Learning Continuity and Attendance Plan (2020–21)

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.

Due to COVID-19, Gateway Public Schools was forced to close our school buildings at both Gateway High School and Gateway Middle School on March 13, 2020. Since that time, we have been providing distance learning to all students. The impact has been felt at every level of the organization: students, families, teachers, administrators, and staff, as well as community members and community partnerships. We have stayed in regular contact with our students and families in order to support them in all ways possible, and we have also supported our staff in all ways possible. This has included providing mental health support, access to free meals, referrals to other community support resources and organizations, distribution of internet devices and connectivity, and more.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Beginning early in March 2020, we began communicating regularly with families and staff about the precautions we were taking in relation to COVID-19 as well as potential effects on our school. When we closed our school building and moved to distance learning, we surveyed families about distance learning options as well as technology needs, as well as began intensive professional development with faculty. We also formed a variety of Work Groups to develop a Distance Learning Plan, to assess and distribute technological devices and support, and to coordinate resources and supports for our families.

Throughout the spring and summer, we held parent meetings, town halls, and sent surveys to families and staff on multiple occasions to gather input about distance learning, academic and social emotional needs, concerns about health and safety, etc. We held a mid-summer professional development day for all staff to gather their input and feedback, and Work Groups collaborated closely with all staff and utilized survey data to inform their work.

In response to a school-wide technology survey, conducted after schools closed in March 2020, Gateway distributed Chromebooks and hotspots to any student who expressed that they did not have access to a device or wifi. When school reopened in fall, 2020, Gateway distributed fully formatted Chromebooks to all of its students, to ensure that every student can fully participate in distance learning.

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

All Town Halls as well as our public hearings were conducted on Zoom, which allows for participation via phone or video, and we worked proactively to widely publicize and facilitate participation. Translation services were offered.

A summary of the feedback provided by specific stakeholder groups.

Gateway staff have collected feedback and monitored various metrics across a diverse variety of topics - particularly around access, connection, and engagement during distance learning, and the well-being of our staff and families, in order to ensure that Gateway could meet the needs of students, families, and staff as much as possible during the spring, while also collecting evidence on how to improve distance learning in the future, in the event that a return to distance learning was necessary.

Most all members of each stakeholder group felt safety of staff and students should drive the method of instruction for the year. All groups prioritized returning to campuses only when safe to do so and with substantial preparation. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

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

Our stakeholder groups influenced our decision to start the year in distance learning, our Distance Learning Plan (including our hybrid model), our health and safety efforts, the ways in which we will support students who are in danger of learning loss, and our community outreach.

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.

CDPH guidelines outline the health and safety measures that should be included in any school reopening plan including 1) promoting healthy hygiene practices; 2) intensify cleaning, disinfecting & ventilation; 3) implementing distancing inside and outside the classroom; 4) ensuring teacher and staff safety 5) limiting sharing; 6) training all staff and educating families; 7) checking for signs and symptoms: 8) developing a plan for when a staff member, child or visitor becomes sick; 9) developing a plan to maintain healthy operations; 10) consideration for partial or full school closure.

In order to ensure the health and safety of our students, staff and families, clear protocols will be in place for each of those measures along with plans to train staff, students and families in the protocols, set up physical space to ensure social distancing and address the needs of students and staff who have health or other risk factors that would prevent them from participating in-person.

In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns have been purchased.

Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been made. To allow for a return to school buildings for limited numbers of students (approximately half) following the recommended 6 feet of social distancing. In some cases, modification of classroom spaces may need to be made including the removal of built in cabinets and desks to provide the necessary space for social distancing. School days will be modified to allow for smaller cohorts of students to attend and maintain social distancing recommendations. Reviews of the safety of hybrid schedules will be conducted to put in place when deemed safe and appropriate.

If deemed safe, prior to hybrid models, small group support sessions will commence for students who have experienced significant learning loss due to school closures, especially Low-income, Foster Youth, Foster Care, Homeless Students, English learner students, and Students with Disabilities.

