



SPA

**Contra Costa School of
Performing Arts**

**SPA Family Handbook
2022-2023**

SCHOOL INFORMATION

Contra Costa School of Performing Arts
2730 Mitchell Drive
Walnut Creek, CA 94598
Phone: 925-235-1130
Website: www.cocospa.org



MISSION:

The mission of Contra Costa School of Performing Arts is to provide a distinguished, conservatory 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**.

VISION:

- SPA will offer quality instruction focusing on real world connections and an engaging, coherent, and rigorous arts-integrated curriculum in every classroom to facilitate student learning, achievement, and college and career readiness;
- SPA will embrace and practice a personalized approach to teaching and learning, using the most innovative and transformative tools in educational technology to individualize learning for all students;
- SPA will be a beacon of creative excellence, attracting dynamic and motivated student talent, and enriching the cultural and civic life of the region;
- SPA will foster a heightened sense of civic responsibility through a comprehensive character education program focusing on the guiding principles of first-class citizenship;
- SPA will employ a positive, professional, and productive educational team that will embrace a culture of collaboration, innovation, evolution, and students' first decision-making.

SCHOOL DIRECTORY

ADMINISTRATION

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CURRICULUM PROGRAM: Academics

SPA offers a unique combination of a college preparatory curriculum and an immersive arts education. SPA believes students benefit directly from arts integrated programs due to the intrinsic demands of integrated coursework. When integration is intentional, students must use creativity, problem solving, and collaboration to be effective in their work. Integrated work is rigorous, demanding that a student be able to comprehend multiple ideas and concepts in the creation of a summative outcome. Our curriculum is founded in the following principles:

Personalized Learning

- o Personalized learning is intended to facilitate the academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized—to a greater or lesser extent—for each student. To accomplish this goal, SPA teachers, counselors, and other educational specialists will employ a wide variety of educational methods, from intentionally cultivating strong and trusting student-adult relationships to modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school. SPA will leverage the bell schedule and educational technology (specifically the Summit Learning Platform - summitlearning.org) to further enhance the personalized learning opportunities during the school day.

Arts Integration

- o Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both. Arts integration provides multiple ways for students to make sense of what they learn (construct understanding) and make their learning visible (demonstrate understanding). It goes beyond the initial step of helping students learn and recall information to challenging students to take the information and facts they have learned and do something with them to build deeper understanding.

Project Based Learning

- o PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management. The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives. Students make some decisions about the project, including how they work and what they create. Students give, receive, and use feedback to improve their process and products. Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

CURRICULUM PROGRAM: Arts

SPA offers pre-professional style training in 5 Arts Majors: Dance, Instrumental Music, Production and Design, Theatre and Vocal Music. SPA arts classes are led by highly skilled and passionate Teaching Artists and are deeply rooted in the idea that all students can thrive and succeed with proper training and opportunity. At SPA, we strive to create highly skilled artists who are creative, passionate and contributing members to their craft and the world in which they live.



Theatre – Students majoring in Theatre will be exposed to the foundations of the Theatre, inclusive of its past and influences and relatedness to our world today. Theatre majors will take intensive core classes based on specific topics within their chosen track. Before students graduate with a Theatre major, they will be able to generate and conceptualize artistic ideas and work, develop and refine artistic work for presentation, interpret intent and meaning in artistic work and relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Dance – SPA's Dance Department is a pre-professional training program that believes dance is a vital mode of inquiry, which provides young artists with the tools to think critically and creatively about the world around them. We are rooted in a core curriculum of classical ballet, modern, and contemporary techniques, complemented by courses in improvisation, composition, repertory, dance history, and somatic movement practices. During their time at SPA, dance majors will participate in a robust performance season and have the opportunity to work with renowned guest artists, dance educators, and choreographers. Emphasizing a strong technical foundation, but also imagination, intuition, and experimentation, our goal is to provide students with a rigorous and well-rounded arts education, preparing them for a professional dance career or post-secondary study in dance.

Music

Vocal – Student Vocal Music majors will develop skill as both solo performers and as members of the choral ensemble. Before students graduate, they will receive a rigorous and widely used curriculum that includes healthy vocal technique, introduction to vocal pedagogy, music theory, lyric diction, music and opera history, performance experience, and overall musicianship. Vocal Majors will be able to express themselves artistically over a cross-section of repertoire they have learned throughout their conservatory experience and equipped with the necessary skills and training to excel in a college conservatory of music.



