

City Arts and Technology High School

Learning Continuity and Attendance Plan (2020–21)

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General Information

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

City Arts & Technology High School (CAT) is a public charter school located in San Francisco, CA that serves students in grades 9 through 12 and is part of the Envision Education network. Our mission is to transform the lives of students – especially those who will be the first in their family to attend college – by preparing them for success in college, in careers, and in life.

CAT serves students citywide. We draw students from nearly every zip code in the city but particularly from the Excelsior, Visitacion Valley, Bayview and Mission areas of San Francisco. Currently, CAT has 250 students enrolled. The current student body consists of the following percentages of racial/ethnic groups: African American, 16%; Asian, 4%; Filipino, 5%; Latinx, 61%; White, 7%; Two or More, 6%; and unknown/decline to state, 1%.

We share with schools across the country the ways in which COVID-19 has disrupted our school's operations and our students' learning experience. Because of the population that CAT serves – majority low-income Black and Brown students and their families – we have also seen how distance learning during this pandemic can be much more complicated for our families. We have heard from students who are experiencing a range of complications: unreliable and/or overtaxed internet access; needing to work to help their families because parents or guardians lost jobs in the pandemic economy; competing family responsibilities that interfere with learning, such as caregiving for younger siblings; less space in their homes to establish dedicated learning space, and the list goes on. There is also the fact that many of our families are in front line and service jobs that they are not able to do remotely, increasing their exposure and risk and adding to students' stress levels, which also impacts learning. There is no doubt that COVID-19 has created trauma for CAT's students and families.

Another significant impact of the virus is that it has driven us to develop a dramatically different learning program for this fall, which we co-designed with teachers, school leaders, students and families during the summer. The resulting Distance Learning model follows health and safety guidelines and provides rigorous academics to students, while incorporating critical shifts that (1) support student academic achievement and wellbeing, (2) center our most marginalized students, and (3) increase teacher capacity to deliver rigorous learning experiences.

Stakeholder Engagement

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

This Learning Continuity Plan was co-designed with students, teachers, education and operations leaders across the Envision network, and families. Since mid-June 2020, the following groups have convened, with the following activities, to design the plan:

- **Student Focus Group:** Envision's Chief Academic Officer and CAT's Principal hosted a Student Focus Group with 5 students from CAT to reflect on Distance Learning from Spring 2020 and gather input for changes for 2020-21.
- **Parent Meetings & Survey:** CAT's Principal has hosted 5 family meetings since mid-June to gather input on our plans as they have evolved. We conducted a family survey in June to gather input on what worked and what could be improved about Distance Learning, as well as what families would like to see in 2020-21.
- **Education Team** (Envision's Chief Academic Officer, Principals from CAT and the other Envision schools in the network, and the Director of STEM, Director of Humanities, and Director of Special Education): Met almost daily for 2+ hours to reflect on student data from Distance Learning in Spring 2020, develop instructional vision and priorities for 2020-21, design and iterate on schedules to meet that vision, and craft Instructional Guidelines and Expectations for both Distance and In-Person Instructional Offerings.
- **Student Committee** (Envision's Chief Academic Officer and a student representative from CAT and the other Envision schools in the network): Met for 8 hours to reflect on the students' experiences in Spring 2020 Distance Learning, review data from Spring 2020, analyze a report from 4,500 Oakland families, and design and iterate on schedules to meet students' stated needs.
- **Teacher Committee** (Envision's Chief Academic Officer and a teacher representative from CAT and the other Envision schools in the network, including representatives of Envision United, the collective bargaining unit): Met 13 times for 2 hours with similar purposes as the above groups: reflect on Spring 2020, review data, design schedules, develop and iterate on Instructional Guidelines.
- **Senior Leadership Team** (Envision's CEO, CAO, COO, and Chief People Officer): Met weekly to align operational guidelines (driven by Ed Code and the guidance of our local Public Health Departments) with instructional guidelines.
- **Parent Meetings to present the Learning Continuity Plan:** The CAT Principal hosted a Parent Meeting in late August to present the Learning Continuity Plan and solicit written comments on the proposed actions and expenditures. Additionally, the Principal emailed all families in early September to provide the opportunity for parents who did not attend the Meeting to submit written recommendations on the Plan.

As one Teacher Committee member said, "This whole process has been very transparent and collaborative. It's a collective decision with families, students, teachers, and the Education Team. It is the most student- and family-centered experience I've been a part of."

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

All of the meetings referenced in the first answer were conducted via Zoom, with a dial-by-phone option available.

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

Summary of student feedback:

- Fewer classes: Students felt overwhelmed with 5-6 courses at a time in the Spring of 2020.
- More feedback from teachers: Students wanted more regular feedback from teachers and appreciated the 1:1 check-ins
- More differentiation: With different needs, students cited flexibility in scheduling as a high priority.
- Consistency and predictability and schedules would be beneficial: the lack of a schedule and inconsistent expectations and workload by teacher in Spring 2020 was hard
- Be more intentional about emotional and physical wellbeing of students, both in advisory and outside of it
- Incorporate more about what is happening in the world

Summary of parent feedback:

- From Spring 2020 Distance Learning:

