



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>.

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General Information

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

Contra Costa School of Performing Arts ("SPA") is a public charter school serving grades 6 through 12 and located in Walnut Cree, CA. Our mission is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting. We believe in fostering a culture of excellence with the core values of rigor, relevance, resilience and relationships.

On March 13th, 2020 schools in Contra Costa County were guided to close campus based instruction; the world of public education turned upside down in our community.

Because SPA was already a 1-1 technology school that leveraged cloud based learning platforms, we were able to pivot very quickly to a robust and successful Distance Learning program for the remainder of the 19-20 school year. SPA maintained high levels of engagement (reported at 95% on average) and provided a full complement of support systems for our community. We also spent much of the latter part of the year and summer engaged in an inclusive and exhaustive planning process for relaunching school in 20-21. We successfully produced a phased approach with contingencies for all possible learning scenarios.

Our agility and resilience paid important dividends for us during this period, but our community still suffered as did others across the nation. Our stakeholders have been living in crisis and are unfortunately forced to continue to do so for the foreseeable future. It is our responsibility to keep this reality in mind as we navigate the 20-21 school year. Together, our school community will remain strong and successful.

Stakeholder Engagement

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

The engagement of stakeholders was a robust campaign which afforded diverse forums for information sharing and feedback gathering from key stakeholder groups. These forums included the following (see embedded links for examples and/or additional details):

Mode of Feedback Solicitation	Stakeholder Groups		
	Students	Parents/Guardians	Staff
1. Weekly Parent Forum April-June 2020		*****	
2. Class Visits by Principal (Virtual) June 2020	*****		
3. Weekly Group Consultations July 2020		*****	*****
4. COVID-19 Survey 1		*****	*****
5. Relaunch Survey 1		*****	*****
6. Relaunch Plan Survey	*****	*****	*****
7. Learning Model Survey 1	*****	*****	
8. 1st Quarter Distance Learning Model Survey	*****	*****	
9. Learning Model Teacher Feedback Survey			*****
10. Technology Survey 1	*****	*****	
11. Technology Survey 2	*****	*****	
12. One-on-One Discussions	*****	*****	*****
13. Weekly Small Group Community Meetings w/ Students (Aug 2020-)	*****		
14. Weekly Community Meetings w/ Staff (Aug 2020-)			*****
15. Presentation of Learning Continuity Plan during Staff Professional Development			*****
16. Weekly Parent Forums w/Principal (Sept 2020-)		*****	
17. Presentation of Learning Continuity Plan at Ensemble Meeting (Sept 2020)		*****	*****
18. Governing Board Public Hearing (Sept 2020)	*****	*****	*****

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

The options for remote participation in public meetings and public hearings include:

- Google Meet Video Participation
- Google Meet Call in Participation
- Pre-Meeting, During-Meeting, Post-Meeting Question Submission
- Feedback Submission via Survey, Email, Phone call

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

Students: The majority of students missed being on campus. They particularly miss their in-person Arts classes, their favorite teachers, and spending time with their friends. In late Spring, a number of students expressed feeling sad, depressed, and unmotivated to participate in online school each day. Similarly, a number of students expressed discomfort with accessing counseling or even speaking about their feelings due to a perception of a lack of privacy at home. Most students expressed that they felt overwhelmed by the number of emails they received while in online school. The majority of students expressed sadness and disappointment at not being able to perform the musical or dramatic works they had been rehearsing. Students expressed gratitude for virtual extracurricular events, and for when teachers allowed them time to socialize with friends before and after virtual classes. A very small number of students expressed a preference for distance learning, and being able to engage with classes and school work in their own space at home.

