



# **Contra Costa School of Performing Arts SELF-STUDY REPORT**

**2730 Mitchell Drive  
Walnut Creek, CA 94598**

**LEA: Contra Costa School of Performing Arts**

**Monday, March 09, 2020 - Wednesday, March 11, 2020**

## **Visiting Committee Members**

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Social Science Teacher, Fremont High School

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**ACS WASC/CDE Focus on Learning Accreditation Manual,**

## 2018 Edition (2019-2020 SY Visits)

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## Preface

### ACKNOWLEDGMENTS

The WASC Self-Study has been a result of a great deal of effort by the dedicated staff and stakeholders at the Contra Costa School of Performing Arts (SPA). It reflects the academic and artistic performance of our various stakeholder groups.

Amy Hiatt, Social Studies teacher, serves as the WASC Coordinator. Ms. Hiatt was assisted by Lisa Kingsbury, Director of Curriculum and Instruction, in conjunction with the rest of the Administrative Team:

- Neil McChesey, Executive Director
- Dr. Patrick Gaffney, Principal
- Brianna Shahvar, Instructional Coach
- Salam Mustafa, Dean of Students
- Karissa Pivrotto-Britton, School Psychologist
- Leticia Becerra-Ramos, Guidance Counselor
- Brianna Tarpey, ERMHS Counselor

Special thanks must be extended to the WASC Leadership Teams:

- Amy Hiatt, Chair
- Lisa Kingsbury, Organization
- Veronica Woods, Curriculum
- Anne Scudero, Instruction
- Kristina D'Amico, Assessment
- Nayia Kuvetakis, Culture
- Ashley Porter, Ensemble President (parent)

In addition, we need to acknowledge the help of students and parents in sitting on committees and focus groups, answering surveys, and reviewing this final report.



### PROCESS

SPA utilized the WASC process as a driving force for continued development and improvement of the school from its inception in 2016 to the upcoming WASC visit in the Spring of 2019. Since SPA is a new school, WASC committee visitations have occurred yearly as new grade levels were added. This has led to the staff continually utilizing and reflecting on a variety of data to make improvements to school programs and processes. In addition to the current reflection process, as part of the self study process, the school collected, reviewed, and discussed disaggregated student achievement data (ie. MAP data, CAASPP data, Summit Learning Platform data, etc.).

The schoolwide learner outcomes were developed with founding stakeholders in the summer of 2016. During our initial professional development in 2016, the arts and academic staff, along with administrators, used various resources (National Core Arts Standards, Common Core, the Rigor/Relevance Framework, SPA Family Handbook, etc.) to brainstorm and develop our learning outcomes (also known as our Graduate Profile). Starting with the school's mission statement, stakeholders identified SPA's 4 core values

(rigor, relevance, resilience, relationships). These were founded in the research of Bill Dagget's Rigor/Relevance Framework. He points out that, "It begins with a subtle shift in our collective mindset: ALL educators must begin thinking less about teachers teaching and more about learners learning." It was also in these discussions that the word "resilience" was added to the original mission statement and our original 3 core values expanded to 4.

Between May and September 2019, staff members reviewed the original schoolwide learner outcomes to evaluate effectiveness and accuracy to our student population while maintaining school vision. Through this reflective process, staff streamlined the graduate profile into its current version. These learning outcomes (below) provide the foundation of the senior course, The Senior Process, where seniors delve into what it means to be a SPA graduate and show their community how they represent our learner outcomes (the course is in its first iteration and will grow with the school).

After multiple revisions, these are the SPA schoolwide learner outcomes (Graduate Profile):

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

This document, along with our 7 year scope and sequence and use of the Summit Learning platform, drive the vision of our school.

SPA began working on the current self study in spring 2019 with stakeholder input (through parent and student surveys and the input of the school's Culture Committee) and focus group design. Each focus group was led by a teacher who was new to the WASC process and who was mentored by staff with previous WASC experience.

WASC meetings were held weekly in the fall of 2019, using a rotating schedule. Focus Groups met the first Monday, Home Groups met the following Monday and the staff met as a Committee as a Whole the third Monday, and then the schedule repeated. The schedule was adjusted to meet the needs of the various committees, the work being completed and the timeline set by the WASC Chair.

