



## COVID-19 Operations Written Report for Contra Costa School of Performing Arts

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As a response to the COVID-19 emergency, on March 13th the governing board of the Contra Costa School of Performing Arts took action to close our physical campus and transition the school to a virtual learning environment. This decision was at first a temporary measure and then was extended to the entirety of the remaining school year. All SPA students already had access to a school-issued chromebook to continue their coursework online and the school set up surveys and phone calls to ensure all students had access to internet while at home. We were successful in reaching all SPA families and helped a handful of families who were in need to set up at-home internet connections.

As a one-to-one technology school with a learning management system that provides virtual access to curriculum, SPA was well situated to begin distance learning. We started our program on the first school day after the campus closure. SPA students remained in contact with teachers and in a continuous learning environment for the duration of the closure.

With an ongoing pandemic and national crisis, many of our students and families continue to experience challenges in mental health and in access to resources. SPA's community of staff and families, rallied together to provide support for students during this time and to regularly assess and improve our program. We focused on increased communication and connection between student and teacher, ensuring every child had an adult checking in regularly. Counseling and special education services continued and were offered in virtual platforms. We surveyed families at different intervals to gather feedback and input. Different members of our admin team also conducted parent forums and created space to engage with families. SPA also continued to build school culture through arranging virtual student leadership sponsored events and art performances.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Supporting unduplicated students at Contra Costa School of Performing Arts maintained priority status throughout the campus closure. Orientation was provided for students and families in English and Spanish prior to the start of our distance learning program to ensure stakeholders transitioned to the new systems and clearly understood the services and supports available to them.

SPA classroom teachers provided weekly virtual office hours either in full class setting as well as in individual appointments through Google Hangouts. Google Classroom sites included instructions for how students accessed office hour supports and the multitude of options for requesting assistance. Students that experienced challenges and were identified as needing intervention, were assigned to grade level case managers/mentors to work in small groups or one on one. These grade level case managers broke up the school into smaller communities and worked to identify both academic and social/emotional needs for all families. If students experienced stress or anxiety, and wanted to check in with a member of SPA's mental health staff, had access to all 3 of our mental health specialists. The school's foster youth and homeless coordinator was prepared to support any students or families that were in need.

At the onset of the closure, SPA engaged additional contracted services and platforms to ensure English Language Learners were able to continue to work on their language acquisition in a distance learning model. These students also worked with grade level mentors on a one to one basis to continue to feel successful in their work.

SPA's parent organization fundraised to support students and families in economic crisis with grocery store gift cards and worked with the school who anonymously identified and allocated these resources as needed.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

SPA worked through the weekend after the closure and also held a professional development day for teachers on March 16 to craft collaborative plans and set guidelines for the transition. A COVID-19 Family Handbook was developed and published explaining the new platforms and expectations, along with several ways to access resources in mental health, technology, and nutrition services.

The first three weeks of school closure provided an opportunity for all stakeholders to transition in a low-stakes and supportive manner. Teachers and students tried new platforms, accessed different online resources, and learned quickly what worked and what was difficult in this new version of school which was intentionally designed as an enrichment based academic model. Following spring break, the school shifted to a scheduled online class program and required courses for the rest of the school year, beginning with virtual online orientation sessions for families, which contributed to a significant increase in our engagement.. Because middle school students seemed to have the most challenge with engaging in online work, we chose to narrow down their focus to ELA, Math, and their Art Major classes. History, Science, and Physical Education courses were maintained as enrichment activities. High School students continued with their original course load, but with reduced workload and a flexible grading policy. Fridays were reserved for office hour appointments and other asynchronous interventions.

As we continued through the end of the year, we held weekly department and staff meetings and training sessions. We also created a robust case management system where each student was assigned an adult who monitored their progress, communicated with families, and helped arrange support plans for students in need. Special Education and Student Services teams continued to operate and ensure FAPE and direct services were maintained and monitored. Based on Learning Management System data, Student engagement was measured consistently at 95%.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Contra Costa School of Performing Arts participates in the National School Lunch Program by contracting with an off-site meals vendor for procurement (the SPA campus does not have a commercial kitchen or meal prep facilities). While SPA was prepared with plans for continued food service during the campus closure, we were informed that our food service vendor was closing its business for the duration of

the shelter-in-place orders and laying off the majority of its workforce. This rendered us unable to facilitate any type meal service. SPA confirmed this with CDE Nutrition Division. SPA did work with districts and charters throughout Contra Costa County to curate a list of school sites that were providing open meal service and provided this information to our families. Given the immense geographic footprint of our school community, with families residing all over the County, this actually proved to be a more practical and equitable way to support them.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

As a 6-12 school site, Contra Costa School of Performing Arts does not normally provide childcare services. After the school closure, SPA did collaborate with the Contra Costa County Office of Education as they worked to secure plans for countywide emergency childcare programming. SPA offered its campus to support this program but it was not ultimately needed. Once the County finalized and published information about the emergency childcare offerings, SPA pushed the information out to our school community to ensure that stakeholders knew about this important resource.