Instrumental – Students in the Instrumental Music major will be able to work collaboratively and as leaders in musical interpretation, demonstrating an understanding of compositional processes, aesthetic properties of music, and the ways these shape, and are shaped, by artistic and cultural forces. Before students graduate from the Instrumental major, they will be able to demonstrate an ability to sight-read, hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture and express themselves artistically over a cross-section of the repertoire they have learned throughout their conservatory experience.



Production & Design – Student Production and Design majors will experience a program of study intended to prepare them for production and design or theatre business management majors in college in addition to pre-professional training for a career in design, technology, or management in the entertainment industry. SPA's Production and Design majors will graduate critically engaged and technologically sophisticated students in the fields of scenery, costumes, stage and theatre business management, lighting, and sound.

Arts Transfers

Check in with administration and/or school counseling if you are interested in requesting an arts transfer.

ACADEMIC PROGRAM

SPA's courses are based on state-approved curriculum and specified materials. Student grades are based on their performance relative to this curriculum.

Our grades reflect our values:

- Cognitive skills (*deep, thinking skills*) are the best measure of student growth and achievement
- Content (*information*) understanding is either learned or not learned and it needs to be mastered
- Growth is the outcome we desire and therefore we should value growth and the student's best work

Grades show both the competencies students have as well as the growth they have made. We believe that our students will be growing and improving in their abilities throughout the year, and we want their grades to reflect and celebrate that. Thus:

- **100% of a course's grade is based on a student's cognitive skills in projects for English, Science, and Social Studies classes.** Students must complete every project to pass a class. If a student does not complete a project or the cognitive skill average for a course is below 70%, then the student will have an incomplete grade. The student can change the Incomplete into a letter grade by completing any overdue projects and improving the cognitive skill scores.
- **Cognitive Skills** are deeper learning skills that each project is built around.
 - Examples of cognitive skills are:
 - Justifying/constructing an explanation
 - Identifying patterns and relationships
 - Passing Scores for cognitive skills at every grade level are as follow:

Grade Level	70% (grade)	85% (grade)	100% (grade)
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

- **Content** is discrete pieces of information that we believe students need to know. Specific content is associated with each project.
- Math Courses vary slightly from this model where 10% of the grade comes from performance on Portfolio Problems.

Mastery Learning

The goal of SPA's mastery learning approach is to have all students learn instructional material at roughly equivalent, high levels. Instructors break down course material into manageable units and create formative tests for students to take on each of the units. Students receive individualized instruction as necessary so that they all master course material. Allowing students the opportunity to achieve mastery of content at different time intervals has proven to be an effective method of increasing student learning. Mastery Learning maintains

that students must achieve a level of mastery in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information, then tested again. This cycle will continue until the learner accomplishes mastery and may move on to the next stage.

Every student will earn a final grade at the end of the year. These grades will fall in the following range:

- 90%-100% is an A
- 80%-89% is a B
- 70%-79% is a C
- Below 70% is an Incomplete/Off Track
 - We do not give “D/Fs” because colleges do not accept them
 - A student will earn an Incomplete and no credit if:
 - he/she fails to turn in 100% of projects
 - he/she has an average cognitive skill below grade level

Academic Advancement

Students must pass each class with a C- or above in order to earn course credit. High school students who do not pass a core academic class will be required to attend summer school or to make up the course for credit online. Parents and students are responsible for making such arrangements and for the cost of these online courses outside of courses offered on the Edgenuity platform. School Administration must approve makeup courses.

Academic Advising and Support

The school administration, content teachers, advisors and our school counselor provide academic advising and support. Family involvement is encouraged. SST (Student Success Team) or other family conferences may be scheduled to advise students about their academic progress and eligibility for college admission. Students should consult with their teachers for subject specific academic support.

Academic supports that we currently offer include:

<ul style="list-style-type: none"> ● Check-in/Check-Out with preferred adult ● Lunch Time Check-Ins ● Collaborative Goal Setting ● Academic Assignment Chunking ● Calendar Maintenance Support ● Weekly Progress Monitoring + Feedback Cycles ● Weekly scheduled tutoring 	<ul style="list-style-type: none"> ● Progress Monitoring + Feedback Cycles ● Peer Support: Attendance and/or Academic Accountability Peer Partners ● Weekly Student-Focused Collaborative Planning by Student Support Team ● Executive Functioning Coaching ● Daily/Weekly scheduled office hour visits ● Mentoring: whole group, small group, one-on-one
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Books and Supplies

All Chromebooks, chargers, texts, and other supplies furnished by SPA will remain school property. Parents will be billed for lost and/or damaged Chromebooks, chargers, texts, and other supplies. Unpaid debts will result in the inability to register for classes the following academic year or inability to participate in graduation activities at the end of 12th grade.