Home Groups included:

- ELA/Language - including members of the English Department and World Languages, led by Nayia Kuvetakis (Focus Group leader)
- Social Science/PE - including members of the Social Science Department and Physical Education Department, led by Amy Hiatt (WASC Coordinator)
- Math/Science - including members of the Math Department and Science Department, led by Kristina D'Amico (Focus Group leader)
- Sped - including members of the Special Education department and Student Services team, led by Anne Scudero (Focus Group leader)
- Arts - including members of the various Arts Majors, lead by Neil McChesney (Executive Director)

Each focus group presented a draft in fall of 2019, followed by revisions. School stakeholder participation included teachers, classified staff, administration, parents, and students.

Having largely completed the Self-Study and Focus Group reports in the Spring of 2019 and Fall of 2019, drafting of the Action Plan began in the late fall, first with the Committee as a Whole and then in Home Groups and Focus Groups. A near final draft was presented to the various stakeholder groups before the winter holiday break and further revisions took place during Professional Development days in January 2020.



**STAKEHOLDER GROUPS:**

Focus Groups	
<p>A: Organization</p> <ul style="list-style-type: none"> <li>• Lisa Kingsbury, Director of Curriculum and Instruction - Focus Group Leader</li> <li>• Dr. Patrick Gaffney, Principal</li> <li>• Brianna Tarpey, ERMHS Counselor</li> <li>• Melissa Kirmsse, Office Manager</li> <li>• Christina Bendoyro, Registrar</li> <li>• Brittany Shankle, Director of Instrumental Music</li> <li>• Erica Wiley, Special Education</li> <li>• Eric Peterson, parent</li> <li>• Vanessa Yamboa, 12th grade student</li> <li>• Ciara Lucey, Student, 12th grade student</li> <li>• Chase Vashel, 8th grade student</li> <li>• Faith Hoschouer, 8th grade student</li> </ul> <p>B: Curriculum</p> <ul style="list-style-type: none"> <li>• Veronica Woods, English - Focus Group Leader</li> <li>• Greg White, Special Education</li> <li>• Kayla Knowles, Director of Production and Design</li> <li>• Russ Whismore, Math</li> <li>• Brenda Gutierrez-Zamora, Science</li> <li>• Maryam Portillo, Science</li> <li>• Melissa Martinez, Associate Director of Theatre</li> <li>• Heather Phipps, parent</li> <li>• Zachary Howlett, 10th grade student</li> <li>• Grace Dicksa, 9th grade student</li> <li>• Casey Gassner, 8th grade student</li> <li>• Angelo Altamarino, 8th grade student</li> <li>• Andrea Messier, 10th grade student</li> </ul> <p>C: Instruction</p> <ul style="list-style-type: none"> <li>• Anne Scudero, Special Education - Focus Group Leader</li> <li>• Cyntra Evans, English</li> <li>• Hillary Peters, Social Science</li> <li>• Aejay Mitchell, Director of Theatre</li> <li>• Ross Beal, Math</li> <li>• Jonathan Newsome, Special Education</li> <li>• Lauren Fitterer, Associate Director of Production and Design</li> <li>• David Schoenthal, parent</li> <li>• Sophie Dawson, 10th grade student</li> <li>• Abby Elwood, 8th grade student</li> <li>• Unity Tambellini-Smith, 12th grade student</li> <li>• Ginger Padberg, 10th grade student</li> <li>• Penelope Delianides, 8th grade student</li> </ul>	<p>D: Assessment</p> <ul style="list-style-type: none"> <li>• Kristina D'Amico, Math teacher - Focus Group Leader</li> <li>• Karen Montgomery, Social Science</li> <li>• Alicia Frost, Spanish</li> <li>• Katherine Orloff, Director of Dance</li> <li>• Karissa Pivrotto-Britton, School Psychologist</li> <li>• Kurtis Bonano, Science</li> <li>• Randy Cooper, parent</li> <li>• Sarahi Santillian, 10th grade student</li> <li>• Kristina Jewett, 12th grade student</li> <li>• Alexandra Bunik, 8th grade student</li> <li>• Callie Mercer, 11th grade student</li> <li>• Taylor Teakell, 10th grade student</li> <li>• Ryan Mead, 8th grade student</li> <li>• Kodiak Muratori, 10th grade student</li> </ul> <p>E: Culture</p> <ul style="list-style-type: none"> <li>• Nayia Kuvetakis, English - Focus Group Leader</li> <li>• Brianna Shahvar, Instructional Coach</li> <li>• Lori McGurk, PE</li> <li>• Neil McChesney, Executive Director</li> <li>• Salam Mustafa, Dean of Students</li> <li>• Leticia Becerra-Ramos, Guidance Counselor</li> <li>• Alivia Logan, Director of Vocal Music</li> <li>• Jennifer Lazzarini, parent</li> <li>• Maxine Espiritu, 9th grade student</li> <li>• Nate Elwood, 10th grade student</li> <li>• Millie Brown, 10th grade student</li> <li>• JoDee Spina, 7th grade student</li> <li>• Xander Raymond, 8th grade student</li> <li>• Jared Martinez, 12th grade student</li> <li>• Keyla Morales, 8th grade student</li> <li>• Jayden Touchstone, 7th grade student</li> </ul>

