

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 College and Career Academy	Miguel Contreras, Executive Director	miguel.contreras@rcc.edu ; 951-222-8089

General Information

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

The COVID-19 pandemic has had a significant impact on our school community. Our spring and summer course offerings, counseling services, and academic support offerings were moved to an online format starting in March of this year. Courses were offered synchronously and within the same scheduled days and times on our master schedules. Recordings of classes were also made available to students who needed an asynchronous option. For students who were unable to participate in the asynchronous or synchronous course, we increased our summer course offerings to provide opportunity for them to complete their course(s) and stay on track with their education plan. Students taking college courses in our dual enrollment program remained enrolled in them as Riverside City College (RCC) also shifted all instruction to an online format using the Canvas platform. Necessary continued distribution of instructional materials and resources were done by appointment from our campus location at RCC or were mailed directly to students. Though there was an intense focus on keeping students on track to complete the courses they had already started for the spring semester, the GCCA staff was equally focused on the social emotional well-being of students. The counseling team worked hard to keep our lines of communication open with students and families and the administrative team gave regular updates on the status of the school to ensure students that GCCA was here to support their needs as they dealt with the potential turmoil caused by the COVID-19 pandemic. The school continued its usual “high touch” support systems and connected students to resources offered by RCC and the community at-large. Our efforts were successful, as most of the school’s 130 students remained connected and engaged with the school. Additionally, the GCCA Board of Directors approved an emergency policy allowing 12th graders to complete the state minimum graduation requirements to earn their diplomas in order to ensure that their graduation would not be postponed due to the impact of the pandemic. All GCCA teachers and administrators agreed on a “hold harmless” grading policy to mitigate the impact of our shift to online instruction and the distress caused by school closures, stay-at-home restrictions and economic hardship at home. During the summer the staff focused on creating several participation models aligned with potential state, county, and city guidelines for school re-openings. These efforts included creating options for class schedules, academic support services, learning loss assessments and intervention strategies, special student populations support, access to computers and internet connectivity, nutritional support, student engagement, and social emotional supports.

Stakeholder Engagement

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

GCCA students, staff, families, and governing board members were surveyed and consulted with regarding their experiences and needs with transitioning to distance learning. For staff and families, COVID questions were added to our annual campus climate and engagement survey (Youth Truth Survey). These survey responses were collected from April 23 - May 15. A staff created student survey was conducted throughout the spring term. Students were asked to provide input on items such as preferences for celebrating graduation, preferences for fall semester schedules, and the level of need for extra technology and nutritional resources. Additionally, staff members were asked to contribute their preferences and ideas during regularly held team meetings throughout the summer. Members of the GCCA governing board were provided regular updates on the school's response to the COVID pandemic during our regular monthly board meetings. The board approved the GCCA COVID-19 Operations Report during the June regular meeting, which was open to the public for public comments and input.

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

The GCCA Board of Directors kept their commitment to effective and transparent governance during the COVID pandemic. All regular board meetings were held as planned in addition to two special meetings held in accordance to Brown Act requirements. The governing board met virtually via the Zoom platform in accordance with Executive Orders N-25-20 and N-29-20. All publicly posted agendas included the links and phone numbers needed for our stakeholders to access the meeting. Stakeholders were able to participate in the public comments portion of the meetings as usual by utilizing the “raise hand” feature of the Zoom platform. People who participated via phone call were also given the opportunity to participate during the public comments.

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

In surveying students post-school closures, we learned that approximately 60% of students were neutral or positive about transitioning to distance learning. For the 40% of students who rated the transition to distance learning negatively, we learned the importance of clear communication, more flexibility on assignment due dates, to consolidate online platforms as much as possible, building in times for movement rather than being idle in front of a screen for extended periods, and that common struggles include having connectivity issues and feeling drained and unmotivated. We also learned that 68% of students prefer to attend classes on campus at least some of the time, once it is allowable to do so. Some of the reasons for wanting to be on campus is they “enjoy going to Gateway,” “it is harder to concentrate at home,” they feel more motivated when attending in-person classes, and they feel “shy and nervous unmuting” in the online class. For the 32% of students who prefer to continue with distance learning, reasons included they don’t want to expose themselves or their families to the virus, distance learning allows them to care for kids and do school, there are less distractions with distance learning, allowing them to focus on schoolwork. When developing school plans, the above feedback and needs were taken into consideration.

Class of 2020 Seniors were surveyed April-May 4 regarding their preferences for celebrating their graduation. Most students preferred either a traditional in-person graduation at the soonest possible time or a virtual celebration on the original date of graduation. Few students preferred

to join the class of 2021 graduation ceremony. We decided to hold a virtual celebration on the original date of graduation and will plan to hold an in-person ceremony when it is possible to do so.

Our annual Youth Truth Survey was expanded to include input from parents during 2019-2020. When asked about Gateway's strengths, these are the common responses of staff, students, and families:

- Staff: "making connections", "building relationships", "feels like home"
- Students: "staff and teachers are helpful", "staff care", "staff make an effort to reach out", "staff want me to succeed", "has me wanting to further my education", "getting ready for my career"
- Families: "feel welcomed", "school creates a friendly environment where people care about each other"

Our stakeholders are clear that relationships and engagement are key for them, therefore, a culture of care continues to be a focus of school plans. When asked about areas where Gateway can improve, the main theme amongst staff is a need for better laptops and equipment. There continues to be a need for upgraded student laptops and equipment to meet the needs of online learning platforms.