Cumulative Records and Transcripts

Families who want copies of cumulative records or transcripts need to put in a request to the Registrar and the school will have up to 5 business days to complete the request. A nominal fee for copy charges may be applied. Please contact the registrar as outlined on the website.

GRADING POLICIES

Online Grading System

SPA utilizes an online grade reporting system (PowerSchool) with our learning management system, Summit's Personalized Learning Platform (PLP). Both students and parents will have access to grades and progress towards a student's goals. SPA invites families to stay informed and engaged in their child's progress by regularly accessing Powerschool and the PLP.

Grading Scale

Letter grade	Percentage	GPA points
A+	97-100	4
A	93-96	4
A-	90-92	4
B+	87-89	3
B	83-86	3
B-	80-82	3
C+	77-79	2
C	73-76	2
C-	70-72	2
Incomplete/F	69-	0

In AP classes, grades are weighted; an A will translate into a 5.0, a B will be a 4.0, and so.

Please note that with the goal of having all students meet A-G requirements, SPA does not give credit for grades below 70% - if a student earns a D letter grade at SPA, its credit equivalent is that of an F.

Progress Reports/Report Cards

Progress reports will be provided at the end of the first, second, and third grading periods. Progress reports may be handed to students at school or mailed home. Final report cards will be mailed at the end of the year. Grades and attendance can be viewed daily in the PLP for academic courses and PowerSchool for the arts courses.

Academic Honesty

At SPA, we value academic integrity. All students are expected to complete their academic assignments and examinations with honor. Unless a teacher gives explicit instructions to the contrary, all assignments in class or out of class must be entirely the student's own work. Copying or sharing any assignment constitutes cheating and may result in failure on that assignment for the student(s) involved. Plagiarism will also result in a failing grade on the assignment. A student plagiarizes when he or she submits work as his or her own that is taken from other sources without naming that source. Students who plagiarize assignments will be referred to SPA's restorative practices disciplinary system. Continued incidents may result in course failure.

SPA Graduate Profile

Rigor	Relevance
<ul style="list-style-type: none"> ● Thinks critically and creatively to solve problems ● Listens actively and responds respectfully to constructive criticism, feedback and the perspectives of others ● Analyzes, evaluates, and integrates information and concepts across disciplines 	<ul style="list-style-type: none"> ● Develops personal, academic, and technical skill sets to adapt to change ● Demonstrates a willingness to embrace failures and to persist in the face of adversity
Resilience	Relationships
<ul style="list-style-type: none"> ● Applies 21st century skills (learning, literacy, and life) throughout various disciplines to participate and prepare for a globalized world ● Uses resources to advocate for self and others in order to make choices based on integrity and self-reflection across disciplines 	<ul style="list-style-type: none"> ● Embraces diversity to create cross-cultural understanding ● Engages effectively within diverse teams as contributors and leaders

The Artist-Scholar Credo

As an artist-scholar at SPA:
<ul style="list-style-type: none"> ● I humble myself by entering each space with the mind of the beginner. <ul style="list-style-type: none"> ● I believe that talent is not a ● substitute for training. ● I understand that disappointment and discomfort can lead towards mastery and self-discovery. ● I commit myself to the creation of meaningful, shared experiences. <ul style="list-style-type: none"> ● I am always auditioning.

COLLEGE ENTRANCE REQUIREMENTS

Subjects (a-g)	CSU Entrance Requirements	UC Entrance Requirements	SPA Requirements
Social Science (a)	2 years	2 years	4 years
English (b)	4 years	4 years	4 years
Mathematics (c)	3 years/4 recommended	3 years/4 recommended	3 years
Science (d)	2 years	2 years/3 recommended	3 years
Foreign Language (e)	2 years	2 years/3 recommended:	2 years
Performing Arts (f)	1 year	1 year	4 years
Electives (g)	1 year or extra from the a-f list	1 year or extra from the a-f list	4 years (see below)

