



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 |
|-------------------------------------|------------------------|---|
| Gateway International School | Joi Tikoi Principal | Joi.Tikoi@gcccharters.org 916-286-1985 |

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In accordance with state and county directives and in alignment with our school mission and vision to keep students and staff safe, GIS closed for in-person learning on March 16, 2020 and continues to be closed for school year 2020-21. During the school closure, teaching and learning is continue through 'Distance Learning', or online learning at home. GIS has created a Distance Learning Plan in the spring of 2020 and elicited feedback from mutiple stakeholders at different intervals. The current plan was created and established with staff, student, and parent/guardian input. Our students and parents report that school closure has been difficult for them in the following ways; lack of reliable internet connection, lack of support at home for completion of school work, confusion over schedules and assignments, lack of supervision and childcare at home, lack of quiet space for students especially when there are multiple children trying to study and be online at the same time. Parents report they have had a loss of income because they had to stop working to supervise their child or children at home. Students have expressed their need for more instruction to understand work assigned and desire to be with their peers.

Teachers and staff have also been affected by the school closure. Teachers struggle with 'forced learning' of technology. Every staff, no matter how strong their knowledge or experience with technology, had to learn new programs, tasks, and strategies to successfully implement distance learning. In addition, teachers have struggled with keeping students engaged, focused, and retain knowledge. There are so many distractions at home, that even the best virtual planned lesson is less effective than in-person. Assessing students is difficult because students are able to pull up answers on another tab or browser or someone at home is helping them. And then, of course, there are challenges with students using technology inappropriately that must be dealt with. All of these things are time consuming and teachers are dealing with them while having to care for their own children at home at the same time.

As a school, it's been a challenge to deal with our school's modernization project, moving classrooms, and passing out student materials for the new year while following safety and COVID protocols. It has been especially difficult to support our English learners and individuals with special needs. They need the most support and it is difficult to help them through a computer screen, when and if we can get them to attend Zoom sessions. Our current plan seeks to support all students and staff in realistic and meaningful ways.

Stakeholder Engagement

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

GIS made multiple efforts to solicit stakeholder feedback and gather information to determine needs and possible solutions. These efforts included:

- Online Survey for Parents
- Online Survey for Students
- Online Survey for Staff
- Administrator meetings
- Certificated staff meetings
- Classified staff meetings
- Facebook Live daily from administrators with interaction from audience
- YouTube Live School Orientation with audience interaction
- YouTube Live Back to School Night with audience interaction
- YouTube Live Parent Workshops for technology--
- Zoom Parent Meetings
- Zoom School Site Council and English Learner Advisory Committee.

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

The public had an opportunity to attend a public hearing on this document on September 14, 2020. The Public Hearing was held as part of the regularly scheduled board meeting and was conducted via Zoom and live simultaneous broadcast on You Tube. Comments during the public hearing were accepted prior to the meeting and read to the Board during the public hearing portion of the meeting.

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

Some of the repeat comments from all methods of data collection include:

- Parent/Guardian comments:
- Too much screen time for students
- Struggle with internet connection, especially when they have multiple children online at the same time
- Conflict of work schedule and lack of childcare
- Desire for more book or paper work and less online work

- More direct contact from teachers regarding missed meetings and assignments
- Thankful for teachers and their efforts

Student comments:

- Desire to be at school with peers
- Difficult to complete work without instruction
- Confused about schedule

Teacher feedback:

- Desire to be back in classroom with students
- Concerned about lack of participation and engagement from students
- Grading was time-consuming with online activities
- Big learning curve with technology

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

The plan components that were adjusted based upon this feedback from stakeholders include; daily online instruction schedule, grading policy, assigned work suggestions per grade level, online learning platforms, assessment policy, materials sent home with students, technology access and programs, attendance accountability and follow-up plan, progress for reporting to parents, online security, and professional development.

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.]

GIS is not able to provide in-person instruction at this time as per Sacramento County Office of Public Health. When possible, GIS will prioritize bringing students back on campus in accordance with all safety measures required at that time including; social distancing, small cohorts of students with designated staff, face masks, hand-washing, and sanitizing. GIS will prioritize bringing back , individuals with special needs, English learners, and those with the most learning loss. GIS will also prioritize the elementary returning before middle school, if necessary.

GIS would like to offer instruction to as many students possible through a hybrid model. Half of the class would attend Monday and Tuesday, the other half would attend Wednesday and Thursday. Friday would be whole class virtual meetings. GIS has determined that there is enough physical space for this to occur and identified safety equipment needed to ensure compliance with county health advisories.

