

# 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
Creative Arts Charter School	Fernando Aguilar, Executive Director	<a href="mailto:fnaguilar@creativeartscharter.org">fnaguilar@creativeartscharter.org</a> ; (415) 749-3509

## General Information

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

The COVID-19 pandemic has affected the Creative Arts Charter School community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic. We developed guiding principles to follow in developing and adapting plans: Safety, Equity, Creativity, Viable Approach, and Our Mission and Values.

## Stakeholder Engagement

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

### Parents and Guardians

We conducted two surveys with parents and guardians to learn about their experiences and get their input on reopening plans. The first survey was done at the end of spring and sought feedback on how the spring distance learning program went for them. We did a second survey in summer to share some plans and get feedback on the plans and family priorities for the coming school year. We called parents and guardians who didn't complete the survey to request they complete the survey or get individual input. Surveys were available in Spanish and English. We also sent out regular communications to parents and guardians through Schoology, our Learning Management System, which allows for two-way communication.

## **Students**

We did a spring survey for students with similar questions as the parent/guardian survey so we could get critical input and compare across stakeholder groups. Our teachers supported completion, and we were pleased to have a high response rate. Our teachers solicited student feedback during advisory classes. Teachers also received feedback from parents and guardians about student experience.

## **Teachers and other staff**

We held staff meetings twice weekly meetings during spring, starting and ending the week. In our meetings, we discussed what was and wasn't working. We did two surveys for staff, similar to the ones conducted with parents/guardians and students. The surveys were focused on sharing plans and getting feedback on teaching, professional development, and digital tools. We did a separate survey to learn about teachers' needs related to working from home- equipment needs, access to Wi-Fi, bandwidth, and any other equipment needs. Our Labor Management Committee has been meeting weekly since the pandemic and remote learning began, and they plan to keep up this schedule.

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

Public meetings and public hearings have been held via Zoom video conferencing with a telephone call-in option. Bilingual translation was available as needed for the public hearing. Public meetings and hearings were publicized via Schoology and the school website, with posting of agendas 72 hours advance. All publicity was sent out in English and Spanish.

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

## **Parents and Guardians**

Parents and guardians expressed that they wanted less screen time (especially for younger students), more relational opportunities, and more structure in the schedule. They also wanted more student accountability for work completion and attendance. They wanted a more robust curriculum, with Social Emotional Learning, arts integration, and project-based learning, all of which are components of our instructional model. They also desire more supports--for students, for themselves in overseeing the remote learning, and for teachers. Parents and guardians expressed that overall they were eager for students to return to in-person once it can be done safely. They suggested using outdoor space as much as possible. They hoped that schedules would be aligned for siblings.

## **Students**

Students also wanted more arts integration and project-based learning. Some students wanted more work. Overall, students missed their friends and the relational aspect of school, and they felt isolated. They missed group work, recess, and time together. They expressed that they really wanted to return to in-person instruction.

## **Teachers and other staff**

Teachers also wanted more arts integration. They expressed the need for more accountability from students and families for attendance and support for students during remote learning. PD for remote learning. Wanted in-person asap as long as safe. They expressed the need for additional safety equipment and available PPE upon returning to in-person learning. They suggested maximizing the use of outdoor learning

space. They requested flexibility for staff with families and tools for teaching and working from home. They requested adequate planning time to prepare for the more robust model and professional development in best practices for remote learning.

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

We created a comprehensive program for remote learning that features the arts and other components that all stakeholders asked for. The schedules we created represent a balance of live and synchronous instruction in a structured yet age-appropriate format infused with relational and wellness activities.

We prepared for a safe eventual return to in-person learning by tailoring our physical environment and implementing extensive health and safety protocols in accordance with public health guidance.

We created systems of accountability for attendance and participation and increased systems of support available to students.

For teachers, we held a week of professional development pre-summer, some with outside resources and some teacher-led, with a stipend. All staff will receive stipends for internet/cell phone usage since March. We are providing ergonomic materials for teachers as requested and shipping them to teachers. Teaching supplies will be provided with support of school support staff delivering materials to teachers' homes.