PROMOTION REQUIREMENTS

	Middle School Promotion Requirements	Units	High School Graduation Requirements	Units
Social Science	Three years including Social Science 6, Social Science 7, Social Science 8	30	Four years including World History, US History, US Government, and Economics	40
English	Three years including English 6, English 7, English 8	30	Four years including English 9, English 10, English 11 (or AP Lang), English 12 (or AP Lit)	40
Math	Three years including Math 6, Math 7, Math 8	30	Three years including Algebra I, Geometry, Algebra II	30
Science	Three years including Science 6, Science 7, Science 8	30	Three years including Biology, Chemistry, Environmental Science (or AP Environmental Science)	30
World Languages			Two years of Spanish including Spanish I and II	20
Physical Education	Three years including Mind and Body (6th & 7th) and Health and Wellness (8th)	30	Health and Wellness	10
Performing Arts	Three years of course work in chosen major	40	Introductory - 10 units Concentrators - 30 units Capstone - 20 units	60
Electives			Other arts	10
	Total	190	Total	240

**participation in the promotion or graduation events is dependent upon acceptable student attendance and behavior.*

Scope and Sequence of Study

6th – 12th grade

SUBJECT	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Social Science	Social Studies 6	Social Studies 7	Social Studies 8		World History	US History	AP Gov
							Economics
English	English 6	English 7	English 8	English 9	English 10	English 11 or AP Language	English 12 or AP Literature
Math	Math 6	Math 7	Math 8	Algebra I	Geometry	Algebra II	
Science	Science 6	Science 7	Science 8	Biology	Chemistry	Enviro Science or AP Enviro Science	
World Language				Spanish I	Spanish II	Spanish III (optional)	
Physical Education	Mind & Body	Mind & Body	Health & Wellness	Health & Wellness			
Arts	1 Class	1 Class	2 Classes	2 Classes	3 Classes	3 Classes	3 Classes

ATTENDANCE

Regular attendance at school is necessary for academic achievement. All absences negatively impact the educational progress of students. Classroom instruction, discussion, interaction, and activities are critical components of learning and are difficult to adequately replace or duplicate when a student is absent from school. Therefore, discretionary absences and appointments should not be scheduled during school hours.

Absences

It is also important to mention that, like all public schools, SPA's State funding is based on Average Daily Attendance ("ADA"). The school ADA rate is negatively impacted every time a student is absent from an entire day of school, regardless of whether the absence was excused or unexcused (in other words, we lose money to support the school when a student does not show up for at least part of the day). We greatly appreciate families bearing this in mind when making plans.

Excusing Absences

Students are expected to provide communication (via **EMAIL** or phone call) from a parent/guardian indicating the reason for the absence within 3 school days of their return to school.

- o attendance@cocospa.org
- o 925-235-1130



Families need to present the following information in their communication:

1. State if clearing an absence or tardy.
2. Give student's name (please spell the last name).
3. Give student's grade.
4. State name and relationship to student.
5. State the date(s) or time(s) of absence.
6. Give a specific reason for the absence.
7. Name the person picking up the student if it's a request for early release.

All absences need to be cleared within 72 hours or become unexcused absences. The only absences that will be considered as excusable are: illness, medical, bereavement, Dr.'s appointments, court appearances, and religious observances. The following are not excusable absences: vacations and family business.

It is the responsibility of the family to contact teachers directly or utilize the PLP, PowerSchool and/or the school website to obtain missed work. All absences will be recorded, and can be checked, in PowerSchool.

If you receive a communication stating your student was absent in one or more classes on a particular day and you believe there is an error, please contact the office via phone or email (attendance@cocospa.org).

Repeated absences may result in referral to the Student Attendance Review Board (SARB), which will meet monthly at the Contra Costa County Office of Education. The Contra County District Attorney's Office is present to address attendance issues. Consequences may include, but are not limited to, loss of school privileges, attendance contracts, schedule adjustments, eligibility adjustments, and exploration of alternative educational opportunities and filings with the court (SARB). In addition to SARB, site based attendance meetings will occur with school staff or administration prior to a SARB referral.

Any student who attains 10 or more excused absences in a school year is considered **chronically absent** by the state of California. For students at SPA who attain 10 excused absences, the family will be required to meet with the School Attendance Review Team to address and will be required to submit medical verification from a doctor or licensed therapist. If additional absences continue for ongoing health concerns, the family will be required to submit documentation for each absence or the absence will be marked unexcused and the Truancy process will be implemented including SARB referral.

Tardiness

Any student who arrives to school or class after the start of the day and/or class, will be marked either “Excused Tardy” or “Unexcused Tardy.” Tardiness will be recorded in PowerSchool. It is important that students arrive to class on time so they do not miss valuable instruction. Should tardiness become a problem, the student will be referred to counseling or administration to resolve the issue.

All tardies need to be excused within 72 hours or will be considered unexcused.