GIS has done a comparison of assessments from February 2020 to September 2020 to determine individual student learning loss or gain. In addition, teachers are completing all other required assessments for Reading, Math, and English language. The instructional schedule accommodates intervention and ELD instruction for those targeted students.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of safety equipment: Plexiglass barriers Student desk barriers Hand sanitizer stations Face Masks Cleaning supplies | 10,370 | No |
| Certificated and Classified support time for targeted students; Individuals with special needs, English learners, at-risk students and those with the most learning loss | 00.00 | Yes |
| Individual desks and chairs for students in grades TK-3rd to allow for social distancing | 138,900 | No |
| 24 Dry Erase top adjustable teacher desks | 10.440 | |

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.]

Standards Based:

All teachers are required to follow their curriculum which is aligned to Common Core State Standards for English Language Arts and Math and NGSS standards for Science. Assignments given should progress students through the curriculum as if they were present in person. This is the same curriculum and assignment process that would be used if students were present at school so the transition to in-person learning will be seamless.

Online Learning Platforms:

All teachers have established an online learning platform. Grades 2-8 use Google Classroom and TK-2nd uses SeeSaw. Teachers hold daily live instruction with their students and communicate with students and families, as necessary, during normal school hours. Transitional Kindergarten and Kindergarten conduct three 45 minutes sessions a day Monday-Thursday, First through fifth conduct four 45 minutes sessions a day Monday-Thursday and 6th-8th students participate in three to four 45 minute sessions a day Monday-Thursday. On Friday, every student participates in a 45 minute lesson for Social Emotional Learning. Middle School students attend online classes in groups of 15 rather than with the whole class of 30. When students return to campus, they will attend with the same group as online.

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.]

GIS was fortunate to have enough chromebooks for 1:1 student-computer ratio. This enabled us to send chromebooks home when we went into school closure in mid-March. Since then, we have continued to provide chromebooks to students at GIS by appointment. Because families expressed a need for internet connectivity, we were also able to secure 50 hot spots this summer and passed those to families that needed them when school started in August. Parents report that the hot spots are not always sufficient to support online activity, especially if the family has more than one child online at a time.

GIS has made home deliveries of chromebooks and hot spots for those who need them and replaces chromebooks for families who report issues with the computer.

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.]

Instruction:

Teachers take attendance in each Zoom class and track student attendance on a spreadsheet every day. All Zoom instruction is recorded and posted to the secure platforms for students to watch later if they are not able to join the live instruction. Teachers also track student completion of asynchronous assignments using the same spreadsheet. Students who miss the synchronous instruction and assignments must viewing the recorded Zoom sessions and complete the required work for that day. This allows working parents to support their students in the evening when they get home and participate in the learning with the student.

Assignments:

This plan considers both the needs of teachers and students during this challenging time. Teachers follow a suggested plan for number and variety of assignments for their grade span. Students are given daily assignments to complete like they would if they were in-person. TK-5th require work to be due the next day and 6th-8th require the work to be due the next time they see the students. Teachers have removed any weighting from their grade books and instead use a 100-point scale for assignments.

GIS is following the state guideline for required instructional minutes for synchronous and/or asynchronous assignments and this is reflected in class schedules.

TK-1st: Approximately 180 minutes per day
1st-3rd: Approximately 230 minutes per day
4th-8th: Approximately 240 hours per day

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.]

GIS staff will participate in the following professional development to support distance learning:

- COVID-19 safety protocols
- Google Classroom
- SeeSaw
- Zoom
- Use of Digital boards in the classroom to facilitate online instruction
- Assessment Protocols
- GoGuardian online security program

Resources provided to staff during distance learning will be:

- Laptops
- Printers
- Cordless mouse
- Second Monitor screen

- Zoom license

Staff Roles and Responsibilities

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

Para-educators and support staff are assigned to each classroom teacher to support English learners, foster and homeless youth, low-income students, and special needs students. These para-educators join all online class meetings with their assigned teacher and are available for individual student support at other times. Teachers utilize their support for translation and/or to facilitate small group or one-on-one instruction online, in breakout rooms. We are also utilizing our Para-educators and ASES staff to support students in small groups. These groups are based on student needs: newcomers, ELD, intervention, SPED students.

The ASES after school program has adjust their enrichment clubs to be conducted virtually.

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.]

To continue supporting our English Language Learners, high expectations will be maintained, while providing appropriate scaffolding to academic language by front loading Tier Two and subject-specific vocabulary. Teachers utilize para-educators, pictures, videos, and Total Physical Response to improve the students' understanding of the vocabulary, and provide daily opportunities for the students to practice their academic vocabulary orally with appropriate supports (sentence frames, graphic organizers, access to discussion topics prior to the discussion, think-pair-share in small break-out rooms, translation services from para-educator or peers and one-on-one support from the teacher or para-educator). To keep our ELL students continually engaged, we understand the family is an important partner in education, so our Parent Liaison maintains a strong connection with families to assist in any difficulties the families may have to ensure their children are learning via our online model.