- More live classes and a more consistent schedule of check-ins / times for my student to be learning
- More teacher communication with students and parents
- Really appreciated the Office Hours
- From Learning Continuity Plan meeting and written comments:
 - Appreciate the module system; students are being challenged; wonder if it will continue in Hybrid
 - Logistical improvements can be made around google calendar and PowerSchool
 - In-person instruction should be prioritized for students with IEPs and other needs, with a rotating schedule of small groups; use outdoor and large spaces; safety protocols should include masks, frequent hand-washing, frequent cleaning of the school, physical distancing
 - Communication has been very strong (calls, texts, emails, website); continue Family Meetings
 - Increase opportunities for community connection, including: continue daily advisory, more ways to meet new teachers, clubs for students, school-wide community building activities, student virtual hangouts outside of class, virtual or physically distanced social functions

Summary of teacher feedback:

- No clear alignment around progress monitoring and grading, which created situations where it was easier for students to disengage.
- Deep desire to refine the portfolio defense system.
- Need for clarity about our anti-racism work. Since anti-racism has many different meanings and connotations for different stakeholders, ultimately, teachers were asking for more specificity about what it means at Envision.

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

- In response to student feedback, we are implementing a modular approach, in which students take 3 courses for 16 days and then the other 3 courses the next 16 days. This approach allows students to focus on three courses at a time and get more meaningful feedback from their teachers to continue to build the core skills of each course.
- Students will have a minimum of 4 hours of learning activities every school day. These learning activities could be synchronous or asynchronous.
 - Synchronous: Instruction that happens for an entire class at the same time via zoom. This is considered “live” instruction.
 - Asynchronous teaching: Instruction and instructional activities that are not “live.” For example: A student will have learning activities through Google Classroom with recordings or written instructions. Students can complete these assignments at a time that is most convenient for them. One student could choose to complete at 7am while another could choose to complete at 7pm.
- Daily advisory will be high priority for our school to check-in on students, ensure that students are engaging in their courses, and maintain community connection.
- In response to student and parent feedback, progress updates will be given for all students every week.
- In response to student and parent feedback, there is a clear schedule and routine for students to participate in with flexibility to meet the diverse needs of students and families. We know that every student has different needs. We have created a Tiered Support System that allows us to provide more supports for students with greater needs (see the Distance Learning Program section for more details on the Tiered Support System). Students with greater needs will also be prioritized for In-Person Learning.
- The plan is clear about progress monitoring, grading, and providing feedback to address the issue raised by teachers.
- We strategically embedded portfolio defense work into the plan so that the system and structures are reinforcing it in a meaningful way.

- In response to the teachers' feedback about anti-racism, we are centering Critical Literacy as the foundation for all of our instructional priorities next year. We define Critical Literacy as: "Reading the word in the world. Understanding the ways that power, privilege, and oppression exist, building that lens so that when we think about systems change, or anti-racism change, or PRO-PEOPLE change, that it's rooted in systems thinking vs. just interpersonal relationships and interactions."
- In alignment with both public health guidelines and parent feedback, our In-Person plan includes developing safety protocols and training all staff and students on those protocols, including sanitation and minimizing the spread of infectious diseases.
- In response to parent feedback, our Plan includes regular communication with families through multiple channels and increased opportunities for community connection outside of the formal school day.

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.]

CAT has identified a **four-stage approach** for resuming in-class instruction in a measured way to align to the California Department of Education guidelines. Each stage will be guided by health and safety guidelines, measures, protocols and orders as well as the [Guiding Principles](#) developed by the Envision Education network during the summer of 2020. Our approach seeks to:

- Maintain a healthy and safe environment for all students, families and employees
- Support vulnerable students who have experienced significant learning loss or are at greater risk
- Provide the services needed to support the children of our essential workers
- Provide continuity of educational opportunities for all students

The four stages, described below, outline how we will move from 100% Distance Learning, through a Hybrid Model that combines in-person and online learning, and finally to 100% in person instruction when health and safety guidelines allow. As we progress through these stages, we will prioritize students with the greatest need, including those who have experienced learning loss due to school closures in the Spring, in two key ways:

- These students will receive maximum support in full Distance Learning mode, via our Tiered Support Model (described above)
- These students will be in the first group of students to return to campus and begin receiving in-person instruction.

The four stages are as follows:

Stage 1: School Density Maximum at Facility = 0%

In stage 1, all classes are delivered through Distance Learning Mode; this stage is determined via the following criteria:

- Safety
 - Public health orders do not allow for in-person working/learning within guidelines
 - Staff and students are not yet trained on all protocols

Stage 2: School Density Maximum at Facility <=20%, determined via the following criteria:

- Safety
 - Public health orders allow for in-person working/learning within guidelines

- Facilities are adequate for safe use
 - Staff and students trained on all protocols
- Student Instructional Needs Being Met

In Stage 2, we will begin to phase in our Hybrid Model, which will consist of phased in in-person classroom instruction and ongoing distance learning. Students who come to campus for learning will do so for 1-3 half days per week. The majority of our students will continue in Distance Learning, and parents/guardians have the ability to opt-out of in-person learning. To determine which students will participate in in-person learning and which will continue with Distance Learning, we will prioritize the following students.