Extended Absences

Extended absences during the school year are highly discouraged. If these are unavoidable, parents must contact the Registrar for an Independent Study Contract. The school reserves the right to require enrollment in summer school and/or online courses to complete missed coursework if the absence is longer than 15 days. If a student is unable to complete necessary makeup work, they may not be promoted to the next course level. These absences will be marked unexcused except for bereavement and medical emergencies. Family trips, vacations, etc. will be considered unexcused and can lead to your student being identified as truant.

Truancy

Students are defined as habitual truants when they achieve three days of unexcused absences. Students who are truant will be required with their guardians to attend a meeting with the School Attendance Review Team and will be placed on an attendance contract. Students who continue to be truant may be referred to the County School Attendance Review Board (SARB).

Leaving School Early/Removing Students from Class

Families are strongly discouraged from taking students out of school early. Families who need their student to leave school early should contact the office via phone or email (attendance@cocospa.org). The pre-approved designee will then be allowed to pick the student up from SPA. Please contact the school at least 24 hours prior.

Make-Up Work

Students and parents can follow a student’s progress on the PLP even while absent. In the event of an unplanned absence, upon a student’s return, they should meet with their Advisory Teacher to create goals around missed work and to remain on pace with the course.

Independent Study Contract Guidelines

It is imperative that students attend school daily. Lost instructional time is difficult to replace and directly impacts the school’s ADA/funding. However, if students need an extended absence (3-15 days) during the school year, an Independent Study Contract must be requested prior to date of departure through the Registrar. All requests must be sent through email to the Registrar (see website for email address) and will be reviewed for approval. The contract prevents a student from falling behind and gives them attendance credit. If work is not received by the scheduled deadline, the contract will be considered incomplete and voided and the student will receive unexcused absences for the time missed. Parents/guardians must notify the Registrar prior to the absence.

Advance notice for an independent study agreement is required. Contracts must be signed prior to the first day of independent study to be eligible for the agreement. Failure to complete the independent study contract and submit required documentation upon return will likely result in both lost credit for the school work and the days will be marked as unexcused absences and can lead to a student being identified as truant. LONG TERM (16 or more days) independent study requests should be requested through the Registrar (see website for email address) as well.

EXTRACURRICULAR ELIGIBILITY

SPA's eligibility policy for extracurricular activities (such as productions, clubs and organizations) will be based on academic performance, attendance and citizenship. Directors and Advisors (in consultation with Administration) reserve the right to evaluate eligibility on a case-by-case basis. Eligibility for participation in end of school year events, such as the Six Flags 8th Grade Field Trip, promotion, and/or graduation will be based on attendance, citizenship, and/or academic performance.

Work Permits

Student work permits for Non-Entertainment Industry are **NOT** available at CoCoSPA. Please contact the Mount Diablo School District Representative;

Sol Henik, Work Experience/Prospect HHS/Horizonx CIS.

(925) 360-3352

Email: heniks@mdusd.org.

In order to obtain a work permit student's need one of the following pieces of identification:

- a. Birth Certificate
- b. Current Passport
- c. Baptism Certificate
- d. CA Driver's License
- e. Valid CA ID Card

Entertainment Industry permits **CAN** be signed off by the school if the student is in good standing at SPA.

Good standing is defined as:

- f. Not identified as a truant or chronically absent
- g. Making satisfactory progress on the PLP – no incompletes
- h. Has not been suspended from school

POSITIVE BEHAVIOR PROGRAM

What is the Positive Behavior Intervention System or PBIS at SPA?

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, virtual space, and restrooms).

Positive Behavior Intervention System (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining tiered systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.



Why is it so important to focus on teaching positive social behaviors?

Introducing, modeling, and reinforcing positive social behavior is a crucial step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

RESTORATIVE PRACTICES

Restorative Practices (RP) is a movement that is embedded within PBIS at SPA and grounded in principles designed to create powerful relationships, which are central to building and sustaining thriving communities. RP represents a paradigm shift that, when wrongdoings occurs, focuses on the harm done rather than the rule broken, and seeks the restoration of relationships. RP is a reflective practice that encourages personal responsibility, giving voice both to the person harmed as well as the person who caused the harm. RP aids in the embracing of cultural differences by offering an equitable process whereby all members of a community feel valued and heard, and in turn, are more likely to bring their “best self” to the community.

In 2026, our incoming cohort of 6th graders will graduate from our school. When they look back on their seven-year experience we want them to say that they were exposed to life’s realities in the Arts – that they participated in internships, engaged with real artists and professionals. We want to hear them reflect with pride on the struggles and challenges they overcame on their way to their academic and artistic achievements. We want our graduating seniors to speak with confidence about what is coming next. We want to hear them say that they feel ready, that they have the skills they need to be active, creative, informed and contributing members of the community.