Training of staff on proper hygiene, cleaning, and sanitizing procedures has been begun in both Gateway High School and Gateway Middle School. The leadership at each school site has developed plans to ensure they will be able to identify how classroom-based instruction may take place either in a hybrid program. Our plan includes protocols to ensure the safety of students and staff, consistent with public health guidance, including how students will

enter and exit the school, when and where hygiene practices can take place, the need for protective equipment, allowing for physical distancing, and time for cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

Gateway will continue to focus on a strong instructional program that is based on a standards-based approach to learning and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Teachers will use cycles of assessments to identify and remediate knowledge gaps, so all students have a solid foundation before tackling the next challenge in their studies.

To support the social and emotional needs of students, Gateway has a team of school counselors at both Gateway High School and Gateway Middle School. School counselors will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health. Counselors will provide both individual and small group mental health services. When appropriate, counselors will link families to community resources available to support the student and families outside the school setting.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Ensure access to safe, socially-distant learning spaces through the provision of Personal Protective Equipment, outfitting of spaces with appropriate furniture and other physical equipment.	$ 21,000	N
Increase the Custodial workforce so that cleaning and disinfecting efforts can be expanded at school sites when physical buildings are opened to students and staff.	$ 25,000	N

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.

Gateway adopted curriculum and supplemental resources will be used in all instruction throughout the year to ensure that students have access to a full curriculum of substantially similar quality regardless of the method of delivery. The use of the Google Classroom learning management system consistently throughout the year will also contribute to the continuity of instruction and learning in any model. Finally, teacher teams developed templates for daily schedules and lessons that provide a mix of 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.

After moving to distance learning unexpectedly in March of 2020 in response to the Covid 19 outbreak, we are intentionally beginning the 2020-2021 school year at a distance given the rapidly changing health factors in our community, and the significant demands of adhering to health and safety guidelines for opening schools. While we are beginning the year at a distance, we intend to return to school via a hybrid model, when it is safe to do so in accordance with CDE and SF Department of Public Health, and the schools' ability to adhere to those guidelines.

Other contextual factors that inform our plan:
- **Equity** - We serve a diverse population of students with varied learning needs, levels of independence, and access to support and space at home. Our driving goal is equitable outcomes for all students; we seek to interrupt and rethink systems that have historically marginalized Black and Latinx students, students with IEPs, and students eligible for free/reduced price lunch.
- **Faculty** - The success of our students rides on the sustainability, wellbeing, and preparation of our staff. We are affected both personally and professionally by the pandemic. We are also committed to professional development and to meeting the needs of students, and we have specific staff members with expertise to help guide this process.
- **Technology** - For the first time, Gateway Public Schools students will have access to a designated Chromebook for the duration of the school year. This provides new opportunities for classroom and home learning, and also necessitates training and adjustment for all. We will also need to work to ensure that students have reliable access to the internet, especially those in transitional housing.
- **Accountability** - The California Department of Education has clarified requirements for distance learning, including:
  - 240 instructional minutes/day, based on the time value of assignments as determined and certified by a credentialed teacher
  - Daily live interaction must occur with teachers and peers for the purposes of instruction, progress monitoring, and maintaining school connectedness
  - Content must be aligned to grade level standards and be substantially equivalent to in-person standards.
  - Documenting and reporting daily student attendance/participation

Core Beliefs
The following have been identified as core beliefs that ground the DLP in our mission and vision:
- **Equity** - All families and students want and deserve access to high quality teaching and learning. Our charge is to use differentiation and culturally responsive teaching practices so all students can learn at high levels.
- **Academic Proficiency and Rigor** - In order for students to master key skills and content, think critically, and have access to and be prepared for college, we need to provide high quality online instruction that aligns with state standards and is accessible to all students.
- **Social-Emotional Development and Support** - In order for all students to learn and grow, we have to provide consistency, structure, and a safe, inclusive environment that fosters a sense of belonging.
- **Technology as an Asset** - There are a number of tech tools and online teaching strategies we can use to create effective learning experiences for students at a distance.
- **Staff Growth and Innovation** - This is an opportunity for educators to grow and for schools to innovate to better meet students' needs.