- students with disabilities/diverse abilities
- students who require additional supports (e.g., attendance, progress monitoring, ELD), including students who have experienced significant learning loss due to school closures in the 2019–2020
- children of essential workers

Stage 3: School Density Maximum at Facility <=50%, determined via the following criteria:

- Safety
 - Public health orders allow for in-person working/learning within guidelines
 - Facilities are adequate for safe use
 - Staff and students trained on all protocols
- Student Instructional Needs Being Met

In stage 3, we will move into our Augmented Hybrid Model, as health conditions allow for more students to spend time on campus. In this phase, all students in all grades will spend a minimum of 1 half day per week on campus. Parents/Guardians can opt-out of in-person learning and keep their students entirely in Distance Learning. Some students will increase the amount of time they spend on campus, and those students will be determined by prioritizing the following:

- students with disabilities/diverse abilities
- students who require additional supports (e.g., attendance, progress monitoring, ELD), including students who have experienced significant learning loss due to school closures in the 2019–2020
- children of essential workers

Stage 4: School Density Maximum at Facility = 100%, determined via the following criteria:

- Safety
 - Large group gatherings are permitted by public health orders
 - School Facilities are adequate for safe use, with health and safety protocols in place
 - Staff and students trained on all protocols
- Attendance Compliance
- Student Instructional Needs Being Met

In this stage, all classes will be delivered through in-person, on campus instruction. Parents/Guardians may elect to continue Distance Learning as long as compulsory attendance requirements permit. CAT will work with those families to meet students' instructional needs via Distance Learning.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Develop safety protocols and train all staff and students on those protocols, including sanitation and minimizing the spread of infectious diseases.	\$1,000	N
Purchase supplies to sanitize and clean the facilities and implement safety protocols.	\$10,000	N
Design a Hybrid instructional and staffing model that ensures the needs of all students are met, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	no additional expenditures associated with this action	Y
Provide additional academic services for pupils through additional technology devices to ensure classrooms are equipped to provide in-person learning with physical distance.	\$5,000	N
Analyze student data and gather teacher and parent input to determine students with the greatest need who would benefit most from in-person instruction to mitigate learning loss, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	no additional expenditures associated with this action	Y

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.]

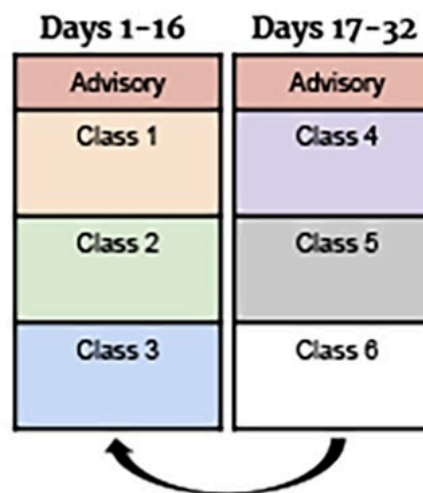
CAT has designed a robust Distance Learning program for our school, which we developed during the Summer of 2020 in collaboration with school site admin, teachers, students and parents. There are three primary elements to this program: The Modular Learning Structure, our Instructional Learning Structures, and our Tiered Support Model.

The Modular Learning Model

We are adopting a Modular Learning model for Distance Learning this fall that is designed to ensure that students will have access to a complete, high-quality curriculum in Distance Learning. In this design, students will take three courses at a time, instead of 5-6, in 16-day rotations or modules; for semester 1, each module lasts 16 days and includes at least one disciplinary unit. Each unit concludes within the module, with an end-of-unit performance task. This structure will allow students to focus on fewer classes at a time, without sacrificing any subjects. There will be opportunities for students to practice skills in the "off" module, to address the possible challenge of losing connection with the content. Here is a visual of how the Module System works:

WHAT DOES A MODULAR SYSTEM LOOK LIKE

- Students take three classes at a time.
- After 16 days, they switch to the next three classes.
- After 16 days in Module 2, they'll switch back to Module 1.



At the end of the quarter, students will deliver Mini Presentations of Learning, aligned to our portfolio defense system.

In addition, students will participate in daily advisory for 30 minutes, focused on SEL support.

Instructional Learning Structures

Instructional Learning Structures	
Synchronous	Teacher delivers “live” instruction via zoom
Co-Teach Synchronous	Co-teachers (most often with a Learning Specialist) deliver “live” instruction via zoom. Most often there is a mini-lesson with everyone, then break-out rooms are used to pull small groups for more intentional supports. In this model, all students with IEPs are NOT grouped together as this would reinforce non-inclusive programming. Instead, there are strategic small groups that ensure each student with an IEP receives both their required additional minutes of support AND the opportunity to engage with other students with different learning needs. Co-planning and co-grading are important elements of this instructional type.
Asynchronous	Teacher delivers instruction through an LMS (e.g., Google Classroom) platform that is not “live” and that students can access through video or clear written instructions
Virtual Office Hours	Teacher and Learning Specialists hold space for students to opt into additional support. An educator can ask specific students to attend virtual office hours to receive targeted support.

Tier 3 Synchronous Support	Teachers and Learning Specialists hold regular support time for 10-20% of a classroom (3-6 students) with greatest needs. Educators use school-site criteria and seek agreement between family, teacher, and administration.
Peer Support	At the beginning of each unit, students and teachers agree to peer groups of 3-5 students. This group is a support group that can meet with one another and learn together. It is an optional group and families should be informed of the student groups.
Advisory Lab	Advisor holds intentional space for students to work on the skill of metacognitive reflection and Graduate Profile competencies (our foci this year are the skills of critical thinking, collaboration, and communication). Advisory Lab is the time to support students with their learning from the asynchronous Graduate Profile Lab and to prepare for Mini Presentations of Learning at the end of each quarter. In the schedule there are 4 possible lab times for advisors and we ask advisors to only select 2 of those times to hold “live” time for advisees. Students only shall attend one of those two options. This is essentially Office Hours for advisees in service of the Graduate Profile and Mini Presentations of Learning.
Counseling	The counseling team will be meeting with students for counseling throughout the day. We’ve identified the two synchronous hours per day as times when counseling will NOT take place since students are only receiving 2 hours of live tier 1 teaching on most days.