## 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.]

#### Planning for Phased Reopening

Given the current health and safety guidelines outlined by our state, there is no viable option to open the school year with in-person schooling. However, we are ready with a Hybrid plan that was developed and presented to the community and staff during summer. We are ready to implement this phased plan as soon it is viable and allowable. In Phase 1, our most vulnerable students, students whose parents or guardians are essential workers, students with IEPs will begin some in-person learning. This aligns with our mission, our essential question for the school year, and with an equity lens based on our data. In this phase, we will also look to provide opportunities for all and any students to have in-person arts and Social Emotional Learning experiences. In Phase 2, we will begin offering a hybrid schedule combining in-person and distance learning for all students. This approach aligns with the plans for SFUSD.

#### Schedule

Phase 2 instruction will shift to a hybrid model with two cohorts rotating weekly for a full week of in-person and then a full week of remote learning. We will have staggered arrival and dismissal times for on-campus instruction. Remote learning will be synchronous with in-person to ensure continuity of learning for students.

## Structure 1: Week On/ 1 Week off rotation with Cohort model

'X'-in school

Week 1	Cohort 1	Cohort 2	Week 2	Cohort 1	Cohort 2
Monday	x		Monday		x
Tuesday	x		Tuesday		x
Wednesday	x		Wednesday		x
Thursday	x		Thursday		x
Friday	x		Friday		x

The hybrid model will be a comprehensive program featuring all core content and utilizing the same core curriculum and supplemental resources in the hybrid model as in the fully remote or fully in-person model. Students will have arts twice weekly. P.E. will be conducted outside. Social Emotional Learning will continue to be integrated into the schedule.

### Health and Safety

We have prepared for in-person instruction by developing extensive health and safety protocols according to public health guidelines.

### Facilities Preparation

We mapped out pathways in the building with vinyl markings for 6ft distance and directions and routes. We installed hand sanitation stations at all entrances and exits, and spaced every 25 ft. in halls. We installed large soap dispensers at handwashing stations. We installed sneeze shields and barriers in offices. We purchased additional student desks for distancing and individual student supplies for classes. We converted one play yard into an outdoor classroom. We created circles on our yard for kids to sit spaced for seating. We have permits secured for use of local parks for P.E. and other outdoor learning.

### Procedures

We will be doing passive and active health screening. At home screening is expected of parents and guardians, plus at-school temperature check stations. These stations are equipped with devices that identify the wearing of a mask in addition to the temperature check, sending an alert to the Office Manager and Operations Director. We have handwashing times built into the remote and the in-person schedule to help acclimate everyone to the practice. Meals will be eaten outside or in the classroom. School meals will be pre-packaged and delivered from the cafeteria to the classrooms. We have established rotations for eating. Teachers will rotate classrooms instead of students to limit

movement. We have small class sizes with a limit of 16 per class. We will increase ventilation by keeping most doors open and additional staff supervising yard and gates. Everyone on campus will wear masks. Masks can be removed when eating and when outside playing. We have remodeled the PE program and purchased new equipment for individual use as needed. We will make it a priority to offer after-school programming to all families who need it.

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

Description	Total Funds	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, hand-washing stations, hand sanitation stations, sneeze shields and barriers for office staff, cleaning supplies, temperature check stations, vinyl markings, etc.)	\$12,000	N
Periodic deep cleaning of campus	\$10,000	N
Provide individual Math, Art, other instructional kits, and additional PE equipment to reduce cross contamination and support hands-on learning	\$15,000	N
Additional staff to supervise yard and gates	\$23,772	N
Student desks to promote social distancing	\$5,000	N
Afterschool programming provided to all families who require care	\$59,452	N
Additional janitorial service	\$24,720	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.]