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

Our stakeholders are clear that relationships and engagement are key for them, therefore, a culture of care continues to be a focus of school plans. PBIS implementation continues this school year, with an emphasis on four behaviors: be healthy (including social/emotional, mental health), be engaged, be responsible, and be effective communicators. By teaching expectations, rewarding positive behaviors, and having resources in place to build student social/emotional skills, we expect to see a continued focus on positive student-to-student and student-to-staff relations.

There continues to be a need for upgraded student laptops and equipment to meet the needs of online learning platforms. GCCA will meet that need by utilizing CARES Act and Learning Loss Mitigation Funds to purchase and distribute new laptops and mobile internet hot spots to all students.

Changes that have been made since transitioning to distance learning or are being planned for include the following:

- A weekly newsletter that is distributed to students, staff, and families for clear communication.
- More flexibility on assignment due dates.
- More flexible scheduling options for students.
- Purchase and use of Canvas as our online learning platform.
- Staff participating in professional development, especially training on the newly acquired learning management system and strategies for engaging and assessing students in online learning.
- Processes put in to place for counselors and teachers to learn about and problem solve student connectivity issues.
- Increased resources for social/emotional and mental health.

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.]

Gateway’s leadership team meets regularly to plan for instructional offerings. The master schedules for summer 2020 and fall 2020 were built based on orders established by the CA Department of Public Health, Riverside County Public Health, and the California Department of Education. Students and families can select to either take online synchronous classes, online asynchronous classes, online college courses, or a combination of these. Tutoring is available for all courses and an academic support person is embedded into each synchronous class. Students who have experienced significant learning loss are identified using standards-based assessment tools (IO Assessment/Illuminate Education and ALEKS) as well as standards aligned internally created assessments. All students, including English learners, special education students, foster youth, and low-income students will be progress monitored through twice-monthly meetings comprised of multi-disciplinary teams for attendance, grades, and social/emotional/mental health. Intervention plans are developed/implemented, supplemental supports and targeted instruction are provided depending on the student’s unique needs to mitigate factors interfering with student learning and success. A variety of approaches continue to be implemented for students who have experienced learning loss: extended course offerings in the summer, increased outreach by counselors, teachers, academic support, and the community engagement coordinator, small group academic support and individual tutoring before and after courses which is extended into early evening hours, virtual study hall, updating grading policies, and updating education plans with students and parents.

The leadership team developed a continuum of instructional models for the upcoming terms (winter 2021 and spring 2021). These instructional offerings will also be built based on orders established by the CA Department of Public Health, Riverside County Public Health, and the California Department of Education. Input from stakeholder groups will also be solicited when developing upcoming instructional offerings. Whether online or in-person, students will continue to receive high-quality instructional and social emotional supports.

When in-person instruction can resume, new health and safety measures will be put into place to ensure the safety of students and staff, consistent with public health guidance. These measures are being led by the Riverside Community College District (RCCD) Safe Return Taskforce, the RCC Vice President of Business Services, the Director of Facilities, and the Safety Coordinator. The Safe Return Taskforce developed a phased approach to reopening for all campuses and locations with the safety of our students, employees and community as its top priority. Phases assume that the region has met the governor’s requirements for each reopening stage/tier as outline in the Blueprint for a Safer Economy.

For the Fall and Winter terms (August 24, 2020- February 11, 2021) the RCC campus will be in phase B. Phase B includes:

- Instruction, Academic and Student Support Services, Student Activities: predominantly delivered online.
- All lecture is delivered online.
- Hybrid delivery (lab/activity/clinical) for courses/programs of study that prepare for employment in essential sectors of economy as defined by State of California and as identified in Chancellor Isaac letter to County Board of Supervisors (7/2020).

- Student activities delivered virtually.
- Campuses are closed for indoor lectures and gatherings.
- Employees: Majority employees working off-site and remotely. However, employees in support roles for onsite instruction, district and college custodial, grounds, maintenance; communications & IT, finance and business services are onsite.

For the Spring Term (February 16 - June 11, 2021) the campus *anticipates* being in Phase C. Phase C includes:

- Planning for the spring 2021 term will proceed with expectation that Riverside County will move from the Widespread Tier to Substantial Tier.
- Instruction, Academic and Student Support Services, Student Activities: Most instruction, student support services and student activities will continue to be delivered online.
- Hybrid delivery will continue for courses and programs of study that prepare for employment in essential sectors of the economy.
- Expansion of hybrid format to include other lab/activity and studio art courses at full capacity as it is feasible to do so.
- Employees: Additional employees will be transitioned on-site in support of instruction and support services as it is safe and feasible to do so.
- Campuses remain closed for events and gatherings.