We want our students to describe our school community as a place where they always know what is expected of them, that the guidelines are clear and teachers are consistent in communicating and upholding them. We want our students to say that they are held to high standards and to recognize that their teachers push them and demand their best because they respect them and want the best for them.

We know that we need to be in productive, caring partnership with the families of the young people in our school community. In 2026 when our incoming 6th graders are getting ready to graduate, we want their families to reflect positively on their experiences in our school. We want them to:

- describe how connected they felt, that they had meaningful relationships with teachers, staff and school leaders who were accessible and committed to clear and consistent communication.
- recognize the unique social and cultural diversity from which their students benefited at our school, and to value the personalized learning approach that calls for meaningful demonstration of content and skill mastery – not just high scores on a test.
- celebrate our school’s emphasis on maintaining and restoring healthy relationships and creating a strong community.
- say that they always felt heard and respected, even when a disagreement was not resolved to their liking.
- recognize and celebrate that their students felt safe, happy and engaged when they were in our care.

Of primary significance is the maintenance of positive relations between students, teachers, and all school community groups always.

It is important that:

- Awareness is developed in students about the effects of their behavior on others using affective and restorative questions.
- Communication between students and teachers is conducted in a respectful manner.
- Students are actively involved in deciding how to repair potential harms caused. Students are held accountable and are required to take responsibility for their actions.
- A student’s dignity is recognized and maintained when behaviors are addressed.
- Situations involving conflict are viewed as opportunities to learn and grow through collaborative problem solving.

When a disciplinary action is taken on a student, a form of restorative practices will take place. Depending on the circumstances, these can either be through:

1. A restorative conference that addresses patterns of disruptive behaviors negatively impacting the classroom learning environment and relationships
2. A structured formal conference that involves students, parents, and staff. Wrongdoers are held accountable for their actions, those harmed are given a voice and agreements are made to address needs, repair harms and prevent future wrongdoing
3. Deliberate and intentional planning for the reintegration of students into the school and classroom and restoration to their community after an office referral or suspension.

STUDENT BEHAVIOR AND DISCIPLINE

The goal of PBIS and RP at SPA is to support students in a positive and meaningful way while reducing negative behavior. Our program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. Law enforcement agencies may be notified at the discretion of the administration. The school follows California Education Code 48900 through 48915.

A student may be suspended on the first offense if it is determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. If the nature of the offense makes an alternative education placement or expulsion recommendation appropriate, the student will be suspended five days for the infraction. SPA is committed to implementing Restorative reentry practices upon the student's return from suspension to repair relations and reintegrate the student into the school community.

Technology Use at SPA

Technology provides students with unique and powerful ways to enhance their learning. Contra Costa School of Performing Arts (SPA) supports the use of technology for the purpose of enhancing and supporting learning and is pleased to offer users access to computer networks so that they can access school-supplied technology to enhance learning.

It is one of the technology goals of SPA to ensure that each user's interactions with technology contribute positively to the learning environment both at school and in the community. Negative use of technology through SPA-owned devices inside or outside of our schools that degrades or defames other Users or members of our community is unacceptable. SPA also recognizes that users have widespread access to both technology and the Internet; therefore, use of personal devices and connectivity is included in the Responsible Use Policy (RUP).

Access to SPA's network is a privilege, not a right. The use of technology whether owned by SPA or devices supplied by the users entails personal responsibility. It is expected that users will comply with SPA rules, act in a responsible manner, and will honor the terms and conditions set by the classroom teacher and SPA. Failure to comply with such terms and conditions may result in temporary or permanent loss of access as well as other disciplinary or legal action as necessary. Students will be held accountable for their actions and are encouraged to report any accidental use immediately to their teacher or school administration.

Students can bring electronic devices (such as phones and tablets) onto campus; **the Contra Costa School of Performing Arts is not responsible for the safety of these items.** These items should not be used during class time unless authorized by the designated faculty or staff member. Parents should not call or text their students during class time. In case of an emergency, where you need to contact your student, please call the school. **Students may not bring personal computers or laptops to school; they need to use their SPA issued Chromebook for all school work.**

With the increased usage of free educational applications on the Internet, digital storage areas, containing less sensitive User information, may or may not be located on property of the school or county. In some cases, data will not be stored on local servers. Therefore, Users should not expect that files and communication are private. SPA reserves the right to monitor Users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of SPA property, network and/or Internet access or files, including email.