**Curriculum**

The distance learning program features the same core curriculum and supplemental resources as the in-person program. Resources include:

SeeSaw K-4

Zoom Pro for all Staff

6-8 TCI -Online Social Studies

K-8 Readers/Writers Workshop

6-8 Edmentum-online supplemental ELA and Social Studies

K-5 Bridges Mathematics-- math curriculum

6-8 Illustrative Mathematics --math curriculum

### **Guidance to Inform Plans**

In addition to considering stakeholder input, we also used gathered input and guidance from the following sources:

- Weekly discussions with SF Charter Leaders
- Reflections on the spring remote learning experience
- Weekly California Department of Education (CDE) guidelines/updates
- Center for Disease Control and Prevention (CDC) guidelines
- SF Department of Public Health (SFDPH) guidelines
- American Association of Pediatrics (AAP) guidelines
- Other Schools' & Districts' plans
- Articles and Information shared by respected sources and experts

### **Distance Learning Schedules**

Our current model features students learning at home supported by a dynamic remote learning program that includes daily live teaching & consistent touchpoints for families. The Elementary school day runs from 9:00am-2:30pm Monday-Friday. The Middle School day runs from 9:00am-2:45pm Monday-Friday. The schedule includes PE, Arts, Lunch, and routines for safety practices. Live touchpoints will bookend the day for students to maintain connections and structure for the day. Our school Social Worker will be accessible throughout the week. Teachers will be tracking both attendance and work completion. Maximum screen time amounts are determined based on family and staff feedback.

### **Schedules**

The student schedule runs Monday through Friday from 9am to 2:30pm for elementary and 2:45pm for middle school students. Teachers will incorporate health breaks into the schedule including hand washing routines, arts, and mindfulness/movement breaks. We are currently working to determine whether and how we might integrate any afterschool programming into the remote learning program. School will be five days a week while remote, with a minimum number of instructional hours per day: 180 instructional minutes in kindergarten, 230 instructional minutes in grades 1 to 3, inclusive, 240 instructional minutes in grades 4 to 12, inclusive. The day consists of a combination of synchronous and asynchronous instruction. We currently plan to have approximately 120 minutes of synchronous instruction daily. Teachers

have a daily preparation period from 8am until 9am and collaboration time until 3:30pm (Tuesdays till 4pm) for grade level planning, staff meetings, p.d., and family meetings. The first day of instruction was August 24th, and the last day of instruction will be June 9th.

K-5 (Sample Schedule)

- 9:00am: Morning meeting
- 9:45am-10:15am: Small group phonics instruction (zoom): group a
- 10:30am-10:50: Writing mini-lesson (whole class)
- 11:30-12pm: Visual arts (asynchronous)
- 12-1pm: Lunch/play break
- 1-1:30pm: Small group math instruction (zoom): group b
- 1:30pm-2:30pm: Independent project time
- 2:30-3:30pm: PD/IEP/SST/Staff Meeting/Family Office Hours

6-8 (Sample Schedule)

Tuesday	6A	
8:00-9:00	60	Teacher PREP
9:00-9:30	30	Advisory LIVE (ZOOM)
9:30-9:35	5	Passing Period
9:35-10:25	50	Art Elective LIVE (ZOOM)
10:25-10:35	10	Passing Period/Bio Break
10:35-11:30	55	Math LIVE (ZOOM)
11:30-12:00	30	Math Office Hours
12:00-1:00	60	Lunch
1:00-1:55	55	Humanities LIVE (ZOOM)
1:55-2:25	30	Humanities Office Hours
2:25-2:30	5	Passing Period
2:30-2:45	15	Advisory LIVE (ZOOM)
		PD/IEP/SST/504/STAFF MEETING/FAMILY OFFICE HOURS
2:45-3:30	45	

**Family Engagement**

We held a New Family Orientation and an Introduction Session for students to get to know their teachers. Our Family Association supported community building events for the classrooms and community. The school prepared packs of information and learning materials for parents/guardians to pick up during the week of August 17th. Information included: rosters, schedules, calendars, information about meals and community building events. Each teacher will have a plan for ongoing weekly meetings with families, such as office hours.

## Arts

Students will have live arts instruction twice weekly. Arts instruction for middle and elementary grades will be a mix of synchronous and asynchronous instruction. Core classes will integrate art lessons with support from arts teachers. Art teachers will also have dedicated time in the schedule with students. Middle school students will receive art kits to support their artmaking at home for use with their core academic classes and their arts discipline.

