital as well. The science curriculum (StemScopes) is designed to align with the SAMR model, and the teachers have many choices to provide students with various higher level tech activities. I did not list an exact number of SAMR lessons in the goals chart as we have observed many lessons in different subjects.

ELD/ELA Support:

Progress is monitored in ELA core, ELD, and intervention classes using curriculum-embedded assessments, benchmarks, STAR Reading, and ILit Gains Assessments. In the fall of 2018 the school piloted the new digital ELD curriculum called ILit. The initial implementation has been successful and the students' monitored progress has become our baseline data for the next year. We will expand our implementation to ELD level 3 and for LTELs next school year. We have expanded our library selection of EL leveled titles (low level/high interest) including media and audio-visual resources. Our ELD teacher, science teacher, and curriculum coach attended extensive EL training (Kate Kinsella) and have been implementing the EL strategies in their classes. Our Curriculum Coach will continue to train staff in EL strategies and techniques including Checking for Understanding, sentence frames, and differentiation.

Project Lead the Way:

The program is designed to promote students' academic achievement through enriching project-based learning of various aspects of engineering skills and to give students opportunities to explore different engineering careers. We are able to follow up with students who graduated from the program, and we are very pleased that students who come from at-risk environments with limited at-home support gain valuable skills and are able to persevere in pursuing their engineering career goals. The current program consists of three classes:

Introduction to Engineering (9th grade), Principles of Engineering (10th grade), and Digital Electronics (11th grade).

The school's PLTW program is nationally accredited, and the students who pass the course with a grade of "B" or better and pass an end-of-course exam can receive credit from San Diego State University.