The goals of our Distance Learning Plan (DLP) are to:
- Provide engaging, accessible, differentiated, student-centered learning experiences
- Provide structure and routine, connection to community, and space to attend to our humanity

- Support students to gain proficiency on standards-aligned content
- Support students to develop the learning strategies that are particularly important for distance learning
- Support students' wellbeing and social-emotional skills
- Focus in particular on equitable outcomes for Black and Latinx students, students with IEPs, students who are eligible for free and reduced priced lunch

Guiding Principles and Best Practices

Attend to the personal and relational. Each student and family is going through a unique experience and set of challenges. We will need to invest in relationships even more than usual.
- Lead with personal connection and community-building along with academic content-- and not just in the first two weeks.
- Find ways to understand what this time has been like for each student and family, and how we can support them and connect them with resources.
- Give spaces for students to check in with themselves and each other.
- Find ways for students to collaborate and cooperate, both in class and outside.

Less is more. Recognize that all of us are challenged by the pandemic and by distance learning. More than ever, we need to be strategic about prioritizing.
- Identify key proficiencies and noncognitive skills and focus on these.
- Keep directions and tasks clear and straightforward.
- Simplify wherever possible.

Keep equity at the center. Prioritize the needs of students from historically marginalized groups, especially Black and Latinx students and students with learning differences.
- Seek to understand and center student and family experience.
- Use the culturally responsive teaching framework to guide curriculum and instruction planning.
- Build on anti-racist teaching practices and ask students for feedback regularly.

Leverage technology. Distance learning can allow students to move at their own pace and have more agency in how and when they learn, and how they show what they know.
- Use a carefully selected, limited number of tech tools that support engagement and differentiation.
- Take time to teach students how to use new tools, and to check for understanding.
- Ask students for feedback on use of technology in the classroom.

Accelerate learning. Assess where students are with key skills and content, reteach and spiral while moving forward with grade-level learning. [Use this guide to planning for accelerated learning.](#)
- Collaborate with previous year's teachers to anticipate unfinished learning areas.
- Focus on prioritized skills and content.
- Use a brief diagnostic assessment within the first two weeks to get a sense of skill/knowledge levels.
- Continue to use frequent informal and formative assessments to understand what previewing, reviewing, and reteaching students might need, using breakout rooms and small group sessions for differentiation.
- Move forward with grade-level content that is engaging and provides students choice and agency.
- Give frequent feedback and support students to understand and integrate feedback.

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.

Gateway has purchased and distributed Chromebooks to each student in our school. We are also working individually with families to ensure each student has access to high quality internet connectivity at home. We are using a variety of means to ensure connectivity: distributing hotspots, helping families access free or low cost internet plans, or purchasing cell phone hot spot plans.

As is the case in pre-COVID-19 times, Gateway students will be provided with the technology equipment then need to participate in learning on campus and/or at home. The primary difference that becomes a factor given COVID-19 is that all technology will be provided on a 1:1 basis, meaning that it will not be shared between staff members or between students. Each student will get their own device for use at school and at home.

As was the case in the spring, Gateway will provide internet support for students who are participating in learning from home. Families will be surveyed prior to the beginning of the year to identify which ones need internet support at home, and Gateway will work with families who lack internet access.

As was the case in the spring, Gateway will provide tech support for students and families who are participating in learning from home. Each school will develop, staff, and publish a tech support guide and procedures for students and parents to be able to get support with their Gateway technology.

In general, teachers and instructional aides will be the first line of support for families needing assistance with instructional software programs or basic access issues (e.g., logging on, resetting passwords, etc.). The tech staff at each school will develop and share basic tutorials that students and families can access around common issues such as the following:

- Accessing Google Apps, Google Classroom and other software used by students
- Connecting to WiFi
- Chromebook basics (touchpad, camera, sound, crashes/freezes, etc.)

Teachers and other instructional staff will have access to the same resources so they can assist students with basic needs.

Tech staff will be a secondary level of escalation for uniquely challenging issues or for issues with hardware or internet access. Tech support staff will also carry out all of the same on-site support activities that they do in a normal, pre-COVID-19 time.