### **Classified Assistant Teachers (C.A.T.s)**

Our Classified Assistant Teachers support students and staff through 1) instruction and instructional assistance, providing whole-group, small-group and one-on-one instruction and student support 2) curriculum planning and implementation, participating in professional development and supporting curriculum design and instructional software/platform implementation, and 3) operations and safety, including supervision of student breaks when on campus.

### **Assessments and Feedback**

Formal and informal assessments in English Language Arts (F&P), and in Math( Bridges & IM), will be utilized to identify gaps that students may have developed due to prolonged school closure, regularly gauge student understanding/progress, and inform instruction and intervention strategies. There will continue to be ongoing, regular teacher feedback on student work to monitor and advance learning.

Students are expected to complete assigned learning activities each day, showing proof of participation in daily virtual instruction by satisfactorily engaging with assigned learning activities and completing assignments. Timely and regular feedback will be provided to students as well as families, who are critical partners in distance learning. Work submission will be primarily online, and families can drop off student work as needed every two weeks. Work to be reviewed will be available for pick up by teachers as needed. We will use established report card templates for our end of semester grading.

## **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.]

We surveyed, called, and communicated with teachers to find out about the technology needs of students. We have provided all students with Chromebook for learning K-2 students will soon have tablets instead of Chromebooks. We have provided hotspots to families based on our outreach and will continue to provide them as needed to ensure that 100% of students have devices and connectivity.

## **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.]

Teachers are taking attendance through PowerSchool for live synchronous instruction in all classes 6-8 and K-5 in Morning Meeting and updated throughout the day. We have 120 minutes synchronous instruction daily for each grade. Credentialed teachers will determine the

time value of assignments completed during asynchronous time in alignment with instructional requirements of CDE. We will maintain weekly engagement records.

## **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.]

We expanded the summer professional development for teachers from one week to two weeks in order to provide additional planning time and support for remote learning and anti-racist curriculum development. We will continue to hold our regular weekly professional development throughout the year and plan to address the topics listed below.

### **Distance learning-related PD topics**

#### External

Readers and Writers Workshop

Responsive Classroom SEL

Bridges Math

#### Teacher-led

Google Slides, Google Sites, SeeSaw, SEL with students, Distance Learning Arts Integration,

Admin-led p.d. on:

Anti-Racist training

Social Justice training

Dynamic Mindfulness

### **Teacher Supervision and Coaching**

Teachers will receive instructional coaching through weekly grade level meetings with the cohort coordinator and regular meetings with the Executive Director. They will receive ongoing feedback based on the Danielson Framework. First and second year teachers will receive two formal evaluations annually.

## **Staff Roles and Responsibilities**

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

The pandemic brought a great deal of uncertainty and novel circumstances, necessitating additional planning and even multiple iterations of plans. In order to prepare for the 20-21 year, our Office Manager worked through summer supporting preparations for teachers to work from home. We expanded the summer professional development for teachers from one week to two weeks in order to provide additional planning

time and support for remote learning and anti-racist curriculum development. School administrators also worked through summer to prepare for the coming year. Our three administrators expanded their roles in teacher support and grade-level coordination.

## 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 Learners

We will continue to offer Integrated and Designated ELD. In addition, we conduct ongoing outreach and support for our English learners and checking in with parents and guardians to ensure they are supported. Designated ELD (Minutes and number of days).

### SPED Program

We have adjusted our schedules to ensure that minutes are being met for all students. If and when we bring limited numbers of students back to campus for in-person, we will prioritize our students with IEPs. We contract with SFUSD for SPED services. We supplement with materials as needed for our students--such as Occupational Therapy supplies or learning manipulatives. We renegotiated our agreement to ensure that we can do our own hiring of staff in Special Education. We have 2.8 Resource Specialists and 3-4 full-time para-professionals.