Parents/Guardians: While a majority of parents continue to be concerned about the impact of fully online learning, their students' ability to work independently, and the additional burden of parents having to supervise students' learning while working themselves, parents were also grateful at SPA's relatively seamless transition to fully online learning last Spring. Particularly, the parents/guardians of most students with IEPs or 504 Plans were concerned that their students may not be getting the services, accommodations, and instructional differentiation aligned with IEP goals that they needed. A number of parents expressed concerns about what they perceived to be an unhealthy amount of screen time. A very small number of parents/guardians expressed concerns about providing regular access to the internet and daily meals for students. A handful of parents/guardians expressed grave concerns about the impact of a rigorous online school day on the mental health and well being of their student amidst the public health crisis. These parents reached out and sought guidance on accessing counseling and wellness resources for their students. A similarly very small number of parents reported a noticeably positive shift in their students' work ethic, demeanor, and exhibition of self-motivation from being able to engage with classes and school work from their own space at home. During the relaunch planning process, two-thirds of parents/guardians intended to have their students return to campus-based school, as soon as the option was available. One-third of parents/guardians indicated that they were unsure if they'd select campus-based learning for their students even if the option was available.

Teachers/Staff: The majority of teachers expressed missing their students and the campus environment. Most teachers expressed feeling overwhelmed, at points, with the new dynamic of working with students and supporting their families simultaneously and in the same space. Most teachers expressed concern at the number of students expressing sadness, depression, and lack of motivation to engage daily with class and school work. Most teachers expressed concern at the number of students who had disengaged, and the number of parents communicating that the family had chosen to have their student disengage with school to focus on mental health and general wellness. All Arts Teachers expressed sadness and disappointment at not being able to see rehearsals culminate in the student performances that mean

so much to performers and audience members alike. Student Support staff members expressed particular concern about students for whom home life is a reliable trigger for anxiety and a source of depression inducing stress. The majority of teachers expressed grave concern about the amount of screen time both they and students were being required to endure each day, and through weekends.

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

Given the inclusive nature of our plan development process, the SPA Learning Continuity Plan was informed and guided at all stages by stakeholders. SPA leadership ensured that final decision making was informed by up to date and authoritative guidance from local and State health and educational officials, but data collection, protocol development, and plan construction were influenced by the entire community throughout the process.

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.]

SPA has built structures for and endeavored to facilitate in person learning throughout the Reopening Planning Process begun in June 2020. Informed by county and state education, and public health guidance a month-long stakeholder engagement process culminated with a hybrid learning model that prioritized the following:

- Daily in person instruction and delivery of education related services for 6th and 7th Grade Students from 7:30am-2:30pm.
- Daily in person instruction and delivery of education related services for students with unique learning needs from 7:30am-2:30pm.
- One day per week of in person instruction in Math, Art Instruction, Advisory (SEL & Academic Support) per grade for 8th-12th Grade Students (11th & 12th grades combined) from 8:30am-3:30pm

Health & Safety Protocols

To facilitate in person instruction; PPE for all staff and students, and COVID-19 compliant cleaning agents were sourced. In addition to the universal collection of contact tracing information, the following daily health and safety protocols were established:

- staggered arrivals/dismissals
- daily health screenings, handwashing, and mask and/or face shields wearing upon arrival
- uni-directional hallways
- hand washing/sanitizing stations in every classroom and throughout the building

- static student pods of no more than 15 students
- social distancing and mask wearing for as much of the day as possible
- regular opportunities for outdoor instruction and other activities
- lunches delivered to classes and eaten in classes
- no sharing of supplies or other physical resources

Instructional Delivery Protocols

The structure of in person instruction included the live streaming of classes for students who could not participate in person due to compromised immune systems, and other health concerns, or family circumstance. The live streamed instruction would also be recorded and made available to all students in Google Classroom.

In Person Instruction During Distance Learning

During distance learning, there was no in person instruction from August 12th - September 18th. During this period of time, all instruction was delivered via Zoom Meetings or asynchronously using the Summit PLP, Google Classroom and other education applications. However, the Special Education and Student Services Departments undertook the process of hosting IEP and 504 Plan Contingency Planning Meetings to ensure that students' learning and education related services needs would be met during distance learning. One of the primary concerns was to establish whether students and their families felt comfortable receiving instruction and services via Zoom and/or telephone. As prioritized students with IEPs/504 Plans and their families were engaged with, they were offered the option of being prioritized for in person instruction and education related services delivery when the SPA transitioned to Phase 2 of our MultiScenario Reopening Plan.

Phase 2 is scheduled to commence on Monday September 21st. The prioritized student groups to be offered in person instruction and services delivery, up to 10% of the total student population, are as follows:

1. Special Day Class
2. English Language Learners
3. Students with unique needs

* An estimated 43-46 students.