Tiered Support Model

As mentioned above, CAT will use a Tiered Support Model that provides different levels of support to students with different needs, and prioritizes students with the highest needs to receive the most support and the most time spent with teachers in virtual classrooms and online platforms. Please see the section entitled “Support for Pupils with Unique Needs” for how Tier 2 and Tier 3 supports have been designed to support English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

- **Tier 1 Supports:** Teaching and supports that all students are given as a baseline. All students will have approximately 4 hours of instructional materials either through synchronous or asynchronous instruction.
- **Tier 2 Supports:** Teaching and supports that are offered to all students but may not be taken if a student does not need these supports. For instance: Virtual Office Hours for science class, Peer Study Group for Ethnic Studies class, or an Exercise Plan, etc.
- **Tier 3 Supports:** Teaching and supports given to a student as an option AND/OR when there is agreement between student/family and teacher. For instance: Small group instruction for 3-6 students at a time with a focus on challenging content.

As we phase in more in-person learning, the Hybrid model -- partly in-person and partly virtual -- will follow the same schedule as distance learning. We have built our Distance Learning plan so that learning will continue in either mode (in person or virtual), and can go back and forth between the two if public health recommendations and policies require it.

We have also established clear expectations for teachers as they plan for instruction and daily, weekly and unit lesson planning, to ensure instructional continuity of substantially similar quality regardless of the method of delivery. Teachers are expected to plan for the following:

- 16-day unit plans; Understanding by Design (UbD) is the recommended framework. Develop a 16-day unit that explicitly addresses goals, transferable skills, enduring understandings, essential questions, knowledge, and skills. Balance Graduate Profile competencies and standards-aligned goals.
- Beginning of unit entry-tasks and end-of-unit performance tasks that target prioritized standards and competencies identified in the unit plan with multiple prompts and/or questions
- Progress reports and report cards to be distributed to families at the end of units
- A week-at-a-glance to be accessible to families and students. 5pm on Fridays is the recommended time.

- Daily lesson plans. Regardless of content area, distance learning lessons should all share the criteria below.

Standards Alignment

- Graduate Profile: Teachers will align their lessons to the competencies that are part of our Graduate Profile.
- CCSS/NGSS standard-aligned lessons: Teachers will align their lessons to Common Core and Next Generation State Standards

Student-Facing Materials; teachers will ensure that their students have:

- A clear lesson objective tied to each unit goal
- A checklist for each assignment that clearly communicates criteria for success
- A key task exemplar/answer key (when appropriate)
- Opportunities to practice with models, exemplars, sentence frames as needed in order to provide clarity
- Differentiation embedded for students with IEPs and English Language Learners
- Metacognition Reflection Materials so that students can reflect on their own process and progress as learners.

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.]

CAT provides laptops for every student as part of their enrollment; we also survey families to identify any that may need online access support and provide hotspots to any student who needs internet access. We also provide technical support to students and families to assist with issues related to laptop functionality, access challenges, and technical support related to equipment and technology that students need to be successful. This was the process we followed during school closure in 2019-20.

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.]

CAT's students will receive 240 instructional minutes per day, delivered through synchronous and asynchronous instruction. Students will engage in at least 120 minutes per day of synchronous instruction (180 minutes on Thursdays and 30 minutes on Fridays), plus additional designated ELD time and Tier 2 and Tier 3 live supports. The remainder of the instructional minutes will be met through asynchronous learning that students can access through video or written instructions prepared by teachers. Teachers, who are certificated and hold the appropriate credential for their course, certify students' participation by taking attendance for every synchronous session each day.

We have outlined specific expectations for our teachers and clear grading policies for our families in our 2020 Instructional Guidelines. These state the following:

Progress Monitoring and Feedback

- Teachers will begin each unit by sharing outcomes and goals of the unit with students and families.
- Teachers will use unit entry task data to both inform instruction and communicate to families at the beginning of a unit.
- Throughout a unit, teachers and Learning Specialists will collect data and share feedback on a weekly basis to students, accessible to families
- Teachers and Learning Specialists will analyze data around student proficiency in content PLCs and plan for corrective instruction.
- Teachers and Learning Specialists will use PowerSchool/Illuminate for tracking work submitted by students.
- Teachers and Learning Specialists will collect and analyze this data in bi-weekly Division Team meetings using a standard protocol and data collection tool.

- Teachers/Advisors/Learning Specialists will respond to this data using tiered interventions, including communicating with families to share concerns and/or successes.

Progress Reports and Report Cards

Progress report distribution is a semi-formal process of informing students and their families of course progress. It's an opportunity to share how a student is doing as it relates to learning and the criteria for grading.