Phase D (possibly Summer 2021 or Fall 2021). Phase D includes:

- Expansion of hybrid and on-campus courses.
- Additional employees will be transitioned on-site in support of instruction and support services as it is safe and feasible to do so.
- All individuals on campus will be expected to adhere to ongoing health and safety guidelines.

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

Description	Total Funds	Contributing
Diagnostic Assessment and Intervention Tools This action includes assessment and intervention programs IO Assessment and ALEKS. These programs will help to progress monitor and assess students' proficiency levels in English Language Arts and math, ensuring that teachers will be able to identify and address learning gaps.	\$3,253.75	Y

Description	Total Funds	Contributing
<p>Safety Protocols</p> <p>This action includes additional sanitation and safety procedures that have been added as a result of COVID 19 in accordance with state and county health mandates. It includes, but is not limited to, additional custodial staff to increase deep cleaning and disinfection, Plexiglas, and personal protective equipment for staff and students. These protocols are provided by our host campus, Riverside City College.</p>	\$ 0.00	N
<p>Instructional/Learning Support</p> <p>This action includes connecting students with GCCA and RCC provided academic support for students who need to address gaps in learning with the help of supplemental instruction and tutoring.</p>	\$18,1132	Y
<p>Teaching Faculty</p> <p>GCCA kept all teaching faculty at 1.0 FTE assignments throughout the spring and summer and has kept all positions in place for the 2020-2021 school year. As in-person instruction begins to be allowed, these positions will be shifted as necessary.</p>	\$219,119	Y
<p>Counseling Faculty</p> <p>GCCA kept all counseling staff at 1.0 FTE assignments throughout the spring and summer and has kept all positions in place for the 2020-2021 school year. As in-person support services begin to be allowed, these positions will be shifted as necessary.</p>	\$185,499	Y
<p>Development of multiple class schedule options with input from students, families, and staff in order to best support students within the guidelines of the CA Department of Public Health, Riverside County Public Health, and the California Department of Education.</p>	\$96,332	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.]

In alignment with guidance from the Governor's office, CDC, CDE, Riverside Public Health and the RCCD Safe Return Task Force, all GCCA students will receive instruction through a distance learning model as we begin the school year on August 24, 2020. All students have been provided with a Chromebook, earbuds with microphones, free or low-cost Internet resources and when needed, an internet connection hotspot.

With a 100% Distance Learning Model, students work with their teachers online. Teachers provide daily live instruction, interaction, and engagement with students through virtual lectures on zoom, small group instruction, and office hours.

GCCA is utilizing the Canvas Learning Management System where recorded class lectures are posted, assignments with due dates are listed, missing assignments are flagged, and grades are noted. Students participate in classes either synchronously, or asynchronously, depending on their schedules and are expected to complete all their assignments for grading. The school schedule was designed with supplemental support hours embedded from the first day of the term, so students can easily obtain additional academic or counseling support.

For academic assistance, students have the option of scheduling 1:1 tutoring appointments with academic support staff or they can pop into a virtual study hall at designated times.

Bilingual staff has been strategically utilized to support synchronous instruction and to provide additional support before or after class to small groups or through 1:1 tutoring.

The fall 2020 class schedule was structured to allow GCCA to easily transition students who are at the highest risk of pupil learning loss from 100% distance learning to a hybrid model with in-person instruction possible in small groups or 1:1 tutoring two days a week with appropriate safety protocols in place. As the situation with COVID-19 changes and schools can fully reopen, GCCA's school schedule has been strategically designed to allow all students to return to in-person classes without disruption to their daily class schedules or education.

A distribution schedule for technology resources, instructional materials, books, and digital tools was created and communicated to ensure all students could safely access necessary resources.

Students will continue to have access to a broad course of study to complete their high school diploma requirements and continue to leave GCCA ready for college and careers by accessing core academic, Visual/Performing Arts, Career Technical Education, and Honors program courses offered by GCCA and RCC. Staff will be monitoring students in the graduating class of 2021 to ensure that their path to graduation is not disrupted by the shift to distance education.

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.]

Prior to Covid-19 School closures, all students were provided a Chromebook that could be used at home or at school through the GCCA 1:1 digital device program. When schools were mandated to stop in-person instruction in March 2020, the school was fortunate to already have distributed devices to all current students. The GCCA staff focused its efforts on assessing the internet connectivity needs of our students, as many of them typically connected to the internet while on campus. Through counselor and teacher surveys, it was found that most students had access to reliable internet connections. Students who did not have reliable internet service were connected to local resources from telecommunications companies offering free or discounted services.

Leading into the 2020-2021 school year, GCCA incorporated stakeholder input for improving and expanding technology resources. New laptops better equipped to meet the demands of distance learning, earbuds with microphones, and mobile hotspots were purchased to improve and increase access to reliable technology resources. Additionally, RCC has expanded its Wi-Fi service to cover the large parking lots around the campus. Students who need to access the internet away from home can do so from their vehicle throughout the day.

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.]