Per SPA's MultiScenario Phased Reopening Plan, this first prioritized group of students will have one day of in person instruction per week for a minimum of four weeks. As health and hygiene protocols and system are cemented into reliable practice, additional days of in person instruction will be added, as a pre-transition step to Phase 3.

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

Description	Total Funds	Contributing
Acquisition of personal protection equipment and supplies.	\$10,000	No
Acquisition of new campus cleaning and sanitization system.	\$1,500	No
Allocation of time and resources related to reopening planning as managed by leadership.	\$30,000	Yes

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.]

SPA has developed comprehensive plans for the possible phases of school in 20-21:
https://drive.google.com/file/d/1HYZzaP5y_MJ6Cjow1wUdnTZ6xfYJCZYM/view?usp=sharing

In addition, SPA has developed a dynamic Family Handbook that will be constantly updated as the school year progresses:
<https://www.cocospa.org/Content2/20308>

Full curricula which are standards-aligned will be implemented in both distance learning and in-person learning modes for all students. Our Reopening Plan includes a comprehensive description of our full curricula and instructional resources for both distance learning and in-person instruction, as well as how we will navigate the transition between these modes of teaching and learning.

Our Learning Management System (LMS) Summit Learning will be used for both distance and in-person learning. We are also using Google classrooms, PowerSchool, and other platforms which will continue in their applications regardless of our instructional setting or context, providing for steadfast continuity of learning program.

SPA also remains committed to our larger goals and actions, specifically enumerated in our WASC action plan: <https://docs.google.com/document/d/1gPmuRCZtunnMnJljesl97EO4LjE5uefbwP8sjGQ9yms/edit?usp=sharing>

As an example of this ongoing work, we have prioritized the implementation of Career Technical Education for each of our arts majors. The CTE programming provide academic, technical, and employment skills designed to help students bridge the skills and opportunity gap and lead to employment. SPA is working with the Contra County Office of Education to review the course progression in each SPA art major that align with CTE course progression. SPA graduation requirements now include the minimum CTE course progression, in addition to 20 more units. Furthermore, SPA is working with the Alameda County Office of Education's CTE Credential program. SPA will be supporting all arts teachers in earning their CTE credential.

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.]

Since its inception, SPA has provided personal chrome books to every student, laptops to every staff member, and leveraged cloud based learning and information platforms to facilitate program and data collection. As such, the pivot to Distance Learning was less complicated for our school community from a technological standpoint.

SPA implements several tools to regularly assess and address the additional layers of technological and connectivity needs that may be present in our community. This includes family and staff surveys and engagement monitoring using all modes of communication at our disposal (newsletters, email, social media, phone calls, and home visits). It also includes a robust IT support system with help ticket service conducted electronically or via phone call as needed. When device issues are identified, SPA provides repairs or replacements. When connectivity issues are identified, SPA supports stakeholders by walking them through the solution process in real time; either making necessary connections to service providers or addressing the issue locally with hot spots or other connectivity solutions.

SPA continues to maintain extremely high engagement rates, in part due to our capacity to support technological needs. SPA has ordered surplus devices and other equipment to ensure our standard is maintained throughout the year.

Finally, staff offers regular technology support for family, including scheduled training sessions for parents/guardians as well as ad hoc support on demand.

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.]

SPA will use the following strategies to track and monitor student progress through live contacts and synchronous instructional minutes:

- Attendance: Attendance will be gathered in several different ways including synchronous interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the learning management system or other online platforms.

- Participation and Engagement: Teachers and the Student Services Team will evaluate and assess student work, completion of assignments, and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress and implement re-engagement strategies as appropriate.
- Time Value of Pupil Work: The time value will be provided through lesson plans and student assignments from each subject matter teacher of record and certified as required.

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.]