Reports will communicate to families and students how students did with respect to the overarching goals, guiding questions, transferable skills, knowledge, and enduring understandings of a unit. This information can then be used during off-module time to work on asynchronous work for a course before they return to the course in the next module. It can also be used at the end of the semester during the "Deeper Learning and Unfinished Learning Focus" time in the calendar. Ultimately, progress and report cards should be active in a student's learning process versus seen as only an end-of-term grading period. By making it active for a student, we reinforce the notion of "Life-Long Learning."

Progress reports are distributed at the end of each unit in a module. Report Cards are distributed after a combined cycle of Module 1 and 2: essentially, after quarter 1, S1/quarter 2, quarter 3, and S2/quarter 4.

Grading Policy

Grades are an important source of feedback for students, and families around mastery of desired unit and course outcomes. CAT uses a traditional grading system, and is on the path towards a competency-based grading system.

- Our instructional staff has aligned on what each letter grade means in practice:
 - **Letter Grade A/4** - Advanced
 - **Letter Grade B/3** - Proficient
 - **Letter Grade C/2** - Developing
 - **Letter Grade NC/1** - Emerging
 - **Letter Grade NC/0:** Student does not submit a *formative* assignment
 - ***Letter Grade M:** Student does not submit a *summative* assignment: Summative Tasks/Assessments not turned in are given an "M" and families and students are contacted to ensure that the severity of that assignment is understood. Students are expected to complete the assignment because it is core to the unit. Communication throughout the semester to family is necessary AND a conversation with family to switch M's to 0's at the end of semester must be had before the letter grade switch occurs.
- If more than 20% of students in a class are not passing OR if there is noticeable disproportionality across race and/or for students with disabilities, a conversation around grades between teacher and coach/supervisor should be prioritized.

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 have several structures in place to support the professional development of our teachers and staff as they implement Distance Learning, including:

Content Professional Learning Communities (Content PLC). We recognize that planning for distance learning constitutes a significant lift for educators, and want to leverage the power of collaboration to refine our craft of teaching. CAT will participate in PLCs across the Envision network every Tuesday afternoon for 90 minutes. The focus during PLC will be on disciplinary pedagogy, which includes planning, instructional practices, student work analysis, and assessment practices. The primary function of PLCs is progress monitoring of disciplinary pedagogies and their outcomes.

Site Collaboration. Collaboration and professional development at CAT will also occur weekly. For 90 minutes on Wednesday afternoons every other week, educators will come together as Division-level teams to align, progress monitor, manage logistics, co-plan between general ed teachers and learning specialists, talk about individual student's needs, etc. To best serve our students with IEPs, there will be intentional planning and consultancy time with Learning Center teammates. On the alternating week, the whole educator team will focus on Portfolio/Graduate Profile professional development led by Principals/Vice Principals.

Staff Meetings. As needed, we will hold staff meetings that focus on operational clarity (logistics and communication).

Friday PD: This PD time will focus specifically on the craft of teaching and advising. The areas of focus will be:

- To build staff capacity on restorative practices as a key strategy to build community, connection, and agency
- To progress monitor the Tiered Support System, including looking at data and reflecting
- To prepare for student defenses by focusing on metacognitive reflection

In addition, there will be Envision-wide role-alike PD that is happening on a regular basis for principals, vice principals, learning specialists, etc.

Content Planning Guidelines: We have also created a comprehensive Content Planning Guideline document, providing resources and support to teachers in the following areas:

- Planning Inclusion Guidelines: Special Education
- Math Planning Guidelines
- Science Planning Guidelines
- Social Studies Planning Guidelines
- English Planning Guidelines
- A-G or Elective Planning Guidelines (Arts, Physical Education, Spanish, Health Education)
- Designated ELD Guidelines

Technological Support

CAT is providing technology support to teachers to ensure successful Distance Learning through the following:

- We upgraded Zoom for all teachers and staff to allow each person access to features that support successful meeting facilitation, teaching, and remote learning, such as breakout rooms;
- We provided a solution to teachers to call families for free without needing to use their personal cell phones for work-related calls;
- We are sharing exemplar synchronous and asynchronous lesson plans to all teachers, as well as supporting teachers in prioritizing what to teach via our modular distance learning system;
- We are sharing Zoom and Google Classroom tutorials with teachers;
- We will address additional technology capacity needs in professional development as needs arise.

Staff Roles and Responsibilities

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

With the changes wrought by COVID-19, the roles and responsibilities of everyone on campus have shifted. In response, we have developed clear guidelines for the various positions, to ensure that affected staff are aware of what is expected of them in this unique year and to ensure that students receive the highest level of teaching and learning.

Required Expectations of Teachers

Daily Teacher Responsibilities:

- One-on-one phone check-ins or group calls or Virtual Office Hours with students with a focus on progress monitoring/feedback: approx. 60-90 minutes/day
- Monitor ongoing student progress through digital, phone, text, etc. depending on your chosen system(s)
- Distribute virtual materials for the next day through LMS (Google Classroom).
- Plan for accessibility supports for each student with IEPs and other diverse learners
- Respond to student/family outreach within 24 hours
- Differentiate instruction and provide accommodations to students with IEPs and 504 plans

Weekly Teacher Responsibilities:

- Join weekly network PLC for designated content area with a focus on unit plan development and student work analysis
- Participate in site-based virtual PD per principal direction
- Participate in site-based grade-level or division-level meetings
- Give weekly progress checks to families via phone, email, text, or any other system that is easily accessible to families.
- Give students feedback on at least one benchmark, assessment, or assignment each week that is directly aligned to the end of unit performance task
- Participate in IEP meetings (virtually or by phone) and co-planning sessions with Learning Specialists for students with IEPs
- Communicate clearly with Special Education staff around student engagement, grades, projects, and assignments
- Advisory Lab time: Support students in advisory with metacognitive reflection related to Graduate Profile in preparation for Mini Presentations of Learning and/or Portfolio Defense.