Participation is measured by attendance to synchronous class or teacher verification of completion of assignments asynchronously. All students attend synchronous instruction. Students completing coursework via the APEX credit recovery system do so asynchronously but have live contact via virtual lab and tutoring appointments and groups. If a student is absent for any reason, they can recapture their attendance by asynchronously watching the class recording and resubmitting the missing work independently. Progress and performance in classes are monitored by teachers, counselors and academic support personnel through our regular team meetings. School staff meet to discuss student progress and work collaboratively to address any challenges individual students may be experiencing, including academic performance, attendance and engagement. Students who are not progressing through course content or are not sufficiently engaged will meet with by teachers, counselors or administrators to develop an improvement plan consisting of necessary resources and supports.

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.]

Since the school's transition to a distance learning model and in preparation for the 2020-21 school year, GCCA staff members continue to take advantage of professional development opportunities to inform and guide their practices to ensure they possess the skills necessary to support students in the Virtual/Remote learning model. Fortunately, many organizations, including our County Office of Education, the California Department of Education, various professional associations and non-profit organizations have been providing a wide range of learning opportunities, usually free of charge. The week before the Fall term started the school held its usual pre-semester Kick-Off Week for staff. The focus during the week was on learning management and assessment tools (Canvas, IO Assessment, APEX) and building relationships, engagement and support/accountability in an online environment. Other specific professional development actions include but are not limited to:

- Self-paced Canvas training for individuals and a specialized group training with a Canvas representative.
- Training with a representative from IO Assessment focused on conducting online academic assessments.
- Equitably serving English learners and Special Education Students through online learning platforms.
- Teaching Live Online Classes hosted by Outschool
- Online Teaching with Zoom
- The Equity-Minded Teaching Practices Series hosted by the Center for Urban Education (USC)
- Integrated and Designated ELD through Distance Learning and EL Rise! Webinar series hosted by Californians Together Initial/Summative ELPAC virtual trainings.

Staff Roles and Responsibilities

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

GCCA staff did not have their core roles and responsibilities significantly changed. All job descriptions remained unchanged. In May 2020, the GCCA Board of Directors approved a telework policy to help guide staff in their work delivering our distance education program.

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.]

English Learner Supports

In addition to the distance learning supports provided to all students, which include access to Chromebooks for use at home or school, the counselors surveyed all students to determine internet accessibility and provided guidance on how and where to get internet access. Hot spots have been provided for students with connectivity issues. Additionally, students who are in need have access to earbuds with microphones to improve the distance learning experience.

Our Instructional Support Coordinator (ISC) continues to identify EL students upon enrollment, provides instructors/counselors with the student's ELPAC Performance Level, ELD Standards Proficiency Level, Level of Support Descriptors. The ISC arranges for supplemental instructional supports to students in English Learner Mainstream Programs and coordinates the schedules of academic support staff to ensure added support is available to ELs before, during and/or after class based on student needs.

English Learners have access to 1:1, or small group, tutoring sessions through Zoom. These sessions are facilitated by academic support team members, who review and reinforce classroom content, assist students with interpreting and completing classroom assignments/homework, and who ensure ELs experience success in courses and master subject matter.

Bilingual instructional assistants are provided for Spanish-speaking students during synchronous class lectures. Instructional assistants and ELs have opportunities to work on assignments together in "breakout rooms" during virtual "live" classes.

For English Learners working on credit recovery, the APEX curriculum offers integrated scaffolded supports.

The technology-based resources in all online synchronous courses maximize student engagement, learning and collaboration.

Curriculum used for Foundation ELA, StudySync, includes integrated and designated ELD components and scaffolds. Student workbooks and materials, needed for the course, can be picked up from school during scheduled office hours which extend into early evening, or mailed as needed to ensure equal access to materials.

The ISC continues to work with instructors to develop scaffolded supports and Integrated ELD activities for EXRW, Math, and Social Studies courses as the need arises. Teams meet twice per month to discuss student progress. Instructors were introduced to the GO TO Strategies:

Scaffolding Options for Teachers of English Language Learners, K-12 on 3/5/2020, which continues to be an excellent resource for strategic scaffolding and support: <https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

ELs receive Designated ELD through RCC's ESL courses. The newly designed ESL courses focus on building communicative competence in listening, speaking, reading and writing. Students can select from non-credit or credit pathways. The non-credit pathways include certificates for Beginning American College English and Advanced American College English. For those students opting for the credit pathway, units earned in the two upper level courses – ESL 49 and ESL 50 – can be applied toward an AA/AS Degree.

GCCA's EL Task Force meets monthly to identify and develop the next professional development activities for the staff.

- During Summer 2020: Instructors updated pacing guides and added ELD standards. Task Force members scheduled office hours throughout summer to provide guidance on adding ELD standards.
- August 2020: The CA EL Roadmap Teacher Toolkit Workbooks were ordered for each instructor.
- Upcoming PD fall 2020: EL Roadmap: Revisit Principle 1: "Assets Oriented and Needs Responsive" from the 2019-20 school year. Then, Introduce and Reflect on Principle 2: "Intellectual Quality of Instruction and Meaningful Access", which will be a focus area for 2020-21.
- Additionally, EL Task Force will investigate if there is a need for additional supplemental assessment options, such as T.E.L.L./Test of English Language Learning, to assess progress of English Learners in all four domains, beyond the school-wide assessments we are currently utilizing.