SPA's Distance Learning Professional Development program prioritizes building teacher skills, knowledge, and technology expertise necessary to successfully implement a robust distance learning experience for all of our students. SPA's Professional Development Plan includes:

- 7-Day Preservice PD in August
- Weekly PD by subject, grade, and specific capacity-building forums
- Quarterly release days for targeted PD
- Ongoing instructional coaching and support, and in the three learning strands below

The Year-long PD Plan is organized around three learning strands:

- 1) Instructional Culture for Distance or Hybrid Learning
- 2) Culturally Responsive Education & Restorative Practices
- 3) Technology Training and Support

Instructional Culture PD has focused on best practices in program alignment, including:

- Lesson planning
- Data-Driven Instructional delivery, modeling, checks for understanding, and descriptive feedback
- Student-centered learning in a Zoom setting
- Designing standards-based curriculum with robust scaffolding for mitigating learning loss, supported by grant funded consulting services with The New Teacher Project (Tntp)

CRE PD began in January of 2020 and became an integral part of our teaching culture as the school rolled out an equity-minded approach to managing the COVID-19 school closure crisis, and has focused on:

- Regular forums for staff to participate in building their CRE toolkits towards equity-based teaching and learning
- Prioritizing content relevance and student engagement when making curriculum and instructional choices
- Developing robust reflective teacher practices to foster continual growth and development

- Fostering strong relationship building and promoting positive school culture across differences
- Restorative Practices

SPA already had in place a number of technology platforms and systems to transition to distance learning. All students possessed a school issued chromebook, online coursework through the Summit Learning Management System, and access to Google Suite systems.

Technology PD has focused on:

- Onboarding new staff to existing platforms
- Whole staff capacity building in best practices in Distance Learning
- Onboarding all staff to:
- Zoom for live instruction
- Google Classroom and Summit Platform for asynchronous or independent learning
- GoGuardian for internet safety monitoring,
- Identifying high yield Web-based Apps, including Nearpod, Flipgrid, and Desmos.

Along with having a technology support team available, we have designated a Teacher Leader for Technology, who takes a significant role in training team members and in making decisions around technology usage for instruction.

Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic. This has resulted in a comprehensive review of our team's job duties alongside the needs in order to ensure we have adequately and sustainably distributed leadership and responsibility.

The Student Services team including the Dean of Students, Guidance Counselor, ERMHS Counselor, School Psychologist, and SPED Coordinator, under the leadership of our Principal, have made the most significant adjustments; focusing on the tiered re-engagement plans, providing socio-emotional support systems for students via online platforms at first, and preparing to implement phased reopening strategies that prioritize our neediest student populations as first contact.

All teaching staff members remain responsible for planning curriculum, grading, and providing live instruction for a full day of courses within their credential or art professional area. With school closure, all of these responsibilities have shifted to an online presence instead of an in-person requirement.

Additional changes to staff responsibilities include:

- All instructional staff members now serve as advisors to a small group of students. They are responsible for twice a week touchpoints for students, regular communication with families, and tracking needs/connecting students with school resources.

- Along with teaching as the teacher of record for live class instruction, academic teachers serve as moderators for other classes. They help facilitate technology and address individual student needs so that the teacher can focus on providing quality instruction.
- We have appointed several teacher leaders to help manage the many added needs that school closure has created. We now have a lead technology teacher, a wellness coordinator, and are moving towards grade level leadership.
- Our Diversity, Equity and Inclusion Committee has also taken a core position in our decision making model to ensure that the school makes responsible and equitable decisions.

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.]

SPA's 2020-2021 Programming is robustly student centered, and includes weekly multiple engagement Small Group Advisories, Weekly Character Education, and regular forums for PBIS, and to support SEL and student wellness. Specific supports for students with unique needs include:

- A designated 504-Plan Case Manager
- Four designated IEP Case Managers
- Two designated staff members for general student counseling needs
- A designated counselor for Tier 3 ERMHS
- A designated staff member for English Language Development support needs
- Academic Resource Groups
- An ongoing IEP/504 Plan Contingency process which responds to sudden changes in student academic and holistic needs.
- A well-articulated SST process that provides Multi-Tiered interventions/supports and progress monitoring for high need students and students with unique needs.
- Two designated staff members and numerous ancillary staff for supporting students with chronic behavioral support needs, and a multi-tiered system of behavioral supports and interventions.
- Limited campus-based instruction, and education related services will be offered to our highest need students in Phase 2 of our multi-scenario phased approach to reopening.