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.

Students will have 4 days of synchronous learning in each class. During synchronous learning time, we will focus on community building and direct instruction.

This time will include:
- Guided practice (Whole class, small group, or individual)

- Independent practice (whole class, small group, or individual)
- Assessment (whole class, small group, or individual)
- Individual check in

The final 10 minutes should include opportunities to :
- Synthesize or demonstrate learning, as through an exit ticket
- Reflect on POL during the lesson
- Clarify homework assignments and due dates

The fifth day, students will have synchronous learning in advisory and required office hours and work times.

Students should expect to spend 5 hours for each class, each week including live learning time (4 hours) and independent/group work (at least 1 hour). Teachers will update PowerSchool by a set time each week with incompletes and missing work.

- Each block will include time for students to ask questions and get help outside of the whole group setting.
- Teachers will be available during designated Office Hours and will respond to student/parent email in a timely way.
- Students with IEPs, English language learners, and other students needing additional support may have supplementary small group learning time.
- Live learning time will include opportunities for community building.
- Small group time within each lesson will support peer-to-peer and student-teacher relationship-building. Collaborative projects and study groups will be encouraged.
- Advisory will support school and community connectedness.

Context & Values:
The development of Gateway's assessment and engagement policy has been informed by the unprecedented, dynamic context and its significant and varied impact on students and families.

We seek to align our policy with these values as best we can, recognizing that there is no perfect policy for all situations:
- Support proficiency in grade-level content and skills
- Take an anti-racist, equity approach to decision-making
- Be flexible and responsive

Assessment and Engagement Policy
- Focus on assessment and grading for feedback communication of learning, rather than for accountability.
- Do no harm -- students will not be penalized for obstacles in distance learning:
  - Teachers will enter "missing" rather than 0 or 1 for missing/incomplete assignments
  - If a student is not engaging with assignments:
    - Teachers will be concerned, not disappointed
    - If a student is not engaging in class only, teachers will follow up and outreach to the student and family.
    - RTI team will support follow-up for students with incompletes in multiple classes

- Late work will be accepted without penalty.
- The 4 point scale will continue to be used for grading (1-4)

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

Before the school year began, we provided 7 days of intensive professional development to ensure our staff was prepared to begin the year and to provide a continuity of learning regardless of the level of distance learning. Additionally, we provide 90 minutes per week of professional development for all staff.

Professional development includes, but is not limited to the following topics:
- Meeting our school wide goals of high achievement and success for all students, with a particular focus on supporting historically disadvantaged and at risk populations, including black students, Latinx students, homeless and foster youth, students with disabilities, and English learners.
- Supporting students' social-emotional development and wellbeing
- Learning new tools necessary to teach and support students successfully in a remote setting
- Developing partnerships with families and community organizations
- Discipline-specific professional development on curriculum and instruction
- Anti-racism training

Staff Roles and Responsibilities

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

Health and Safety Leadership Team

Led by our Director of Facilities, Director of Operations, and our Director of Schools and Partnership, our Health and Safety Leadership Team has lead all research, policy creation, and implementation of Health and Safety protocols and policies.

School Site Health Advocate

GPS will designate an existing staff member to be a Health Advocate for the schools. The Health Advocate is not typically a licensed health professional. Rather, they will likely be a school leadership team member who has another designated role at the school and works at the school site on a regular basis. They should be present on a day-to-day basis to promote integration of best practices for health and safety into the school's planning and operations. The Health Advocate will be responsible for the following:
- Identifying the contact information for the health departments.