### Students in Foster Care & Students Experiencing Homelessness

For our students in foster care and students experiencing homelessness, we have a school Wellness Team that reviews referrals for support related to social emotional well-being. We also utilize a Student Support Team (SST) as needed to coordinate and monitor services. The SST process creates targeted support plans for monitoring students who are struggling academically or socially/emotionally. Supports vary, including academic support, support from our Social Worker, as well as referrals to community agencies.

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

Description	Total Funds	Contributing
Purchase additional technology so every student has a device and connectivity (Chromebooks, hotspots)	\$20,000	N
Classified Assistant Teachers (C.A.T.s) to support small group and one-on-one instruction	\$133,897	N
Tools to identify learning loss and monitor growth: <ul style="list-style-type: none"> <li>● Reading: Fountas &amp; Pinnell</li> <li>● Math: Bridges and IM</li> </ul>	\$14,000 w/o F&P	N
Provide online learning platforms to allow for self-paced, individualized learning	\$4,500	Y
Summer preparation for distance learning -- admin team and Office Manager	\$33,099	N
Additional Curricula and Resources for Distance Learning	\$14,900	N

Additional C.A.T.s	\$42,984	Y
Professional development for social justice, anti-racism, SEL, and dynamic mindfulness.	\$22,000	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.]

CACS implements a cycle of assessments and data analysis in ELA and math. In ELA, teachers use formal and informal assessments. Grades K-5 are assessed using Fountas & Pinnell 2-3 times per semester. Grades 6-8 are assessed through Edmentum in ELA 2-3 times per semester. In Math, Grades K-5 are assessed through Bridges 4-6 times per semester. Grades 6-8 are assessed through Illustrative Mathematics 4-6 times per semester. Results are utilized to identify gaps that students may have developed due to prolonged school closure, regularly gauge student understanding/progress, and inform instruction and intervention strategies. For English learners, in addition to their ELA assessment data, informal assessment is conducted during Designated ELD, and the ELPAC is fully implemented, The results of these additional assessments are further utilized to adjust supports as needed.

## 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.]

How do strategies differ for:

- English learners
- Low-income students
- Foster youth
- Students with exceptional needs (IEPs, etc.)
- Students experiencing homelessness

Assessments results are analyzed every six weeks. Parents and guardians are informed of results and the supports at school and at home. The schedule includes office hours for teachers to check in with families/guardians. Small group instruction is embedded into the schedule. Teachers utilize the assessment results to adapt lesson plans, adjust plans for small group instruction, and to assign additional support of C.A.T.s.

## 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.]

We will measure the effectiveness of services and supports to address learning loss by analyzing assessment results for student growth, through surveys and check-ins with families/guardians.

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

Description	Total Funds	Contributing
Tools to identify learning loss and monitor growth	Represented under Distance Learning	N
C.A.T.s	Represented under Distance Learning	N
African American Performance Initiative Staff	\$20,000	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.]

### **Social Emotional Well-being**

We have created a distance learning program that is comprehensive and includes all of the components of our instructional model and therefore supports students' social emotional learning and overall well being in numerous ways. Elementary students begin the day with Morning Meeting, and middle schoolers begin and end their day in advisory class. These dedicated times allow for social emotional learning and relational activities that foster connection. Students have dedicated arts instruction as well as integrated arts instruction, as well as project-based learning opportunities. Teachers are incorporating mindfulness and wellness breaks throughout the day. Student activities continue to be offered, including:

Students of Color Union (led by African American Performance Initiative consultant)

LGBTQ+ Club

Mathletes

8th grade Ambassadors (students matched with a school department to volunteer or with students to mentor younger students one day/week. through demonstrations of our CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control).

Reading Buddies (program that matches up older and younger grade levels for weekly reading time)

### **Mental Health**

We hired a dedicated school Social Worker and formed a Wellness Team to support our students this year. We have implemented a referral process for student support. A staff member completes an online form (which could be initiated on behalf of a parent or guardian requesting support as well) describing the nature of the concern and submits the form. The school Wellness Team (consisting of our Social Worker, the Coordinator of our African American Performance Initiative, and the Director of Culture and Climate) reviews the referrals on a weekly basis (or as needed for urgent requests) in order to coordinate support from the Social Worker. She will provide one-on-one therapy for students. Students can also join her weekly office hours just to talk. She will have monthly evening meetings for all families and monthly meetings for families of color and/or African-American/Black families. She will provide p.d. for staff and resources community-wide.