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

Description	Total Funds	Contributing
Acquisition of additional device inventory (e.g. Laptops, Chromebooks, and Ipads).	\$50,000	No
Acquisition of school wide technology and communication systems to facilitate improved programmatic functionality (e.g. Zoom, Nearpod, OverDrive, Pearson, Edgenuity, Overgrad, etc.).	\$22,000	No

Description	Total Funds	Contributing
Allocation of time and resources to support distance learning intervention systems.	\$150,000	Yes
Allocation of time and resources to support pre-opening professional development program.	\$110,000	Yes
Allocation of time and resources to create and implement student and family orientation programs.	\$10,000	No
IT support services related specifically to Distance Learning.	\$30,000	No
Allocation of time and resources for the Wellness Coordinator and Tech Coordinator duties.	\$35,000	No
Allocation of time and resources for the Food Service Manager duties.	\$10,000	No

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.]

SPA's instructional theory of action to address pupil learning loss involves ensuring that teachers provide access to quality, grade level standards based curriculum while looping in intervention scaffolding.

The 2020-2021 model is SPA's approach to mitigating learning loss. By adjusting curriculum throughout the school year to address gaps in learning from SY 2019-2020. The approach utilizes targeted diagnostic testing and a small group intervention learning model that will be evaluated monthly by the Director of Instruction and Curriculum. Additional supports for students with IEPs and 504 Plans include:

- A designated 504-Plan Case Manager
- Four designated IEP Case Managers
- Two designated staff members for general student counseling needs
- A designated counselor for Tier 3 ERMHS
- A designated staff member for English Language Development support needs.
- Academic Resource Groups
- An ongoing IEP/504 Plan Contingency process which responds to sudden changes in student academic and holistic needs during distance learning.
- A well-articulated SST process that provides Multi-Tiered interventions/supports and progress monitoring for high need students and students with unique needs.
- Two designated staff members and numerous ancillary staff for supporting students with chronic behavioral support needs, and a multi-tiered system of behavioral supports and interventions.
- Limited campus-based instruction, and education related services will be offered to our highest need students in Phase 2 of our multi-scenario phased approach to reopening.

A central part of SPA's approach to DDI is the fall and spring use of NWEA MAP testing for student performance benchmarking. Baseline data exists from a spring test before school closure in late February of 2020 for all returning SPA students. Fall 2020 MAP testing is scheduled for early September. Spring 2021 Map Testing is scheduled for February.

Our instructional culture can be further explored in the following presentation hyperlinks:

- https://docs.google.com/presentation/d/1rtS7PK3Sv1P_OEIpXKL7E9eq1HAZNF7K10oIQICT3kg/edit#slide=id.p
- https://docs.google.com/presentation/d/1LpfjswvZ5ZXX4qd66nACo44At-CDKqyDkdv16oKv1o/edit#slide=id.g35f391192_00
- https://docs.google.com/presentation/d/1kMZrFtvtfyIWLBJXYFuMxesQIRI3-yGKeNLMi3XS0E/edit#slide=id.g35f391192_00
- https://docs.google.com/presentation/d/1H44gpEBwMqz2zlrQwHjWBlsnrkbaIUWFAAXpwQbMlfw/edit#slide=id.g8258fe2df3_0_677

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide SPA will implement the following strategies and actions to address learning and accelerate learning progress. These strategies include special attention on the diverse learning needs of our most at-risk student subgroups. Click on the provided links for additional details and examples.

- Data Driven Instruction (https://docs.google.com/presentation/d/1XzD0jkl7kH_p-kPAsk9OfIL4X5D4JJyP6Qmrp32eqDk/edit#slide=id.g948a3f7d3a_0_125)
- Differentiated Instruction (https://docs.google.com/presentation/d/1XzD0jkl7kH_p-kPAsk9OfIL4X5D4JJyP6Qmrp32eqDk/edit#slide=id.g948a3f7d3a_0_125)
- Academic Resource Groups and Small Group Interventions (https://docs.google.com/document/d/1N3GkAAJZ_D0hLuf7SwaujJ0HIPBQNR8EOEzHzimI3l/edit)
- Scaffolded access to Grade Level Standards-Informed Content (https://docs.google.com/presentation/d/1LpfjswvZ5ZXX4qd66nACo44At-CDKqyDkodv16oKv1o/edit#slide=id.g35f391192_00)
- Robust SEL, Student Support, and Character Education (https://docs.google.com/presentation/d/1w1d3Jclav4tquvuemYDnMuoGO_qGGXAdcaJYo7p6RC8/edit#slide=id.p)
- Weekly Tutoring and Targeted Skills Coaching (https://docs.google.com/document/d/1N3GkAAJZ_D0hLuf7SwaujJ0HIPBQNR8EOEzHzimI3l/edit)

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.]