- Coordinating with Gateway staff and State and County Public Health officials to define and refine the school's COVID-19-related health procedures.
- Monitoring State and local orders and health department notices daily to remain informed on COVID-19 related requirements and local area conditions and closures.
- Training Gateway school site staff on the health-related activities in this plan.
- Ensuring that all of the health-related activities listed in this plan are fully implemented on a day-to-day basis, and that the school is following State and local health orders, including the Checklist for Schools published by CalOSHA and the CDPH.
- Maintaining an inventory of health-related supplies sufficient to meet the needs of the school on a day-to-day basis.
- Addressing health-related issues or questions that arise on a day-to-day basis while the Health Advocate is on-site.
- Developing and maintaining relationships with professional health consultants (see below) who can address questions that are beyond the scope of the Health Advocate's knowledge, expertise, or ability to handle.
- Ensuring that adequate health records are maintained by the school.
- Working with State and County Public Health officials on an as-needed basis if/when positive COVID-19 test results arise within the school's community.
- Designating and training one or more Health Coordinator(s) to address any health-related issues that arise on days when the Health Advocate is not on campus.

Teachers' responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction during times of distance learning or hybrid learning. Teachers will need to adapt their normally prepared lessons to be completely online lessons that can transition to a hybrid model when the number of cases begins to decline. Teachers will also be responsible for the evaluation of the instructional time value of student work and tracking of participation in the distance and hybrid learning environments to determine attendance. Instead of classroom management, teachers will need to manage daily live interactive sessions with students via online communication tools like Google Meet and Zoom. In addition, teachers will need to communicate much more with families to assist with social emotional issues and as part of the Gateway's tiered reengagement strategies for pupils who are absent from distance learning.

Classified employees in general will have flexibility in worktimes, duties, and worksites as needed to contribute to the needs of the school as a whole. This includes working primarily remotely to support distance learning and the functioning of the school.

Resources Specialists and Special Education Instructional Aides will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides will also support pull out small group instruction for reteaching and intervention.

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.

The move from in-person instruction to distance learning has caused disruption in the delivery of all education for both students receiving special education services and their non-disabled peers. Students receiving special education services require specialized academic instruction and related services in order to access and thrive educationally. We know that we have to be intentional in our support for students with IEPs to support their needs in distance learning.

SB-98 amended CA Education Code § 56345(a)(9)(A)-(C) to require a description of the means by which the IEP will be provided under "emergency conditions" "in which instruction or services, or both, cannot be provided at the school or in person for more than 10 school days." This description must include: (i) Special education and related services; (ii) Supplementary aids and services; (iii) Transition services; and (iv) Extended school year services. This "Emergency Learning Plan" must be developed at initial IEPs or at the next regularly scheduled revision of the IEP. As this provision became effective on June 29, 2020, and as SFUSD is entering the 2020-21 school year under emergency conditions, The Special Education Department will support Case Managers in drafting a Prior Written Notice with a proposed Emergency Learning Plan pursuant to SB-98 for parents to review. This Emergency Learning Plan will replace the Distance Learning Plans created in the Spring of 2020. The PWN must provide Parents an opportunity to provide meaningful input by offering to discuss the proposed Emergency Learning Plan and agree on written revisions, or to hold an Amendment IEP meeting.

Additionally, Case Managers will continue to schedule annual IEPs. Special Education Supervisors and Content Specialists will offer a collaborative structure and framework to support teachers and families in the development, execution and the accessing of distance learning.

English Learners
We know that we need to focus efforts to support our English Learners in distance learning. They need to receive both regular Designated and daily Integrated English Language Development (ELD) to support their language development needs.
Considerations for Supporting English Learners with Distance Learning outlines six considerations for educators planning to support English language learners during distance learning. Gateway teachers incorporate universal design into distance learning and planning for accommodations and modifications for students with special needs. School schedules for distance learning should include a plan for co-teaching synchronous lessons, providing small group or individual support, and designated ELD.

Serving Foster, Homeless, Sheltered & Recently Detained Youth
We know particular attention needs to be made to connect with our foster, homeless, sheltered and recently detained youth. These students and families in crisis have no choice but to manage other big transitions during our collective transition and we work to ensure support is in place to onboard them smoothly, build connections to the school community, and check regularly to address barriers as they arise.

All Foster, Homeless, and Justice Involved Youth have the right to
- Immediate enrollment in school with or without proof of residency and academic records.
- Partial and transfer credit per SFUSD AR 6146.11 For high school students, this may include credit for work done during the period of closure.