Unit Teacher Responsibilities:

- Develop a 16-day unit that explicitly addresses goals, transferable skills, enduring understandings, essential questions, and knowledge. Balance Graduate Profile competencies and standards-aligned goals.
- Beginning of unit entry tasks and end-of-unit performance tasks
- Progress reports/report cards to be distributed to families at the end of the unit

Upon completion of Module 1 and Module 2 cycle

- Advisor will hold Mini Presentations of Learning (formative/practice portfolio defense) with all advisees; focus on metacognitive reflection and Graduate Profile competencies, specifically the skills/mindsets related to critical thinking, collaboration, and communication.

For Learning Specialists

To ensure we are providing appropriate support for Diverse Learners, Learning Specialists (LS) and Instructional Aides (IA) will meet with core content teachers weekly, to support differentiation, accommodations, and student support, prioritizing core English and math content.

Learning Center (LC) Teams (all):

- Participate in weekly Learning Center meetings
- During synchronous learning:
 - LS or IA can hold small group breakout sessions
 - Co-teaching with content teachers (LS only)
- During Tier 1 Asynchronous, Virtual Office Hours, and Tier 3 time:

- Plan for and hold small group sessions
- Plan for and hold LC Office Hours
- Individualized weekly check-ins for all students with IEPs for progress monitoring and social-emotional check-in
- Attend network weekly PLC (content area and/or special education)
- Communicate clearly with grade level teams and admin around LC team schedules and student progress

Learning Specialists:

- Hold teacher meetings (consultation) and/or co-planning meetings
 - ELA and Math (weekly): focus on co-planning
 - Social Studies and Science (bi-weekly): focus on teacher meeting
- Compliance
 - Amend all IEPs to reflect the following (for the year)
 - Special education and related services
 - Supplementary aids and services
 - Transition services
 - Extended school year services
- Schedule all related services for students on your caseload

Lead Learning Specialists only:

- Facilitate weekly Learning Center meetings
- Co-plan and co-facilitate special education PLC sessions

For Principal and Vice Principal(s)

School Leadership Responsibilities:

- Join a network PLC each week to support unit plan and student work analysis implementation
 - Principal rotates through all content areas; Vice Principals rotate within one content area.
- Ensure that there is support for Graduate Profile Lab course
- Offer feedback to teachers on unit plan, lesson plan, or week-at-a-glance each week, at least 3 a week
- Observe synchronous learning structures with the intent of affirming teacher practice (related to instructional priorities) and offering feedback to pedagogical practice, at least 3 a week
- Ensure an Admin is present for IEP meetings and Learning Center meetings that need admin presence
- Elevate celebrations and challenges with the academic model
- Design, facilitate, and plan for weekly professional development in restorative practices, instructional programming, critical pedagogy, and metacognitive reflection
- Create professional development and Lead Team agendas that align to yearly scope and sequence
- Analyze and adjust practice using participation, wellness, and academic data to ensure students and families are offered supports and resources to thrive in Distance and Hybrid Learning structures
- Systematize support of teachers to develop 16-day units that explicitly address goals, transferable skills, enduring understandings, essential questions, knowledge, and skills & that balance Graduate Profile competencies and standards-aligned goals
- Systematize progress report/report card distribution to families at the end of modules

- Respond to student/family outreach within 24 hours
- Send family messages with an organized system for student/family understanding of schedules, logistics, and big picture items

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with a range of unique needs, including those who are English language learners, are low-income, have IEPs, are in foster care or are experiencing homelessness will be provided with additional support during Distance Learning (as well as when we move into the Hybrid model phases and when we are able to return to campus fully) through our Tiered Support Model.

Data is the centerpiece of how we will assist pupils with unique needs; we will review the following data to determine who needs Tier 1, 2, and 3 support: Attendance; work completion; entry-task data; grades; and social-emotional learning data related to a sense of belonging. When data indicates that a student needs more support, they will be assessed for what intervention/tier support level is the best response. Options for providing additional support include virtual office hours, peer support groups, asynchronous supports, etc.

We will also consider demographic information as we review data, to take a more holistic view of the students who are on the Tier 3 Roster. This will help us identify systemic or structural issues that might be creating barriers for students so that we can address them.

For every student in Tier 3 support, we will connect with their families to build relationships between the school and parents/guardians, so that students' needs are met in partnership.

Below are examples of how the Tiered Support Model will provide additional support to students with unique learning needs.