SPA will utilize the following tools and metrics to measure the effectiveness of the services and supports provided to address learning loss:

- NWEA Map Assessments Growth
- Pre-Assessment to Post-Assessment Growth
- # of students accessing grade level content
- # of students completing assignments by or before the due date
- Annual Climate & Culture Survey
- # of students reporting satisfaction w/ Learning Supports Offered
- State Assessment Student Growth

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

Description	Total Funds	Contributing
Acquisition of NWEA Measure of Academic Performance ("MAP") assessment to assess learning loss and support learning acceleration plans.	\$10,000	No
Acquisition of Healthy Kids Survey.	\$2,000	No
Allocation of time and resources to support advisory lab model.	\$317,610	Yes

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.]

Stakeholder feedback collected through virtual classroom visits, emails, phone calls, and surveys of students, families, and staff, all indicated that mental health and social and emotional well-being is and will continue to be of significant concern during the pandemic. In response to this feedback, as well as guidance from local, state, and federal authorities SPA's 2020-2021 programming is robustly student centered, and includes weekly multiple engagement Small Group Advisories, Weekly Character Education, and open "virtual" door policy with Administration, and regular forums for PBIS and to support SEL and student wellness. Specific supports for mental health and social and emotional wellness include:

Student Focused

- Two designated staff members for general student counseling needs
- A designated counselor for Tier 3 ERMHS
- A designated 504-Plan Case Manager
- Four designated IEP Case Managers
- Weekly standalone Mind, Body, and Wellness Education alternating with synchronous Physical Education on Wednesdays.
- A limit of no more than 5 hours of required screen time each day.
- A designated staff member for English Language Development support needs
- An ongoing IEP/504 Plan Contingency process which responds to sudden changes in student academic and holistic needs.
- A well-articulated SST process that provides Multi-Tiered interventions/supports and progress monitoring for high need students and students who evidence to be struggling in regards to behavior attendance, or grades..
- Two designated staff members and numerous ancillary staff for supporting students with chronic behavioral support needs, and a multi-tiered system of behavioral supports and interventions.
- Limited campus-based education related services offered to our highest need students in Phase 2 of our multi-scenario phased approach to reopening.
- A regularly updated Web-based Social and Emotional Health Web-based Resource Page.
- A regularly updated Web-based LGBTQ Web-based Resource Page

Family Focused

- Weekly Zoom w/ Dr. C parent forums for discussing school systems and practices during Distance Learning, and as a SPA transitions through a multi-scenarios phased reopening process.
- ERMHS Tier 3 counseling for parents and guardians.

- Weekly family engagement, and wellness strategies content in the SPA Family Newsletter.
- A regularly updated Web-based Family Resource Page.

Staff Focused

- A designated staff member who provides technology support solely for teachers, along with daily scheduled Teacher Technology Resource Time.
- A limit of no more than 7 hours of required screen time per day, with additionally scheduled screen breaks.
- Wednesday Staff Community Meetings where community strengthening, self-care, mindfulness, and wellness are modeled, practiced, and promoted.
- Weekly Staff Advisory, Grade Level Meetings, and regular department level meetings to promote team connectedness and responsive communication.
- Responsive peer-to-peer support, and facilitated professional mentorship pairings.
- Flexibility and continued supportive messaging around working from home and robust appreciation for the complexities of balancing work and home in the same space.