Homeless Youth - Students and families who are experiencing housing instability may face even greater challenges at this time. This includes families living on the streets, in a car, in motels/SROs, couch surfing, and doubled up. Homeless students typically retain the right to remain enrolled in their school of origin even if they are no longer staying in the immediate area.
Foster Youth - Students who experience a change of foster placement typically retain the right to remain enrolled in their home school or chose to enroll at a school near their new home. Foster families won't always have access to ParentVue, and will need support getting set up to support students remote learning. Gateway's foster youth liaison can provide additional support.

Shelter Youth - Gateway works with shelter staff to provide an emergency educational program to all youth in the shelter during the period of closure. While all youth in shelter maintain their rights to placement at our school, in some cases it may make more sense for students in the shelter to be enrolled in a county program for the duration of distance learning, since the shelters are effectively acting as residential schools.
Detained Youth - Students detained at Juvenile Hall will be receiving distance learning instruction during detention from the Woodside Learning Center staff. Generally, students will return to Gateway after release from detention.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Invest in building and developing the capacity of teachers, leaders and school staff via methods that incorporate best practices in online learning, provide leadership opportunities, and model structures for future use with students. We provided 7 days of intensive professional development to ensure our staff was prepared to begin the year and to provide a continuity of learning regardless of the level of distance learning. Additionally, we provide 90 minutes per week of professional development for all staff.	$ 405,000	Y
Gateway will also provide a one-time stipend to faculty and staff members who perform service in the 2020-2021 school year for reasonable costs associated with purchasing equipment, improving home internet bandwidth, use of phone, or instructional materials not provided by the District directly related to providing distance learning. Utilize support personnel to distribute devices and other learning materials to students and staff.	$ 7,000	N
Transitioning to a 1:1 computer model and providing a chromebook devices and internet connectivity to every student; Schoolwide subscription to remote video conferencing platform, Zoom, for remote learning; acquiring distance learning software, apps, tools,	$ 88,000	Y
Staff time designing and implementing distance learning program (staff time cost), and maintaining communications with the appropriate state and local agencies around latest info and guidelines around the pandemic.	$ 65,000	Y
Training Gateway school site staff on the health-related activities in this plan.	$ 15,000	Y

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.

Gateway will leverage existing common assessments, our tri-annual MAP testing, as well as a host of formative and informal assessments to measure student learning loss from Fall 2019 to Fall 2020. Using a variety of measures, including existing measures, enables us to holistically understand students' progress and losses, and is familiar to educators and students. For each student we will calculate annual change on numerous metrics, which will guide instruction and interventions. A summary of these measures will be analyzed and shared at the school level, as well as disaggregated by grade, ethnicity, and program.

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.

We have determined that there are four key areas that we must address in order to support students who have experienced learning loss as a result of school closures and distance learning. Our strategies in each area are outlined below.

Social Emotional Support for Students
Key Question: How can we diagnose where students are and build more social-emotional work into Q1 and beyond?

Strategies:
- Create a Social Emotional Learning (SEL) transition plan that reflects the experience teachers, students, families have had, and prioritize the most vulnerable groups
- Look at data through an equity lens (engagement, outreach, grades) and look for trends to determine who has been affected the most. Think about the support they need
- Train staff to include SEL elements into distance/blended learning
- Be mindful of staff experiences; model student strategies with staff also
- GMS using Second Step, packaged SEL curriculum
- Use CASEL webinar and PDF as resources for SEL support plan

Community Building
Key Question: How can we strengthen community in Q1 and beyond?

- Incorporate SEL/Multi Tiered System of Supports - name what people experienced/are experiencing, give space for it
- Tweet boards - students can leave notes for classmates, allowing them to interact beyond physical space of the room; students can have a buddy who is in opposite day group, to stay connected
- Summer photos - students and staff post and share photos from the summer
- Senior honor wall
- Try to make the school environment feel welcoming, colorful to make up for the antiseptic smell/feel of social distancing

- Use bitmojis to represent teachers and classmates, create virtual classroom setting
- Use home sharing as a way to build connection

Supporting Students' Non-Cognitive Skill Growth
Key Question: How can we coach students to be more independent?