<ul style="list-style-type: none"> <li>• Kendra Fitzsimmons, 8th grade student</li> </ul>	
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<b>Home Groups</b>	
<p>Home Group ELA/Language</p> <ul style="list-style-type: none"> <li>• Cyntra Evans, English</li> <li>• Alicia Frost, Spanish</li> <li>• Nayia Kuvetakis, English</li> <li>• Veronica Woods, English</li> </ul> <p>Home Group Social Science/PE</p> <ul style="list-style-type: none"> <li>• Jim Croy, PE</li> <li>• Amy Hiatt, Social Science</li> <li>• Hillary Peters, Social Science</li> <li>• Lori McGurk, PE</li> <li>• Karen Montgomery, Social Science</li> </ul> <p>Home Group Math/Science</p> <ul style="list-style-type: none"> <li>• Ross Beal, Math</li> <li>• Kurtis Bonano, Science</li> <li>• Kristina D'Amico, Math</li> <li>• Brenda Gutierrez-Zamora, Science</li> <li>• Maryam Portillo, Science</li> <li>• Russ Whismore, Math</li> </ul> <p>Home Group Sped/Student Services</p> <ul style="list-style-type: none"> <li>• Patrick Gaffney, Principal</li> <li>• Salam Mustafa, Dean of Students</li> <li>• Jonathan Newsome, Special Education</li> <li>• Karissa Pivrotto-Britton, School Psychologist</li> <li>• Anne Scudero, Special Education</li> <li>• Brianna Tarpey, ERMHS Counselor</li> <li>• Greg White, Special Education</li> <li>• Erica Wiley, Special Education</li> </ul>	<p>Home Group Arts</p> <ul style="list-style-type: none"> <li>• Lauren Fitterer, Associate Director of Production and Design</li> <li>• Kayla Knowles, Director of Production and Design</li> <li>• Melissa Martinez, Associate Director of Theatre</li> <li>• Aejay Mitchell, Director of Theatre</li> <li>• Katherine Orloff, Director of Dance</li> <li>• Brittany Shankle, Director of Instrumental Music</li> </ul> <p>Ensemble</p> <ul style="list-style-type: none"> <li>• President: Ashley Porter</li> <li>• 1st Vice President: Randy Cooper</li> <li>• 2nd Vice President: Keri Turner</li> <li>• Secretary: Christie Elwood</li> <li>• Social Events Coordinators: Caron Treger &amp; Karen Sibony</li> <li>• Fundraising Chairperson: Jenna Galvan-Speers</li> <li>• Communications Coordinators: Richard DeShong &amp; Ann Yakuboff</li> <li>• Volunteer Coordinator: Sue Allen</li> <li>• Sergeant at Arms: Eric Peterson</li> </ul>







## Chapter I: Progress Report

### SIGNIFICANT CHANGES AND DEVELOPMENTS, 2016-2019

#### Enrollment Growth

Contra Costa School of Performing Arts opened its doors to students in grades six through ten in the fall of 2016. Now in its fourth year of operations, the school has seen growth in student enrollment each year. This is as a result of adding grades eleven and twelve, but also from enrolling new students in each of the existing grade levels. The SPA charter petition allows for growth up to 700 students (100 students per grade level, 6-12). Middle school is full and we project will continue to be full. Growing the high school, especially given that we do not accept new students past 10th grade, will take more time as it happens more organically. We anticipate hitting capacity within the next three years.

#### Changes in Staff

In part because of the growth in enrollment, and in part because of the struggles with facility, and in part due to the process of creating a new school, SPA has seen a significant change over in staff. While eleven of our teachers, 2 of our classified staff and 2 instructional assistants have been here for 3-4 years, fourteen of our teachers, members of our student services team and 3 additional instructional assistants are in their first or second year at SPA. We do have one of our founding instructional assistants who is now an education specialist. This has had an impact on the culture of the school and has had ramifications on both staff and student retention, course execution and student behavior.

This has also raised the issue of staff community and wellness, as teachers often do not know each other or have opportunities to work with each. Our Instructional Coach works to provide both inside and outside of school spaces for teachers to work together and create stronger bonds. In addition, staff changes and lack of substitutes created an extra sense of burden to returning teachers. Administration is continually searching for consistent substitutes to add to the substitute pool in order to help alleviate this issue.