SPA has a private and secure system for sensitive school records, which will be managed by SPA Information Technology Staff. Please see the SPA Website for the complete Responsible Use Policy.

ADMISSIONS

In addition to any other requirement imposed under law, SPA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220. Admission to SPA is open to any resident of California that is of legal age to attend public school. SPA admits all pupils who wish to attend as outlined in Education Code Section 47605(d)(2). SPA has no requirements for admission.

The SPA Board of Directors shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in the SPA Charter, which are designed to recruit a broad, diverse representation of students, are conducted in accordance with the SPA Charter. There is no fee to apply to or attend SPA.

Please see below for an overview of the admissions process or visit our website for the full Enrollment and Public Random Drawing Policy.

Step 1: Intent to Enroll

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If this happens, SPA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students
2. Residents of the district
3. Children and dependents of charter school employees
4. All other applicants

Step 2: Public Random Drawing

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the SPA's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The SPA will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The SPA will conduct the lottery in the spring for enrollment in fall of that year.

Step 3: Wait List

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Step 4: Letter of Commitment

All students granted admission will receive a Letter of Commitment. Families will have a defined period of time to consider admission and return the Letter of Commitment to SPA.

Step 5: Registration

Upon receiving a student's executed Letter of Commitment, students and parents will be guided through the registration process which will complete their enrollment.

CAMPUS SUPERVISION

The Contra Costa School of Performing Arts (SPA) has a duty of care to look after the safety and well-being of students attending the School. Supervision is one of the key elements in exercising this duty of care to maintain safety during the course of the school day and school related activities. Staff is required to exercise their supervisory duties in such a way that students are, as far as can be reasonably expected, safe, and protected from harm.

Staff is held to a high standard of care in relation to students. The duty requires staff to take all reasonable steps to reduce risk, including:

- Provision of suitable and safe premises
- Provision of an adequate system of supervision
- Implementation of strategies to prevent bullying
- Ensuring that medical assistance is provided to a sick or injured student

Supervision will be provided as follows:

- 15 minutes before the start of the school day
- 15 minutes after the latest period of the school day
- Throughout the school day, including class, passing, and lunch periods
- During any formal extracurricular programming outside of school hours as scheduled (e.g. performance rehearsal, student government, school dances, field trips, etc.).
- For safety reasons, students are not allowed to remain on campus unsupervised.

The School will support that:

- Parents/guardians are regularly informed about supervision.
- Sufficient staff are available for supervision.
- Staff are aware of their responsibility and properly trained to conduct said supervision.

Closed Campus

SPA operates as a “closed campus” facility. Upon arrival at school, students may not leave until the school day concludes, unless signed out by an authorized parent or guardian.

Off-Campus Lunch Exception: For the 2022-2023 school year, 10th-12th Grade students will be allowed to leave campus for lunch but only with parent permission via completion of this [form](#). Parents must acknowledge and agree that should a student act inappropriately while off campus by violating any of the expectations above or engaging in inappropriate or illegal conduct, that the privilege of off-campus lunch will be revoked.

Visitors

All visitors must sign in at the SPA Front Desk, be screened, and receive proper authorization to be on the school campus. Visitors will be asked to display their pass. K-12 student (Non-SPA) visitors may not visit SPA without a parent or guardian. SPA alumnae may not attend or participate in SPA student activities unless specifically authorized by the Executive Director.

OTHER IMPORTANT INFORMATION

Campus Beautification

A clean and orderly learning facility promotes a healthy environment and can also lead to student success. Clean, nice-looking facilities are a key component to this positive learning environment. As such, students are expected to assist in maintaining a clean and organized environment by taking responsibility for their waste products and their personal spaces.

Complaints

The Contra Costa School of Performing Arts is committed to providing a safe, welcoming, and legally compliant educational program and environment. If issues or concerns arise, stakeholders are encouraged to communicate with school staff through informal, or when necessary, formal means. If reasonably possible, complaints should be resolved at the lowest possible level and with good faith effort. However, there are instances where escalating issues through a formal process are necessary. Please see the SPA Complaint Policies and Procedures on the SPA website, which includes the following:

1. Uniform Complaint Procedures
2. Complaints Against Personnel
3. Complaints Regarding Unlawful Harassment

Conferences

All SPA teachers will make themselves available outside their scheduled classroom time to meet with parents. Conferences can be arranged directly with the teacher or through the SPA office. Teachers will respond within 48 hours to verify the date and time of the conference.