- Focus on implementing best practices, strategies, activities to increase independence
- Determine ways that we can understand and support students' beliefs and mindsets, in order to coach them to reflect on where they are and then setting goals
- Focus professional development and collaboration among adults on supporting students' non-cognitive skill growth and mindsets

Curriculum & Instruction
Key Question: How can we plan for a curriculum that may need to shift, considering what instruction was missed in Q4 and that we may need to teach remotely again?

- **Focus on the Essential:** Use the curriculum guide to further narrow in on the top priorities-- what are the MOST important skills/content for the course? For the first unit? What pieces may be able to be paused or moved into optional/extension areas?
- **Find Out Where Students Are At:** What skills are important to pre-assess (especially for courses that build off of each other)? How will you pre-assess these skills? How will you use the results to inform curriculum/instruction, including opportunities for review/revisit, grouping, etc.?
- **Increase Relevance:** Are there new ways to connect the key content/skills to the present moment?
- **Ensure Ongoing Access:** How can you structure units so that there are multiple on-ramps for students who go in and out of engagement?

Gateway uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) and RTI process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Advisors, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions through our intervention coordinator and credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of case managers, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

Please also see Support for Students with Unique Needs

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 provided to students will be measured through grade level assessment calendar. Screening and diagnostic assessments, formative assessments, common assessments, and the use of state Interim assessments will be administered according to the timelines posted on assessment calendars. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress. Data will be analyzed by our leadership team as well as using the Professional Learning Community model where teacher colleagues and leadership work in collaborative groups and reflect on the data, focus on student learning, and interactions with their colleagues on effective strategies to close the learning gaps among various students and student groups; including foster youth, ELs and low income students. By sharing student progress amongst and across grade levels, educators take ownership of every child's education and strive using appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Leverage common assessments to measure Pupil Learning Loss from Fall 2019 to Fall 2020, using existing measures for consistency and familiarity. Academic grades will also be reviewed against historical achievement to inform the overall picture of student progress.	$ 22,000	Y
Gateway will provide supplemental targeted supports to students for the purpose of augmenting core instruction for English Learners, students with disabilities, and other students who may struggle to master grade-level standards. These supplements include targeted instructional learning materials, guidance on acceleration in Math and Language Arts, academic intervention support staff (literacy coaches, bilingual teachers, additional class-size reduction staff, instruction reform facilitators), increased professional development, and literacy software.	$ 370,000	Y

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.

Gateway is committed to supporting the mental and emotional well-being of students and staff, and partnering with students and families to build an anti-racist community and a safe and supportive school culture & climate.

Gateway has a Student Support Team (SST), made up of full-time school counselors and counseling interns, the Dean of Culture and Community and the Student Support Coordinator. The SST provides services and resources to support students' social and emotional well-being, and develop the implementation of schoolwide and classroom based practices to support student, staff and family wellness and partnership. Counseling, both formal and informal, is offered by our licensed MFT Counselor and supported by current university interns. The SST also provides help with High School Enrollment (at GMS), Restorative Practices, Peer Mediation, General Daily Support. The SST has pivoted to remote support during COVID-19, while retaining the

same high level of assistance to students. Counselors have regular remote meetings with referred students and coordinate communication with advisors, teachers and families. Students and families can request counseling support through use of a counseling request form. Students with IEPs meet daily for learning support and all students may contact the Director of the Learning Center if they are feeling overwhelmed, are struggling with learning or keeping up with assignments.

Gateway has gathered links to Covid-19 related crisis resources on its Crisis Resource Page, and Gateway High School has created a *Community Tip Line,* as a way for community members to anonymously report incidents of bullying and harassment, racism or discrimination, concern for a community member or other concerns that impact the safety or well-being of a Gateway student, to the school's administration. Gateway is committed to anti-racist teaching practices and this is a main focus of weekly professional development.

During this unprecedented time, school leadership regularly checks in with staff with reminders about self-care and resources for accessing mental health providers. The topics of wellness and self-care for staff are discussed during weekly professional development meetings. Benefit eligible staff have access to an Employee Assistance Program, which provides licensed therapists that are available to help 24/7.