Supports for Pupils with Exceptional Needs

GCCA is committed to providing instruction through a robust distance learning model for all students, which necessitates purposeful planning to ensure special education students and students with 504 Plans have the appropriate supports, accommodations, and modifications to meet their individualized needs in a virtual learning environment.

Each GCCA course has been provided with one-to-two paraprofessionals to assist in the delivery of instruction during synchronous class times and to provide added support in breakout rooms. GCCA instructors understand that students may have connectivity issues during virtual class times, so each lecture is recorded for asynchronous viewing. This practice also allows students to view content additional times if needed to improve learning outcomes. Virtual lab times, staffed by paraprofessionals, have been added before and after classes (into the early evening) so students can receive support on assignments and revisit class content asynchronously. Additionally, all instructors and the support coordinator have office hours in which students can receive direct support.

The Instructional Support Coordinator/Resource Specialist visits virtual classrooms regularly and monitors the implementation of special education and related services, along with student progress and revises support accordingly with the IEP team.

Individual check ins and communication with students and parents occur at regular intervals, via the Remind app, phone, email or Zoom, to ensure students have access to appropriate supports and accommodation to meet with success in a distance learning model.

Ongoing collaboration continues between the special education teacher, school counselors and general education teachers to discuss student progress and develop new strategies and accommodations when needed to ensure students are on-track to meet their individual goals and objectives in virtual learning environments.

Virtual IEP meetings are conducted via Zoom to discuss progress on goals and update supports, accommodations and services based on individual student learning needs in a distance learning environment. These meetings may occur over the phone depending on the parent's comfort-level with technology.

Mental health supports will be provided for all students as needed. Students with educationally-related mental health goals and services on their IEPs will have access to regular counseling sessions through GCCA school counselors when appropriate or mental health services will be outsourced to school psychologists through Total Education Solutions (TES) in conformity with students' IEPs when more specialized counseling support is required.

For GCCA students with exceptional needs who are taking college courses, the ISC connects students/parents with the Disability Resource Center (DRC) at RCC to receive accommodations for college courses.

Foster Care:

GCCA counselors continue to monitor the progress, provide resources and support to our foster youth. Counselors actively work with student support teams that include social workers, parents, advocates, teachers to help support student's educational goals. Counselors utilize the Reduced Graduation Requirement for Eligible Students (RGE) Evaluation Form and the RGE agreement form to determine a student's AB216 status. This information helps counselors determine the best educational plan for students alongside their support team

Counselors work closely with RCC, Riverside County and community organizations to help support our engagement with various organizations to better support our foster youth. At RCC, students are referred to the Guardian Scholars Program, which helps support current and former foster youth at RCC and with the Connection Project. This program is a collaborative effort between RCC and Riverside County Office of Education - Foster Youth Services. It is intended to provide individualized educational and transitional support services to foster, and at-risk youth who attend RCOE's community schools, detention facilities and foster group homes throughout Riverside County. Counselors work closely with Riverside County's ILP program which provides Education, Employment, Permanency, Health & Safety, and provides current and former foster youth with resources that lead to self-sufficiency and independence. Counselors participate in RCOE's presentations and workshops about Foster Youth. Counselors work directly with RCOE's Foster Youth Liaison to stay up to date with services, clarify eligibility statuses, and provide GCCA's Foster Youth information to RCOE.

Counselors also promote local community events that help support our Foster Youth.

Homelessness:

GCCA counselors continue to monitor the progress and provide resources and support to our homeless youth. Counselors actively work with student support teams that include social workers, parents, advocates, teachers to help support student's educational goals. Counselors utilize the Reduced Graduation Requirement for Eligible Students (RGE) Evaluation Form and the RGE agreement form to determine a student's AB1806 status. This information helps counselors determine the best educational plan for students alongside their support team.

Counselors work closely with Riverside County and community organizations to help support our homeless youth. Counselors refer students to Operation Safe House's Transitional Living Program. The Main Street Transitional Living Program offers FREE housing to older homeless youth ages 18 to under 22 for up to 18 months. While in the program, youth receive continuing educational assistance, individualized therapy, financial education, employment assistance, and access to medical and dental healthcare. Once youth are employed a percentage of their

earnings is automatically put into a savings account so that the youth is prepared and ready for independent living upon departure of the program. Counselors participate in RCOE’s presentations and workshops on Homelessness. Counselors work directly with RCOE’s Homeless Liaison to stay up to date with services, clarify eligibility statuses, and provide GCCA’s homeless information to RCOE.

Counselors refer students to counseling services to help cope with trauma, depression, anxiety and other symptoms they may be experiencing as a result of being homeless.

Services for all students that help support our Homeless and Foster Youth:

Counselors actively seek and promote local community services in the communities our students live in which include food banks, homeless shelters and other free services to help support our students.

Job Resources: Counselors refer students to RCC’s Career Closet which offers students with FREE clothing for interviews, jobs and day use. They also work with RCC’s Job Placement Coordinator, local Youth Opportunity Centers, Riverside County Workforce Development, Community Action Partnership and other community programs to provide students with job opportunities. Counselors created a task force to actively work with RCC to help employ GCCA students on campus.

