



SPA

**Contra Costa School of
Performing Arts**

www.cocospa.org • 925-235-1130
2730 Mitchell Drive, Walnut Creek, CA 94598

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District Governing Board

Alison Bacigalupo
Sherrie Sarna
Gabriella Rowland
Michael Lynch
Mark Rigau

District Administration

Neil McChesney
Superintendent
Patrick Gaffney Ed.D.
Principal
Lisa Kingsbury
Director of Curriculum
Joe Lim
Artistic Director

School Description

Mission

The mission of Contra Costa School of Performing Arts 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.

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 innovate 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	92
Grade 7	66
Grade 8	60
Grade 9	64
Grade 10	26
Total Enrollment	308

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.9
American Indian or Alaska Native	1.7
Asian	1.4
Filipino	1.9
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0.7
White	64.1
Two or More Races	11.6
Socioeconomically Disadvantaged	19.5
English Learners	1.3
Students with Disabilities	11.7
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Contra Costa School of Performing Arts	15-16	16-17	17-18
With Full Credential	N/A	8	13
Without Full Credential	N/A	4	3
Teaching Outside Subject Area of Competence	N/A	0	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Contra Costa School of	15-16	16-17	17-18
Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	4	0
Vacant Teacher Positions	N/A	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 1-2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Summit on-line learning Platform The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Summit on-line Learning Platform Percent of students lacking their own assigned textbook: 0
Science	High School science is using Summit on-line Learning Platform Middle School science - is using a combination of FOSS and the Summit on-line Learning Platform The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Summit On-line Learning Platform The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades levels 1,2,3 The textbooks listed are from most recent adoption: No

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Contra Costa School moved into its new facility in August of 2017. As of January 2018 have completed two of our three phases of construction. The third and final phase of construction is slated to start in June of 2018. We are currently using the area that will be the third phase under a temporary use permit authorized by the city of Walnut Creek. Our Administration wing, 10 classrooms, MUR, black box theater, P&D room, dance studio vocal music room are completed and providing our students high quality learning spaces.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11-2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students				
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
Subject	School		State	
	15-16	16-17	15-16	16-17
ELA		50		48
Math		22		37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	193	96.5	49.74
Male	58	55	94.83	36.36
Female	142	138	97.18	55.07
Black or African American	20	20	100	35
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	14	93.33	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	126	97.67	53.17
Two or More Races	23	22	95.65	45.45
Socioeconomically Disadvantaged	40	38	95	44.74
English Learners	--	--	--	--
Students with Disabilities	28	27	96.43	18.52

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	193	96.5	22.28
Male	58	55	94.83	25.45
Female	142	138	97.18	21.01
Black or African American	20	20	100	15
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	14	93.33	28.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	126	97.67	23.81
Two or More Races	23	22	95.65	22.73
Socioeconomically Disadvantaged	40	38	95	15.79
English Learners	--	--	--	--
Students with Disabilities	28	27	96.43	11.11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

School Safety Plan

As set forth in Element 6 of the Contra Costa School of Performing Arts Charter, safety is a primary focus of the school. Health and safety procedures are contained in the School Safety, Emergency Preparedness and Crisis Response Plan, the purpose of which is to assist SPA staff, students, parents and local agencies in organizing resources of the school and community to respond to a crisis situation not only while on campus or when school is in session, but in any situation where SPA students or staff are involved in school-related activities.

The plan is reviewed at least annually by senior administrative staff and is designed to develop an awareness of the diverse emergency situations that can occur on or near a school campus, both before, during and after normal school hours; provide staff members with a description of their duties in emergency situations; provide strategies that will help students, staff, parents, and local agencies respond in an appropriate and safe manner to emergency conditions; and support school staff in providing a school environment that provides a maximum level of safety and security for all students, parents, and staff.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate			3.2
Expulsions Rate			0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program

Indicator	School
Program Improvement Status	Not In PI
First Year of Program Improvement	
Year in Program Improvement	
Number of Schools Currently in Program Improvement	
Percent of Schools Currently in Program Improvement	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.4
Resource Specialist	1.6
Other	.4
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*									
				1-20			21-32			33+			
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
6			31							12			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			31						5			2
Mathematics			31			2			5			
Science			31						5			2
Social Science			29			1			2			2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction

Goal #1 -

Mission/School culture: Develop and apply foundation?al? practices of the school that build and support school culture

Goal #2 -

Arts Integration & Project Based Learning: Train and support teachers in crafting and implementing high-quality arts integrated curriculum. Train and support teachers in creating and implementing high-quality project based learning?

These goals were chosen after the end of last school year - reviewing school wide data, survey results and staff discussions.

- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

Professional Development is offered every Monday from 3:00pm to 4:00pm, provided by SPA staff and outside partners. Teachers also attend conference around PD goals.

- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers have coaching from our Instructional Coach - all teachers also have bi-monthly check ins with with the Director of Curriculum or the Artistic Director. In grade level and department meetings, teachers also look at student data to evaluate implementation and discuss

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/A			
State	♦	♦	\$6,574	
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Contra Costa School of Performing Arts	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.