Full-time school staff can access mental health services through their health insurance.

## **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 is not engaging in instruction and is at risk of learning loss.]

We are monitoring student engagement and implementing a tiered system for outreach and re-engagement to ensure that all students are consistently engaged. We have set up a robust foundation of parent and guardian engagement as a supportive and preventative measure.. We have designated a Cohort Coordinator who meets regularly with teachers and conducts follow-up with families in Spanish or English in support of student engagement. Teachers are holding weekly or bi-weekly meetings for parents and guardians. Based on feedback from parents and guardians that the previous platform was not sufficient, we have adopted a new texting app, Avocado. This allows for direct text messages to phone numbers in Spanish or English. We have also added a live translation service for meetings and events. Language Banc provides live translators and will be utilized in events for parents and guardians, such as teacher conferences, parent/guardian education events, curriculum support for parents & guardians, board meetings, and other community events.

Tier 1: Day of absence, C.A.T. contacts family and logs contact. Back-up is Office Manager reviews attendance and reports to admin all absences for day. Admin reviews contact log to follow-up on any unmade contacts.

Tier 2: After 3 total unexcused absences--conversation with admin and parents/guardian to assess needs. Admin follow-up with teachers to inform of needs and plans.

Tier 3: Additional unexcused absences after Tier 2 trigger and SST and attendance plan. Social Worker, Director of Culture and Climate, and Teacher meet with student and parent/guardian. Create a clear written plan of additional supports and commitments with progress monitoring and timeline for reassessment of plan.

# 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.]

SFUSD provides school nutrition services for our students. SFUSD has a list of school sites and times available to all students. We publicize the list on Schoology. When in-person instruction resumes, we will offer in-person breakfast and lunch as well, served outside or in the classroom with pre-packaged meals delivered on a cart to outside locations and classrooms if needed. Students will not eat in the cafeteria to avoid crowding.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Social worker (50%)	\$70,524	Y
Pupil and Family Engagement and Outreach	Director of Operations (25%) and Executive Director (5%)--Family Communication	\$42,728	N
Mental Health and Social Emotional Well-Being	African American Performance Initiative Staff	Represented Under Pupil Learning Loss	Y
Pupil and Family Engagement and Outreach	Live translation services for family events	\$3,200	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
5%	\$163,039

## 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.]

Creative Arts Charter School has 24% Unduplicated students. In considering how to best utilize the supplemental funds received, the school first considered the needs of its low-income students, foster youth, and English learners, and then selected actions to meet those needs. The actions within this plan that contribute to the increased or improved services requirement are:

**Pupil Learning Loss:** African American Performance Initiative Staff

**Pupil and Family Engagement and Outreach:** Live translation services for family events

**Mental Health:** School Social Worker

**Distance Learning:**

-Professional development for social justice, anti-racism, SEL, and dynamic mindfulness.

-Provide online learning platforms to allow for self-paced, individualized learning

-Additional C.A.T.s

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

The provision of a dedicated school Social Worker for our school increases the amount of personalized attention and support our students have access to and thereby removes critical barriers to learning. The School Wellness team reviews referrals and coordinates SST meetings when needed, where the team works to create and monitor individualized plans of support. Our social worker is a key member of our SST team and supports students identified by parents/guardians or staff due to concerns about academics, behavior, engagement, and well-being. Professional development on social justice, anti-racism, SEL, and dynamic mindfulness increases the capacity of our teachers to provide instruction that meets the needs of these students. The provision of staffing for the African American Performance Initiative provides additional monitoring of the needs and progress of students as well as additional support for parents and guardians. By providing live translation services, we are better able to engage parents and guardians in their preferred language in order to increase their connection to the school and their ability to support student learning. The provision of additional assistant teachers allows for additional instructional support for our students in these groups. The adopted online learning platforms allow for self-paced, individualized learning in order to effectively fill learning gaps and accelerate learning.