Food Services: This fall, GCCA is offering all students the opportunity to receive a free lunch bag which contains multiple days of food. Staff will deliver these items to students on as needed basis. GCCA also promotes RCC’s food distribution efforts as well as local school district efforts.

Technology and Wi-Fi: Gateway provides every student with a Chromebook. This fall, GCCA offered to pay for the insurance coverage of these devices to every student that was able to get their Chromebook inspected. In addition, GCCA is currently providing internet connection hot spots to students so they can continue their educational goals at Gateway.

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

Description	Total Funds	Contributing
<p>Online course creating and planning</p> <p>The action includes staff efforts toward the planning and creation of our online courses. Teacher teams and administrators met throughout the spring and summer to develop online courses.</p>	\$322,886	N
<p>Instructor coaching</p> <p>This action describes additional support from an instructional coach in the area of effective online instruction and assessment.</p>	\$89,048	N
<p>Technology Devices and Connectivity</p> <p>This action includes the purchase of computers, headphones, and internet hot spots to facilitate the delivery of the distance education program.</p>	\$27,378.41	Y

Description	Total Funds	Contributing
<p>Instructional Materials</p> <p>This action includes books, supplies, digital tools, and other necessary instructional materials to compete both GCCA and RCC courses.</p>	\$70,606	Y
<p>Learning management systems</p> <p>This action includes the adoption or expansion of learning management systems and auxiliary tools such as, APEX, ALEKS, Canvas, Zoom, and YouTube Premium.</p>	\$17,639	N
<p>Broad Course Access</p> <p>GCCA students continued to have access to a broad range of courses through our partnership with RCC. Aside from the core high school courses offered by GCCA, students were also able to access VPA, CTE, Honors, and lab science courses through our dual-enrollment program to ensure each student is being prepared for college and career.</p>	\$0	N/A
<p>Professional Development</p> <p>Areas of focus include training on learning management systems (Canvas, IO assessment, APEX) and effective practices for building student relationships, engagement, and support/accountability in distance learning environments.</p>	\$2,900	N
<p>Virtual SPED, ELL, and counseling support</p> <p>This action includes the online services provided to these student groups in order to ensure their successful completion of their courses.</p>	\$366,631	Y
<p>Telework equipment</p> <p>This action includes the purchase of equipment used to ensure a safe and productive remote working environment for staff and faculty.</p>	\$31,080	N

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.]

GCCA continues to use its assessment practices to measure English language arts and math skills, such as IO Assessment, ALEKS, and standards-based common essay rubrics. In spring, school was closed for 5 days while we made the transition to distance learning. Most students resumed classes online the following week, attended regularly and were successful in their spring courses (as assessed by teacher

created assessments and course success rates). For students who incurred learning loss from disengagement in the spring, meetings were held to identify how to support each of these students. Summer course offerings were increased to give opportunities for these students to complete their courses. Gateway continues to use standards-based assessment tools (IO Assessment, ALEKS, and common essay rubrics) and teacher created assessments to measure learning status. These assessments allow teachers, counselors, academic support staff, and administrators to ensure that students are making progress toward standards mastery and to determine if additional supports are needed. Team meetings are held bi-weekly for staff to monitor student progress and identify and/or modify interventions. A variety of approaches are being implemented for students who continue to experience learning loss: small group and individual tutoring, increased outreach by counselors, teachers, academic support, and the community engagement coordinator, grading policies that allow more flexibility for students to demonstrate learning, and updating education plans with students and parents.

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.]

English Learners, low-income students, foster youth, students experiencing homelessness, and pupils with exceptional needs certainly are at the greatest risk of learning loss due to the unique educational circumstances surrounding the COVID-19 pandemic.

GCCA continues to deliver high-quality distance learning opportunities with a full range of support services for students with unique needs. For a comprehensive list of supports offered to special populations to mitigate learning loss and accelerate learning, please see the LCP section titled, “Supports for Pupils with Unique Needs”.

Pupil Learning Loss Strategies include, but are limited to:

Ongoing professional development provided to staff to provide a system of guidance and support for working with students effectively and equitably through distance learning platforms.

Each GCCA course has been provided with one-to-two paraprofessionals to assist in the delivery of instruction during synchronous class times and to provide added support in breakout rooms.

GCCA instructors understand that students may have connectivity issues during virtual class times, so each lecture is recorded for asynchronous viewing. This practice also allows students to view content additional times if needed to improve learning outcomes.

Designated staff closely monitor the progress of individual students. Multidisciplinary teams meet twice monthly to review student attendance, grades and social/emotional health. Personalized intervention plans are developed/implemented, supplemental supports and targeted instruction are provided depending on the student’s unique needs to mitigate factors interfering with student learning and success. Designated staff include: Counselors, Instructional Support Coordinator, Academic Support Personnel, Community Engagement Coordinator, Homeless/Foster Youth Liaison.

The Instructional Support Coordinator visits and observes in virtual classrooms regularly to provide either direct support to students or guidance to instructors when working with special populations through an online learning platform.