Acceptable Attire

SPA Artist-Scholars express themselves in a wide variety of ways. We don't believe in policing students' fashion aesthetic. However, attire that can be reasonably deemed as offensive, or is found to be contributing to school disruption may result in the student being asked to change or be picked up by a parent or guardian. All SPA students, staff, and visitors will take care to dress in such a manner so as to not promote criminality and drug use or contribute to an unsafe or socially intolerant school community.

Emergency Procedures

SPA conducts regular emergency drills pursuant to the School Safety Plan. Information concerning student safety will be distributed, as appropriate. Emergency Evacuation Plans are posted in every classroom.

Ensemble

Ensemble is a partnership between the parents, faculty and students of Contra Costa School of Performing Arts; in conjunction with our local community. The mission of Ensemble is to work with all stakeholders to provide comprehensive support to our students both academically and artistically. It is our aim to provide students and staff at SPA with programming efforts, artistic endeavors, capital campaign efforts and as general ambassadors of the school. As a parent group, we strive to enrich the experience of all students and staff at SPA through volunteerism, academic and artistic support and to act as a strong liaison between families and SPA faculty.

Ensemble is open and welcoming to the entire SPA family. It is only through strong support of all families that our mission is reached. We encourage the participation of each family throughout the year.

Ensemble meets on a monthly basis, in partnership with designated SPA administration and staff, to progress the mission and vision of the school. Our town-hall style meetings are an opportunity for each

SPA family to keep current on events and initiatives taking place within the school and to lend their voice to the conversation that moves us forward together.

Field Trips, Art Events and Off-Campus Trips

First-hand experience and observation are fundamental to the SPA education. Field trips provide opportunities to witness the application of theory and practice. Students are strongly encouraged to attend such events (i.e. concerts, plays, exhibitions, etc.). Participation will require a completed SPA Field Trip Permission Form.

Medical

SPA administration/office personnel can dispense medication to students only if the parent or guardian has completed appropriate documentation. Families should make an appointment with the school to discuss any medical conditions that require assistance or special accommodations. Legal requirements and medication issues will be finalized at that time. Under no circumstance should medication be shared among students.

Names - legal vs preferred vs nickname

The SPA team is well aware that the middle school and high school transition is a time when young people are truly exploring who they are for the first time. These explorations may center around ethnicity, language, ability differences, sexual identity, and sometimes gender identity. We also know that each journey is unique for the students and families involved, and that school is often a place where students first experience safety in exploring issues of identity. As such, school may also be the first place where preferred pronouns, preferred names, and/or nicknames may be claimed by individual students. Please find some helpful definitions below to aid in your understanding of how we at SPA commit to honoring the lived journey of our students, while respecting parental discretion.

Legal name - this is the name off the birth certificate from enrollment

- For families and students that use legal names for all purposes, great, nothing to do - that name will be in PowerSchool and all school (state) communication.

Preferred name - this is the name a student uses in place of their birth name

- For families that support a student's preferred name, we can put the preferred name in PowerSchool and then it will be reflected on all school communications.
- Preferred names can be registered through the enrollment process or through an email to the Registrar
- Even if a family registers a preferred name, legal names will appear on state documents - such as diplomas and state testing.

Nickname - this is the name a student uses in place of their birth name, but in a more casual, informal way

- For students with a nickname, they quite often ask teachers and other students to use the nickname, but their legal name remains on PowerSchool and all school (and state) communications

Non-Discrimination/Harassment Statement

The Contra Costa School of Performing Arts is committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability or any other basis protected by federal, state, local law, ordinance or regulation. Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by the

school. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee, or filing a report against a non-employee. Harassing conduct can take many forms, including verbal acts, graphic and written statements, or conduct that is physically threatening or humiliating. This includes conduct that may be sexual in nature (sexual harassment).

More information can be found in the complaint policies. The school prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Parent Participation

A parent representative from each family is encouraged to participate in activities that support the school, which include attending parent meetings, assisting faculty, supporting fundraisers, and various volunteer activities. If assisting the school, parents will be required to follow all school COVID, safety, and confidentiality guidelines as well as get fingerprinted and background check completed if volunteering on an ongoing basis.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the Charter School to amend a record should write the school principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)). To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Charter School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Dates of attendance
- Grade level
- Participation in officially recognized activities
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

If you do not wish SPA to disclose directory information from your child's education records without your prior written consent, you must notify SPA in writing at the time of enrollment or re-enrollment. Please notify the registrar.