Professional Development

To support these structures SPA's Distance Learning Professional Development program prioritizes building teachers skills, knowledge, and technology expertise necessary to successfully implement distance learning.. The 2020-2021 Professional Development Plan includes:

- 7-Day Preservice PD in August
- Weekly PD by subject, grade, and specific capacity-building forums
- Quarterly release days for targeted PD
- Ongoing coaching and support in the three learning strands below

The Year-long PD Plan is organized around three learning strands:

- Instructional Culture for Distance or Hybrid Learning
- Culturally Responsive Education & Restorative Practices
- Technology Training and Support

While all three strands support teaching and learning, and well-being broadly, the CRE strand prioritizes the building of safe, engaging teaching and learning communities across differences. We know that deliberately building authentic relationships with students, and maintaining safe spaces where students are seen, heard, and engaged with, is the key to supporting mental, social, and emotional health amidst ongoing crisis and related traumas. CRE PD began in January of 2020, and became an integral part of our teaching culture as the school rolled out an equity-minded approach to managing the COVID-19 school closure crisis, and has focused on:

- Regular forums for staff to participate in building their CRE toolkits towards equity-based teaching and learning.
- Prioritizing content relevance and student engagement when making curriculum and instructional choices.
- Developing robust reflective teacher practices to foster continual growth and development.
- Fostering strong relationships and promoting positive school culture across differences.
- Restorative Practices for School Discipline.

- Modeling strategies that are turnkeyed in classrooms each week.

Each Monday features small group Community Meetings which is also where SPA's Character Building Curriculum is taught. During Community Meetings and at least one other individual engagement, Advisory Leaders complete an academic, social, emotional, and tech check in with the students in their Pod. During the first 8 days of the school year, Advisory was conducted as a whole pod community meeting where students were intentionally taught and coached on new school structures, norms and expectations of behavior and internet safety.

Additional mental, social, and emotional health supporting structures to be rolled out include:

- Start of the Spirit Week activities (end of August)
- Student Organizations and Clubs (Mid-September)
- Start of monthly Digital Performances, Production, and Displays of Student Learning activities (end of September)
- Monthly School-wide Community Circles via Zoom
- Annual School Climate Survey
- Virtual Wellness & Wholeness Fair (spring 2021)

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.]

SPA has developed a complex system for tracking daily participation and weekly engagement that is both compliant and actionable. SPA will leverage the quantitative and qualitative data that this system generates to inform our re-engagement strategies. The tiered approach is captured in the infographic linked here: <https://docs.google.com/document/d/1ulo-iNz99fIF4L8dlzip28baVsSGoWd5JY3r40dtHjl/edit?usp=sharing>

Attendance and Student Re-engagement Strategies

Tier I Strategies are Universal Strategies that should be available to every student in a school building. Tier II Strategies are aimed at early intervention and designed to help students who need slightly more support to avoid chronic absence. Tier III Strategies are intensive supports offered to the students facing the greatest challenges to getting to and participating in school. Our assumption is that all levels of strategies involve some level of these core ingredients: A. Monitor data, B. Engage students and families, C. Recognize good and improved attendance, D. Provide personalized outreach and E. Remove barriers.

Non-English Speaking Family Engagement

The Weekly SPA Family Newsletter is primary, though not singular mode of engaging with families on matters of attendance and student engagement. The newsletter is provided in English and Spanish, and can be translated into more languages as requested.

Levels of Student Need

The multi-tiered structure assumes that students can be organized into tiers reflecting the level of anticipated need for supports:

Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention oriented supports are in place.

Tier 2 = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

Tier 3 = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).

Attendance and Student Re-engagement Strategies

Tier 1

- All staff are trained on Culturally Responsive Education (CRE), Restorative Practices (RP), Learning Loss-Mitigation (LLM), and Positive Behavior Interventions and Supports (PBIS) to promote a positive and welcoming school environment.
- All students participate in a weekly character building curriculum based on virtuous behaviors, and meet in small group Advisory Pods where the Character Building lessons are taught.
- Teachers take attendance in Powerschool daily for synchronous learning, reconcile with Zoom participants log, and verify individual student data weekly.
- Teachers are expected to record all Zoom Classes, and upload the recording to Google Classroom for students to access, particularly if they miss a class.
- Students are afforded the opportunity to attend daily office hours, weekly tutoring sessions, and weekly meetings with their Advisory Leader to catch up on any missed work.
- Students complete Artist-Scholar Engagement logs daily for asynchronous learning, reconcile engagement data with their Advisory Leader. Teachers verify individual student engagement data weekly.
- Teachers, the Attendance Committee, and Administration monitor attendance data.
- The Attendance Committee Plans a year-long Attendance Awareness Campaign, inclusive of the following:

- a. Activities for Attendance Awareness Month
- b. Educate parents about the impacts of absences through a variety of forums
- c. Provide staff talking points about attendance
- d. Attendance Infographic - share with parents, staff, advisory council
- e. SPA Family Newsletter announcements during Attendance Awareness Month
- f. Social media posts promoting attendance
- g. Parent/Guardian reminder emails
- h. Information at Back-to-School Night
- i. Posters on campus promoting attendance
- j. Attendance Recognition Program

- School and grade level aggregated Attendance Information published on School Website & Social Media Accounts.

Tier 2 Strategies

- Students who miss class will receive an automated Attendance Call on the day of the absence.
 - Teaching Staff will discuss student absences with Advisory Leaders and Student Services
 - Students who miss class may receive an email or phone call from the teacher whose class they missed, or their Advisory Leader.
 - The Attendance Committee will support the delivery of Attendance Booster Lessons for students in Advisory and via all parent engagement forums
- a. Target students who have missed 10% or more of school
 - b. Share facts
 - c. Compare student to typical student's attendance
 - d. Discuss technological and other barriers to attendance
 - e. Discuss possible solutions to those barriers

- Students who miss work as a result of absences, will have an opportunity to make up work that has been missed. A Individual Learning Re-engagement Plan will be developed for students who miss significant amounts of work, for any reason.
- Provide opportunity for self-referral
- Monitor attendance and if it does not improve move student to Tier III interventions

Tier 3 Strategies

- Students who miss more than three days of school without notification will receive an Attendance Letter.
- A member of the Attendance Committee will make direct contact with the parents or guardians of students who miss more than three days of school without notification.
- A member of the Administrative Team may make direct contact with the parents or guardians of students who miss more than three days of school without notification.
- The following interventions may also occur:

a. Student Attendance Success and Learning Re-engagement Plan

b. Attendance Reward Tracker

c. An Attendance Meeting with parents of guardians may be requested.

d. Home Visit/School Resource Officer Visit/Welfare Checks.

e. Refer to County SARB

- Students who exhibit chronic absenteeism and disengagement will be counseled through a process that may include summer school and/or credit recovery through Edgenuity.

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.]

Contra Costa School of Performing Arts is providing meal service during the 20-21 school year in compliance with the National School Lunch Program requirements. Families are notified of our meal service program through the orientation program prior to the start of school and weekly through our family newsletter. Ordering is facilitated through an online platform or by calling the school and requesting support. All students who opt into the program will be provided nutritionally adequate meals for each school day.

During the period of the school year that we are engaged in full Distance Learning, families will place orders for a full week of meals that will be picked up on Monday during a designated pick-up window. The system provides for a contactless pickup facilitated by SPA staff.

When we are able to return to campus in either a hybrid or full classroom based instruction, we will also offer a daily meal service for students who are on campus. Meal service during this period will still maintain all protocol to mitigate possible spread of COVID-19. This includes pre-packaged and complete individual servings that will be delivered at the time of meal service to classrooms or other small-group meal settings. No large congregations or self service will be allowed until such methods are deemed appropriate by health officials.

The Food Service Manager will monitor compliance and participation. If data suggests meal service is not accessed at acceptable rates or presents discrepancies when compared with attendance data, the Food Service Manager will work with school administration and CDE Nutrition Services to modify the program as allowable.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
5.48%	\$201,892 (plus proportionality backfill of \$4,658)

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.]

School wide actions and services are principally directed to and effective in meeting goals for our unduplicated pupils.

As an example, the creation and implementation of the advisory lab structure is most fundamentally about providing individualized support for our most at risk students. While all students will benefit from a multi-tiered system of supports (advisory lab is a critical component of SPA MTSS), English Learners, low-income students, and foster youth students stand to be impacted to a higher degree and this drives the design process and subsequent reflection cycle of SPA. Similar goals and motivations exist with the other actions and services enumerated in this LCP.

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

Allocations of funds towards services for unduplicated pupils (as described in the preceding sections of the LCP) have increased by more than the percentage identified above.