Counselors do an attendance check in classrooms and contact students when they are not present in class. Counselors resend Zoom links so students can join their classes if they are not present at the start of instruction. This quick and on the spot, communication helps counselors address any miscommunication or connectivity issues that may have prevented a student from coming to class.

All instructors and the support coordinator have office hours in which students can receive direct support.

Virtual lab times, staffed by paraprofessionals, have been added before and after classes (into the early evening) so students can receive support on assignments and revisit class content asynchronously, GCCA students also have the options of scheduling 1:1 tutoring appointments with academic support staff or instructors.

Bilingual staff has been strategically utilized to support synchronous instruction and to provide additional support before or after class to small groups or through 1:1 tutoring.

GCCA addresses learning loss during the initial enrollment process and during the development of education plans for graduation and post-graduation college and career goals. GCCA continues to monitor for learning loss through ongoing formative assessments, such as common essay rubric grading, ALEKS, and unit exams. Counselors also regularly check in on student engagement with instructors via interdisciplinary team meetings every two weeks and frequent check-ins on students who need differentiated re-engagement.

GCCA accelerates the learning progress for all pupils via the master schedule of year-long courses that are covered in each semester, as well as offering APEX online learning courses as needed. All instructors have adopted equitable course policies, such as flexible assignment due dates, posted recordings of all class sessions, hold harmless grading, and increased availability for asynchronous learning and synchronous lab hours for additional tutoring and studying.

All classes are taught with the assistance of academic support staff to cooperatively support students with special needs. All students are assigned Chromebooks and, as needed, Wi-Fi internet access hotspots. When necessary, students are assigned additional lab hours for 1-on-1 support, which is built in to the GCCA master schedule.

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.]

GCCA will continue to refer to its Alternative School Dashboard metrics and internally developed key performance indicators to assess how effective our learning loss services and supports have been. The school will continue its regular progress monitoring practices and make necessary adjustments based on student performance and engagement.

During all recurring meetings, including instructor meetings, counselor meetings, team meetings, and leadership meetings, data review and reflection are a regular part of staff practice. The professional culture of GCCA is to build consensus and frequently review best practices. Accordingly, GCCA staff constantly check in on students' grades, curriculum development, formative assessment data, culture and climate (Youth Truth) survey results, attendance data, and assignment completion.

Each semester, teachers use data to determine school-wide areas of focus. Last school year, GCCA teachers determined that writing skills could be collectively improved through the creation and implementation of a common essay rubric to be used across all classroom essays. Through this rubric, teachers committed to trading essays at the end of the semester to calibrate and normalize grading of papers across all classrooms as an exercise of standardized rigor and collective instructional self-efficacy. The same process will help collect, record, and chart essay writing achievement for all students.

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

Description	Total Funds	Contributing
<p>Diagnostic Assessment and Intervention Tools</p> <p>This action includes assessment and intervention programs IO Assessment and ALEKS. These programs will help to progress monitor and assess students' proficiency levels in English Language Arts and math, ensuring that teachers will be able to identify and address learning gaps.</p>	<p>\$3,253.75</p> <p>Duplicate</p>	<p>Y</p>
<p>Instructional/Learning Support</p> <p>This action includes connecting students with GCCA and RCC provided academic support services for students who need to address gaps in learning with the help of supplemental instruction and tutoring. This includes monitoring progress and providing support for special populations of students (SPED, ELL, Foster Youth, Homeless Youth).</p>	<p>\$181,132</p> <p>Duplicate</p>	<p>Y</p>
<p>Online Student Engagement</p> <p>This action includes focused efforts by the GCCA counseling staff to stay connected with students and families while they are participating in the distance learning program. It includes regular communications via phone, email, and the Remind messaging application. Further, the counseling staff hosted “Kicking it with a Counselor” open forums for students to discuss the issues they were facing due to school closures, distance education, and family issues during the spring and summer terms.</p>	<p>\$185,499</p> <p>Duplicate</p>	<p>Y</p>
<p>Summer school</p> <p>GCCA required all students to participate in our summer term, keeping them engaged and continuing to develop their academic skills. Students were able to take high school courses, college courses, and credit recovery courses online and had access to our full academic support and counseling teams to keep them on-track to graduation.</p>	<p>\$52,042</p>	<p>Y</p>

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.]

GCCA is committed to supporting the mental health and social and emotional well-being of students and staff.