- Students who are English Learners
 - Designated ELD support (at least 2 hours per week)
 - Small group instruction with 3-6 students
 - Virtual Office Hours
 - Peer Support Study Group
 - Inclusive and fluid groupings from module to module to avoid stigmatizing students unintentionally.
- Students who have Individualized Learning Plans (IEPs)
 - Required additional minutes of support in small groups or breakouts
 - Counseling
 - Small group instruction with 3-6 students
 - Virtual Office Hours with General Education or Special Education Teacher
 - Peer Support Study Group
 - Inclusive and fluid groupings from module to module to avoid stigmatizing students unintentionally.
- Students who are in foster care
 - Additional technological support
 - Frequent calls / texts / check-ins with family and student's advisor or administrator
 - Counseling
 - Small group instruction with 3-6 students
 - Virtual Office Hours
 - Peer Support Study Group

- Inclusive and fluid groupings from module to module to avoid stigmatizing students unintentionally.
- Students who are experiencing homelessness
 - Additional technological support
 - Frequent calls / texts / check-ins with family and student's advisor or administrator
 - Counseling
 - Small group instruction with 3-6 students
 - Virtual Office Hours
 - Peer Support Study Group
 - Inclusive and fluid groupings from module to module to avoid stigmatizing students unintentionally.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Provide Tier 1 instruction (high-quality Distance Learning synchronous and asynchronous instruction that all students receive)	\$40,000	N
Provide Tier 2 instruction (teaching and supports that are offered to all students but may not be taken if a student does not need these supports, including Office Hours and Peer Study Group), including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$40,000	Y
Provide Tier 3 support (supports implemented for students not responding to Tier 2 supports; more frequent, intense, and individualized interventions, including small group instruction), including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$40,000	Y
Provide daily advisory	\$20,000	N
Offer Graduate Profile lab course	\$5,000	N
We will provide clear progress monitoring and feedback to students and families.	\$5,000	N
We will provide laptops to all students, hotspots to students who need them, and tech support to students and families to aid in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	\$34,000	Y
Provide professional development opportunities to help teachers support students in distance learning contexts through Content Specific Professional Learning Communities, Site Collaboration, Staff Meetings and Friday PD sessions.	\$15,000	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.]

Within each one of our units, there will be an end-of-unit performance task, beginning of unit entry task, and formative tasks between the two that yield data to inform adjustments to instruction. These tasks will be designed by teachers, and teachers will use data from the tasks to determine which students need Tier 2 or Tier 3 support.

With end-of-semester standards-based summative assessments, we will be evaluating our program, not our students. Our long term goal is to identify (adopt, adapt, or create) common assessments that balance standards-based and Graduate Profile competency-based criteria. This year, depending on the subject area, we will have a spectrum of common assessments with varying degrees of balance when it comes to standards-based and competency-based criteria.

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.]

CAT will use the following strategies to address learning loss and accelerated learning progress for students:

Our entire Modular Structure is, in-part, a response to and strategy for mitigating learning loss. Within that structure, each disciplinary department is also identifying priority standards to focus on to ensure that students receive the most critical content via Distance Learning and to prevent or minimize future learning loss. Specifics of our plans include:

- English learners will have designated ELD instruction and support.
- Math teachers are leveraging our common curriculum to hone in on key math skills
- English teachers are using aligned ELA curricula to ensure students develop key ELA skills
- We will monitor student data (attendance, assessments) to determine which students have exceptional needs and then determine the right levels of support and intervention for each of those students.
- We will use data and information from Advisory classes, where teachers are charged with building and maintaining critical school-based relationships with each student, to identify students who need specific interventions

We will use the following strategies to support students with the full range of exceptional needs described above:

Scaffolding Instruction, including using structures like flexible groupings, student choice, activities for different learning styles, and rigorous alternative performance task/assessments

Differentiating Instruction, including: creating rigorous, age-appropriate, standards based tiered lessons (mini-lessons); adjusting daily lessons based on student needs; creating flexible groupings based on learning styles and/or interest

Universal Design for Learning (or a similar framework). Teachers will design learning experiences that: make the curriculum accessible and age appropriate for students (learning styles, abilities, cultures; etc.); use multiple forms to represent content (visual and oral strategies); offer multiple ways for students to communicate (writing, speaking, and illustrating); offer flexible forms of engagement (text, videos, podcast, role playing, etc.)

Teacher Meetings with Special Education Team (English, Math, Social Studies, and Science). Teachers will: use a Menu of Support; analyze student data to determine appropriate instructional and/or behavioral strategies for diverse learners; discuss how technology may enhance daily lessons and provide additional supports to students.

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 the services and supports provided to address learning loss with the following direct and indirect sources of evidence:

Direct Evidence:

- Grades and End of Semester Summative Assessment data

- Performance Task data
- Quality of Unit Plans

Indirect Evidence:

- Professional Learning Community feedback loop data
- Written and Oral feedback on Planning Sessions before school starts
- Identified needs for future professional development at the beginning, middle and end of the year.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Provide Tier 2 and Tier 3 supports (office hours, small group instruction for 3-6 students at a time, etc.) thus increasing the instructional time provided to students based on their learning needs and accelerating progress to close learning gaps for students experiencing learning loss, especially including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$25,000	Y
Provide additional academic services for pupils, by conducting beginning-of-unit diagnostic assessments and formative tasks within the unit to identify students with learning loss.	no additional expenditures associated with this action	N
Provide integrated pupil supports to address other barriers to learning through counseling and mental health services, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$20,000	Y
Provide programs to address pupil trauma and social-emotional learning through daily advisory course focused on social-emotional learning and support, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$10,000	N
Provide additional academic services for pupils through additional technology devices and tech support (computers and internet hotspots) to families who need them for connectivity to participate in distance learning, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$7,500	Y
Provide integrated pupil supports to address other barriers to learning through meal service to students, especially those eligible for free and reduced price meals.	\$10,000	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.]