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.

Gateway's distance learning program includes a wide-variety of online tools and supports for students and families that are consistently available. Additionally, we have instituted a coherent outreach plan to ensure all students and families are hearing from us and remaining engaged to the greatest extent possible. Additionally, we have a wide safety net and set of services, protocols and resources for when students are absent or falling behind.

Teacher Qualification
Our teachers are highly-qualified and receive on-going professional development in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and coursework feedback through PowerSchool, GoogleClassroom and other means.

Technology
Gateway provides chromebooks to all students and hotspots for home connectivity as needed. Students have access to the digital devices and the internet service they need to complete required schoolwork. Technical support is available virtually and through our call line.

Communication Plan

To maintain regular communication with students and families, teacher correspondence via phone, email, texts, and/or Google Classroom are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Weekly advisory sessions with students also play an important role in advising, supporting social-emotional wellness, and maintaining healthy connection to school

Reengagement Strategies
Gateway maintains and adheres to robust attendance and adequate progress policies. Families are notified of each absence, and we have a tiered approach to checking in with students and families who are absent more than once. Teachers, advisors, school counselors, wellness teams, SST teams, and school leaders all play a role in this tiered approach. Students who have multiple absences or lack of engagement are identified and we meet as a team with the student to discuss the reasons for the missed attendance and how the school can support the student in attending. The tiered attendance approach includes contracts, support meetings with advisors, counselors, and administrators. We also refer students to SARB as appropriate and needed.

Gateway uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) and RTI process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Advisors, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions through our intervention coordinator and credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of case managers, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

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 contracts with SFUSD to participate as a school of the District for the provision of student nutrition and meals. SFUSD maintains its commitment to ensuring no student goes hungry. Gateway students can access 5 days' worth of meals (including breakfast, lunch, supper, fresh fruits and vegetables, and milk) every Wednesday, 10:30-12, at 18 school sites and Treasure Island. Student Nutrition Services (SNS) intentionally selected schools in areas of the City with large numbers of students who are eligible for free or reduced-price meals. Adults can pick up meals for their children. We are sending each student a barcode that they, or the parents/guardians, can use when picking up meals. Meals will be available for all students, and they will be free for students who qualify. If a student is not eligible for free or reduced-price meals, $22.50 per bag will be charged to their SchoolCafe account. Once in person learning starts, in order to support social distancing and limit exposure among students, school meals will be provided in classrooms and schoolyards rather than in cafeterias.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Distance Learning Program	Establish and maintain communication structures for consistent, frequent information and resource sharing. Develop resources for parents and families, including webinars and direct technology support. Curate website content specific to the articulated needs of students and families for the ongoing COVID-19 pandemic. Provide translation services for students and families as needed.	$ 163,000	Y
Mental Health and Well-being	Build the capacity of staff, counselors and faculty to support the mental and emotional well-being of students and staff, and partner with students and families to build an anti-racist community and a safe and supportive school culture & climate. (e.g. PD related to anti-racist, equity-focused practices; transition to virtual counseling; BGCSF partnership; development of mental health intern program)	$ 29,000	Y

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
10.66%	$248,000

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.

Gateway is addressing the needs of foster youth, English learners, and low-income students first by providing access to technology in order to ensure students are able to access curriculum and instruction in the entirely remote setting. Gateway will prioritize access to a mobile Internet service to identified

students, including those experiencing homelessness, foster youth, and low-income students. Access to school counselors and additional support services are essential for supporting our unduplicated student population, and Gateway provides additional training and resources focused on supporting English Language Learners and the social and emotional well-being of all students including those identified as homeless or foster youth and low-income students. The implementation of integrated and designated ELD is ongoing and is enhanced through training of school leaders and teachers. Gateway continues to focus on ensuring success in course work by examining the needs of students such as foster or homeless youth and low-income students. To that end, we have increased our outreach to families to assist in providing adequate support and coordinating efforts to ensure our students with the highest levels of need are achieving academic success.

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

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to mitigating learning loss in these students and supporting them in their academic achievement.