- Support for all students: Counselor to student ratio is approximately 1:35. This allows for counselors to monitor and support the mental health and social and emotional well-being of every student. This is also monitored through our student growth plans. Counselors meet with students 2-3 times a semester to discuss their educational plan, career goals and especially in these times, their social emotional well-being. One of the PBIS school-wide behavioral expectations is to be healthy. Mental health and social and emotional well-being are explicitly taught in classrooms and recognized campus wide. Teachers also assess student's emotional well-being in their classrooms and provide this information to counselors. All students have access to RCC's resources including access to Care Solace, an online mental health provider, through RCC's Student Health and Psychological Services. GCCA has a School Wide Suicide Prevention and Awareness Plan. This is updated yearly by our task force. Part of this plan also includes awareness and prevention activities throughout the year both in and outside of class. In class activities include presentations on self-care, healthy choices, time management, emotional intelligence, Wellness Wednesdays to name a few. During the Fall 2020 semester students will be working on an in-class project on suicide awareness in their English course. GCCA's Weekly Newsletter provides students, stakeholders and parents with mental health resources. Beginning in the Fall 2020 semester, GCCA will partner with Life Source Affordable Counseling, a non-profit organization providing individual and family therapy and group counseling. Through Life Source, GCCA will offer weekly groups around various mental health and social and emotional well-being topics. All students will have a chance to participate in these groups.
- Individual student support: Students are monitored by GCCA Suicide and Prevention Task Force team. Counselors monitor the weekly progress and emotional well-being of students through check-ins, phone calls, and team meetings with their parents and advocates. Counselors refer students to community organizations. One of these organizations, The Wylie Center, is a nonprofit organization offering intervention, education, and treatment services for youth and families. Prior to school closures, a partnership was created with the Wylie Center to provide therapists to come to campus to offer therapy at reduced rates or through Medicare. This partnership will continue in a virtual format. Through the partnership with Life Source, students will have access to individual and family counseling for a low fee without the need of providing insurance information. Counselors also actively promote the services at Stepping Stone TAY (Transitional Age Youth) Resource Center in Riverside. Stepping Stones has services for youth 16-25, it is free and open to the public. They also have groups for youth and for family members. It is supported by Riverside University Health Systems- Behavioral Health.
- Professional Development: GCCA has developed a self-care routine through our Friday self-care days which is a virtual space that allows for staff to check in with each other in a fun and stress-free way. Counselors actively participate in county run programs to stay up to date with local and countywide services and updates such as the Suicide Prevention Coalition and Independent Living Program (ILP). Counselors participate in annual conferences, trainings and opportunities provided by various agencies on mental health awareness. Lifesource will be providing all staff with a mental health awareness presentation to better support themselves and our students.

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.]

GCCA Counselors develop an individualized growth plan with every student. Attendance and engagement are a big part of this growth plan. Given our small caseloads, counselors can work with students to meet attendance benchmarks through weekly, bi-weekly or monthly meetings.

Counselors reach out to students through various communication methods including the Remind app, e-mail, phone and letters. In Spring, counselors sent our daily messages of inspiration and resources through the Remind app (M-Motivational Monday, T-Joke of the day, W-Physical Wellness, TH-Community Resources including food, jobs, mental health and F- Fantastic Friday. These messages helped counselors stay connected with students. In summer, counselors created an online space called “Kickin it with the Counselors” to help students express themselves in a safe environment and discuss various topics that were important to them. This fall, one of our counselors launched a weekly newsletter to provide students with RCC resources, mental health resources, job opportunities and school-wide announcements. The newsletter is uploaded and available on Canvas for students.

Proximity messaging- Counselors do an attendance check in classrooms and contact students when they are not present in class. This quick and on the spot, communication helps counselors address any miscommunication or connectivity issues that may have prevented a student from coming to class.

Counselors and teachers meet bi-weekly to discuss student attendance and engagement and create a plan for students that have not engaged that includes next steps communication to students.

Counselors and teachers help trouble shoot internet and connection problems to help ensure a student attends and engages in class.

Administrator meetings or Support meetings are conducted after multiple attempts to connect with a student have been unsuccessful.

GCCA has bilingual staff to help support our Spanish speaking students and families. Forms are also translated for students and parents as needed.

Home visits have been conducted to re-engage students that have not been present to class.

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.]

Access to meals through the federal school lunch program was maintained during the spring semester, as well as access to the Associated Students of RCC Hungry Tigers program. During the summer students continued to be connected to the Hungry Tigers program and

community-based food access programs. For the 2020-21 school year, GCCA will provide federally compliant meals through an in-house lunch program for all students. We will not be participating in the federal program until we can resume in-person classes and activities.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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
19.5%	\$244,358

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.]

Through various forms of communication including the Youth Truth Student Survey, Google forms, Remind app messages, in-class discussions, e-mails, phone calls, and other stakeholder engagement actions, we learned many of our students are struggling with food insecurities, Wi-Fi-issues, school supplies and mental health. The staff worked intensely on making sure the needs of our most vulnerable students were met first and foremost, always considering how potential operational changes and proposed plans could impact those student populations.

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

A major area of GCCA's increased/improved services for these special populations is academic support and counseling. We have been focused on ensuring that our most vulnerable students are not put at a learning disadvantage by the shift to distance education. Most of our increases have been in the areas of academic support, counseling and mental health and instructional materials.

GCCA is continuing to provide access to nutritional support by providing weekly lunch bags to any student that fills out our request form. The meals are free of charge regardless of the student's family income level, making it very easy for any student in need to access food resources.

Equitable access to technology resources has been a major area of focus during our shift to distance learning. GCCA provides a Chromebook and internet access hot spot to all students who need them, ensuring that every one of our students can access the distance learning program and keep making progress toward graduation.

School supplies including headphones with speakers, paper, and pencils have been made available for pick-up on campus and can be sent directly to student's homes should the need arise.