#### Facilities Changes

The 2016-2017 school year was conducted in two temporary locations. First the Ultimate Field House (UFH) then moved the school to portables at 150 Wiget Drive with PE classes still held at UFH.

In August of 2017, SPA moved into its permanent home at 2730 Mitchell Drive. In the following year, the facility has undergone a 3 phase construction plan. Phase 1 came onboard for the opening in August of 2017.

Phase 2 was completed in the winter of 2017. These changes came with many growing pains: sharing of spaces, changes in lunch locations, tight squeezes in hallways, technology issues, furniture allocation, etc.

Phase 3 came onboard for the opening of school this school year, August 2019. The completion of construction doubled the number of classrooms. Still outstanding at the time of this report is the completion of the outdoor bathrooms and yard area.



### **Student Services Team**

In the 2017-2018 school year, SPA added two roles (Guidance Counselor and Dean of Students) to support the growth of student population. Another two roles (School Psychologist and Educationally Related Mental Health Services Counselor) were added in the 2018-2019 school year to serve key responsibilities in supporting students and implementing the school's vision.

These four staff members are:

- Guidance Counselor - general counseling, academic guidance, college and career, 504 caseload
- Dean of Students - restorative justice practices, school culture, behavior and discipline
- School Psychologist - student assessment, targeted counseling, IEP supports
- ERMHS Counselor - tier 3 student support and counseling

This team creates and tracks data in Tier 1, 2 and 3 supports in both behavior and academic programming. They are working to put larger systems in place for academic, social/emotional and behavioral growth. Through these systems, they support students in all areas: general education, special education, and the arts.

The Student Services Team also works one-on-one with staff members and provide on-going and summer professional development to support the transition to these new systems and restorative practices.

### **NEW COURSES**

As SPA has added new grade levels, new courses have been created in order to provide college and career readiness for our students.

In the 2017-2018 school year, 11th grade English, Environmental Science, and United States History were offered to 11th grade students. Students were also given the opportunity to enroll in the Advancement Placement level of these courses.

In 2018-2019 school year, 12th grade English, Government (year-long course), and Economics: the Artist as Entrepreneurs were offered. Students were also given the opportunity to enroll in the Advanced Placement level of these courses with all general education students enrolled in AP Government and Politics. Both 11th and 12th grade students were enrolled in Literature and Government to accommodate for staffing and student success needs. 11th grade students would take US History and Language during the 12th grade year.

In the 2019-2020 school year, the Senior Process was added as a reflective capstone course where senior students are given the opportunity to consider their growth at SPA based on the Graduate Profile and make steps to their future beyond SPA.

Additionally, the Arts team created and amended advanced level courses as we grew into them. This has provided rigorous, conservatory-level preparation for our students.

## CRITICAL AREAS FOR FOLLOW-UP

The Contra Costa School of Performing Arts (SPA) received its charter from the Contra Costa County Board of Education in July 2015. After opening its doors to students in August 2016, SPA welcomed an initial WASC visit in April of 2017. The WASC committee, consisting of William Huyett and Yolanda Mendrek, recommended 4 Critical Areas for Follow-up, and WASC awarded our school Candidacy status. In the following year, SPA was revisited by William Huyett for a Substantive Change Visit (as our 10th graders became 11th graders). Mr. Huyett was able to see progress on the original Critical Areas and review the plans for continued movement. During year 3, we received a visit from the new WASC president, Dr. Barry Groves, and, as a result, he retroactively awarded SPA Initial Accreditation.

**#1 The Committee recommends:** The school led by the administration and Board should continue to develop systems that include: staffing practices to include evaluation, operational policies, use of formative assessment and communication methods with parents, to build a thorough foundation for procedures and practices that support the mission of the school.

**From our Substantive Change Visit:** “The school has improved many of its systems including staff evaluation and parent communication. There is a plan in place to systemize both formative and summative assessment programs.” – William Huyett

The 2017-2018 school year began with the roll out of our new staff evaluation process called 360 Evaluations. In this process, teachers created goals based on the CSTP Elements. Teachers were observed 3 times during the year with follow up conversations about growth, they filmed their practice and reflected upon what they saw, and sent out surveys to parents, students and colleagues. This all culminated in March when each teacher met with the Administration for a 20 presentation of their growth. This process led to rich conversations around pedagogy and practice. Based on teacher feedback, the desire for more immediate formative feedback and a shorter timeline, 360 Evaluations was revised for the following school year.