For low income and foster youth students who do not have internet, access to technology, or request a different form of work, they must be allowed to do so. Each grade level lead teacher emails a weekly packet to administration which is then disseminated to families and collected by admin weekly. These paper assignments must substitute for online assignments and the work must be similar to what is being assigned online.

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

| Description | Total Funds | Contributing |
|-----------------------|-------------|--------------|
| Laptops for teachers; | 32,000 | No |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Chromebooks for students | 36,116 | Yes |
| Printers and printer Ink for teachers | 14,500 | No |
| Computer Monitors for teachers/HDMI cords 3,556 | 3,556 | No |
| Hub Stations 4,448 | 4,448 | No |
| Zoom Pro censes 5,487 | 5,487 | No |
| PBIS Digital Rewards for Motivation 10,000 | 10,000 | 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.]

GIS is using an already established assessment to determine learning loss for students. GIS students in grades 1st-8th take the Renaissance assessment for ELA and Math four times a year; at the beginning of school and then at the end of each trimester. GIS will use last year's Trimester two Renaissance test that students took in February and compare that to this year's beginning of year assessment to

determine any learning loss for students. English language development will be measured by the English Language Proficiency Assessment for California (ELPAC).

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.]

Once the learning loss has been determined, teachers will create a plan of action for their class. Much of this learning loss is across the grade level because all schools were closed and learning slowed. Each grade level team will examine the data, determine specific skills needed and create a scope and sequence to cover material for each trimester and how that fits with current grade level material. That plan will include many of the following strategies; focus on core skills, teaching or reteaching skills from missed grade level, differentiated grouping for instruction, differentiated assignments, paraeducator support, one-on-one support, bilingual tutor, ELD instruction, Our Parent Liaison is tasked with helping students experiencing homelessness or struggling families to help them find community resources.

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 learning loss strategies will be measured by student achievement on curriculum benchmark tests for both ELA and Math and by Renaissance testing.

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

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
| none | 0.00 | No |

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.]

GIS has set aside time every week to conduct Social Emotional lessons with students. Teachers are provided weekly topics to address and given curriculum to use appropriate to their grade level. The staff reviews these resources and shares best practices at whole staff meetings.

Most weekly topics are related to our IB Learner Attributes and Approaches to learning skills which are all very supportive of students during this time.

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.]

GIS will proactively work to motivate positive attendance even during Distance Learning. Students will be acknowledged for regular attendance and awards given for Student of the Month and as chosen by the teacher. GIS will establish a digital PBIS reward system that motivates students to attend and participate in their learning.

GIS has a clear reengagement plan for students who do not participate in distance learning. The steps are as follows:

1. If a student does not participate in either synchronous or asynchronous instruction and assignments for 4 days, the teacher will verify parent contact information and make verbal contact with the parent/guardian.
2. On the 8th day a student is absent, administration will make verbal contact with the parent/guardian. Possible outcomes from admin contact include a Zoom sessions with parents, teacher, and admin, individual tutoring with teacher or para, or other options based upon need
3. If a student has 12 absences, a home visit by the Parent Liaison and Administration is required.

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.]

GIS contracts with Twin Rivers Unified School District Food Services Department to provide meals to children. All children 18 and under can receive two free meals a day, breakfast and lunch. This is a drive-up process so it meets COVID safety requirements. This service is available from 7:00am-8:00am and again from 11:30am-1:00pm daily. We have communicated this information to families through email, newsletters, website, social media, Aeries Communication, virtual Back to School Night and at the SSC/ELAC meeting. We have also shared

information with families about other available food sources in the community such as food banks and faith-based organizations. Our Parent Liaison and key staff have responded to families who have reached out for information on key supports and services needed.

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 |
| 32.80% | 1,449,753 |

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.

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

GIS will provide increased services for technology support for teachers and students use, updated digital smart boards for instruction, additional training for teachers in IB and PLTW, after school enrichment for art and STEM, and transportation for students. GIS will also provide for students' basic personal hygiene and care when necessary for targeted students.

GIS will provide a program that supports all under performing students with effective academic interventions for English Language Arts and Mathematics.

GIS will continue to provide a Vice Principal to ensure implementation of adopted curriculum and the International Baccalaureate program to support student learning outcomes. We will increase services by adding a Curriculum Coach to support teachers directly in the classroom. GIS will add professional development related to writing achievement. We will increase hours for tutoring and provide additional books for students, specifically English language learners.

GIS will increase engagement for parents and students by creating a positive school environment and making connections with the community.