

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Creative Arts Charter School	Fernando Aguilar, Executive Director	fnaguilar@creativeartscharter.org 415-749-3509	3/13/20

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.

Teachers and staff continued to focus on keeping students at the heart of their work, and maintained close contact and caring, supportive relationships with students and families.

Distance Learning: Our distance learning approach had three main components with flexibility for each teacher to determine how each component would best meet the needs of their individual students.

Online Class Time: Time to make connections and check-in with the teacher and classmates. This was happening over Zoom and student participation was highly encouraged at every online class session.

Office Hours: Additional time was set aside for learners to receive direct and more individualized support from the teacher.

Flexible Independent Learning: Time to work on and complete assignments from teachers in a flexible manner that worked best for each family.

Creative Arts employed a mix of the following two types of learning:

Synchronous Learning
 Students were learning at the same time - live Zoom classes and small breakout sessions
 Time to build community, stay connected as a class, and share big picture information and announcements

Asynchronous Learning
 Students were learning at different times and at their own paces to build understanding and have flexibility to review information as needed. Learning happened through screencasts, office hours, and project-based independent learning time that integrated the arts.

***Mandatory Versus Optional:** All work will continue to be highly encouraged. We cannot make work mandatory and remain equity-centered.

***New Content:** Teachers thought critically about the most important skills/concepts that students would need to have as they moved on to the next grade. As such, they taught some new content and reviewed other key concepts. However, due to the fact that each family had a different capacity for supporting their students with learning, there were no penalties for not completing the work. Our focus was on staying connected and supporting the well-being and continued academic development of students (and families) as we continue our work in these uncertain times.

Thinking ahead: We created surveys for families, students, and staff based upon their experiences during distance learning. We will use this information in our thinking and planning for next year. We've also asked families to share if they are essential workers, if anyone in their homes are immunocompromised, and whether they need after-care support and/or meals from school. We have outlined several possible scenarios for next year, which includes a cohort model

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

Creative Arts distributed both laptops/Chromebooks and hotspots to students and families who needed them. Families came to school to pick up computers, and we made various deliveries to homes as well, to ensure that each and every student had access to a device and/or internet services. We ensured that no student was required to do synchronous learning and provided recorded lessons and printed curriculum. Our leadership team (with daily input via attendance from teachers) tracked student engagement. We followed up with families either on a daily and/or weekly basis to ensure that we were providing meaningful educational opportunities for each student.

Creative Arts admin and Family Association (our version of a PTA) collaborated to create a Covid-19 Pandemic Relief Fund. As a community, we raised close to \$18,000 and dispersed the funds to 15 families and staff in need.

Our Spanish-speaking faculty and staff called Spanish-speaking families to do additional wellness check-ins, even if we were in touch with the student regularly. English and Spanish phone calls with email follow up. All communications regarding general school updates and all communications from teachers regarding curriculum were posted in English and Spanish.

As members of the SFUSD SELPA, our RSPs are district staff members who worked with central SFUSD Special Education staff to plan, draft, and communicate PWNs regarding amended services during Distance Learning. Case managers and school leaders ensured that IEP services were implemented after getting consent from parents.

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

Creative Arts maintained a daily schedule of teaching and learning throughout the remainder of the semester during distance learning.

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Time to build community, stay connected as a class, and share big picture information and announcements

Asynchronous Learning

Students were learning at different times and at their own paces to build understanding and have flexibility to review information as needed.

Learning happened through screencasts, office hours, and project-based independent learning time that integrated the arts.

We tracked daily attendance for each and every student. We followed up with families either on a daily and/or weekly basis with families to ensure that we are providing educational opportunities for each student.

We updated our grading policy ensuring students were being assessed and graded with an equity lens.

Each student received one narrative comment for K-5. For students in K/5, their Arts/PE teachers created a summary narrative about what was covered during the semester in each grade (not student specific).

For Middle School (grades 6-8), teachers created 1 narrative for each student per subject. So each student received 4 narrative comments. Ex: Math/Science (1 narrative), Humanities (1 narrative), Advisory (1 narrative), PE (1 narrative). MS students received summary narratives about what was covered during the semester in each grade's arts elective.

Middle School (6-8) students will also receive either Credit or No Credit based on the following guidelines:

If a student had a passing grade prior to 3/13, and put some effort into remote learning, they will receive credit.

If a student did not have a passing grade prior to 3/13, but put some effort into remote learning, they will receive credit. If a student did not have a passing grade prior to 3/13 and put little to no effort into remote learning, they will likely not receive credit.

No credit DOES NOT mean that they will be retained, but rather, means that a conversation must take place with a member of the leadership team in order to figure out how your student can make up the work and earn credit.

Regarding Professional Development, our entire staff met twice weekly to discuss important developments in regards to distance learning. Our grade level teams met weekly to discuss best practices in regards to distance learning and engagement. Our leadership team met daily to discuss best practices around engagement for distance learning and how to provide support to students and families in need.

A number of teachers provided family meetings every other week to share past projects, upcoming curriculum and events, and to discuss any concerns and/or questions that came up. Our school's Family Association also provided updated information regarding school events and ways to stay connected.

Each morning in K-5, our students began with a morning meeting where teachers were able to check in on the social and emotional well-being of their students. For students in grades 6-8, this happened 2-3 times/week. Our school counselor continued to work with students on their caseload on an ongoing basis through Zoom.

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

CACS students receive Meal Services through Revolution Foods at SFUSD and have continued to do so throughout shelter-in-place. As a result, SFUSD has sole access to metrics. In order to ensure our students are able to access Meal Services, we regularly communicated SFUSD's meal pickup locations to families via email and our Learning Management System (Schoology).

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

Our school did not provide on-site child-care during COVID-19. However, we shared community resources for essential workers and others on Schoology (our LMS). We also responded directly to family queries and requests for more information. During distance learning, CACS resumed a number of our after school options.

In planning ahead, we have been thinking critically about how we can provide the same level of care that we normally do for our students in grades K-8, and how we can flexibly adapt to the "new reality" for the time being.