Exposure to trauma or chronic stress has a physiological impact on the brain and can interfere with a child's ability to learn. CAT is prioritizing strategies that create safety for students and adults, promote collaborative and trusting relationships with adults and peers, and develop the social-emotional learning (SEL) skills students need to cope

with stressors, all while offering individualized support for students with intensive needs to cultivate empowerment and agency. We have identified a collection of structural practices and routines to support the mental health and social/emotional wellbeing of our students:

- Synchronous advisory classes will take place daily for 30 minutes, with an explicit focus on SEL instruction and support. We are prioritizing wellness by focusing on building strong, supporting relationships in Advisory.
- The school psychologist will give a presentation to all staff on Trauma and Trauma-Informed school practices, including how to recognize, support and report suicide ideation and other mental health crises situations.
- We will provide mental health services to all students, based on need
- We have a referral protocol and process (through staff, student, parent, SST)
- Our counseling program has short and long term counseling options and referrals to external care.
- We will provide weekly professional development to staff on restorative and community pedagogy, to build their capacity to support the social and emotional well-being of their students in advisory and in courses
- We will increase opportunities for community connection outside of the formal school day

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.]

Here are the strategies we will use to engage and reach out to students and their parents/guardians, to ensure as many students as possible will actively participate in Distance Learning and to intervene if this is not happening and students are at risk of learning loss.

- Teachers will take attendance each day in advisory, the first class session to meet each day.
- After each advisory session, teachers will text and, if necessary, call the families of students who were not in attendance to get more info and encourage students to attend the day's lessons.
- Teachers will collaborate in regular meetings to analyze data around student attendance and engagement. In these meetings, teachers will create groups of students who need higher levels of intervention.
- In partnership with families, teachers may assign students to Tier 2 or 3 interventions, including, for example attending small group instruction for an hour a day, four days a week for a period of at least three weeks.
- Administrators will call the families of students who are not in attendance for advisory and their synchronous classes for the day. After 5 absences, administrators will send a letter home; after 10, there will be a conference with the family.
- At the beginning of the school year, teachers will establish the best mode of communication with families (phone call, email, text, or messaging app). Teachers will use a translation app or request support with translation if needed.
- We will also maintain complete Distance Learning websites where students and parents/guardians can keep track of all work and communications from teachers and administrators; these pages will be accessible in both English and Spanish. We will work with families who speak other languages to help them access the same information.

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.]

San Francisco Unified School District will continue to serve as our School Food Authority (SFA) and provide meals for our students at City Arts & Tech located in San Francisco.

We will continue to communicate with families regarding the meal program, updates, and any changes, through emails, automated phone calls and texts, school websites, and signs posted at the school distribution sites. Additionally, the school will send out personalized letters to students eligible for Free and Reduced price meals to ensure they are aware of the meals available through the program.

City Arts & Technology High School students and families can access meal distribution on Wednesdays from 10:30 am - 12:00 pm, at City Arts & Tech High School, located at 325 La Grande Ave in San Francisco.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	We will provide mental health and social-emotional well-being support to students, including advisory, counseling, and trauma-informed practices, especially for low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$10,000	Y
Pupil and Family Engagement and Outreach	We will implement daily outreach strategies to ensure student engagement and address potential learning loss, especially for low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$10,000	Y
School Nutrition	We will continue to provide meals that are compliant with the School Breakfast Program (SBP) and National School Lunch Program (NSLP) regulations and communicate effectively with students and families about how to participate in the meal program	\$1,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	\$191,177

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.]

CAT recognizes the unique assets that students who are in foster care, students who are English learners, and low-income students bring to their educational experience. In addition to their assets, these students may also face obstacles to learning that invite us to take additional action to support them to meet their academic and social-emotional goals. In the design of our distance learning, hybrid, and in-person learning plans, we have considered their needs first by prioritizing multiple levels of support that students can access, creating deliberate spaces for adults to connect with students 1:1 and in small groups to provide social-emotional support, designing regular check-ins with families especially if a student is struggling, ensuring access to technology and translation for families, and providing access to mental health support.

Driven by robust data, we will prioritize foster youth, English learners, and low-income students who need extra instructional support in Tiers 2 and 3. In **Distance Learning**, which all students participate in, this means that students with these particular needs will receive opt-in (Tier 2) or required (Tier 3) support (whichever the data indicates), giving them more time with teachers and Advisors, mental health support if needed, and specific responses and intervention plans for their unique needs.

As the entire school shifts to the **Hybrid Model**, students who have been identified to receive Tier 3 support will be prioritized as the first to return to in-person instruction and time spent on our campus, as health and safety guidelines allow.

We will evaluate the effectiveness of the actions we take to support all students, including those receiving Tier 3 and Tier 2 support, via continuous progress monitoring via grades, summative assessments, and end-of-unit/module assessments.

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

Because foster youth, English learners, and low-income students are being prioritized for Tier 2 and Tier 3 support, they receive between 30% to 80% more synchronous support (i.e., up to 4.5 hours of live support daily - 2 synchronous classes, 1 synchronous advisory, 1 synchronous office hours, and synchronous counseling - vs. 2.5 hours daily for a student without those needs). This synchronous support is in addition to a minimum of 90 minutes of asynchronous instruction and assignments provided for all students each day.