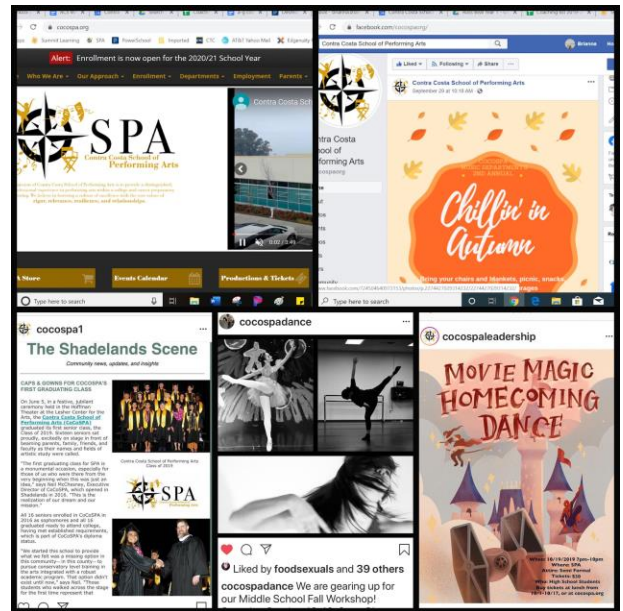
In the 2019-2020 school year, we moved this process to the Teacher Growth Cycle, focusing on the skills and goals that teachers wanted to see in themselves and their classrooms, focusing on the school priorities and Graduate Profile. Each quarter, Teachers have an initial goal setting meeting and then are visited weekly or bi-weekly by a member of the Admin team, with feedback session occurring within 24 hours of the observation. Discussions continue to revolve around pedagogy and practice, with specific emphasis on teacher goals and growth.

In addition, over the last couple of years, staff members have worked on fleshing out many different operational policies. Much of this work happens during the summer and in summer professional development, and the lion's share of the product is enumerated in both the staff handbook and family handbook. Our administration and governing board continued to develop, approve, and refine several different regulations and formal Board policies. These include complaint policies, hiring policies, fiscal policies, anti-nepotism policies, suicide prevention policies, independent study policies, facility use policies, school visitation policies, field trip policies, enrollment and registration policies, etc.

SPA continues to administer the NWEA MAP Growth assessment as a school wide formative assessment. The Summit platform now uploads MAP scores and teacher have the information to assist in differentiating instruction. For the spring assessment in the last two years, students have looked at their RIT scores in Math and English and completed a goal setting worksheet in anticipation of their learning for the school year and spring assessment. After the spring assessment, at an all school assembly, students who met or exceeded their goal targets received a reward. Finally, Growth reports are now sent home to families outlining the growth the student achieved and the ways in which the school and teachers used MAP as a formative assessment tool.

With the hiring of a part time communications and media manager in year two, communication to our stakeholders increased dramatically. Every Sunday, there is a parent newsletter, and a staff newsletter, sent out over email. There are updates to our Facebook page, Twitter account, Instagram account and website. The Arts departments and Leadership developed student-led Instagrams for student communication. In addition, we hold monthly Learning Tours (parents with the Director of Curriculum for a deep dive into academics at SPA) and monthly coffee meetings (called Wake Up Wednesday) with various members of the Admin team and our parent community to discuss what is coming up at SPA and answer questions from stakeholders.

Parents can access ongoing information about Contra Costa School of Performing Arts by going to the school website at [www.cocospa.org](http://www.cocospa.org), “liking” the school Facebook page, Instagram account, Twitter feed or reading the weekly family newsletter. The individual arts programs send out newsletters and update specific social media platform with information concerning the achievements of students in class and the upcoming production and performance opportunities. The events calendar on the school website allows the community to track the many arts, academic and other community events occurring on site. The website also contains teacher and staff directories connecting parents to teachers through emails and phone numbers, and parents can access student grades and attendance via PowerSchool, and assignments via the teacher’s link on the website homepage or through the Summit Learning Platform. Also, on the web, parents can purchase SPA gear, buy tickets to events and make contributions on behalf of their students at the Contra Costa School of Performing Arts web store. A phone service, School Messenger, allows phone calls and emails to be sent out to all parents or a defined group.



**#2 The Committee recommends:** The instructional staff must continue to develop a rigorous, relevant and arts integrated curriculum as the school adds grade levels in order to assure a continuity of program sixth through twelfth grade.

**From our Substantive Change Visit:** “All curriculum was developed and expanded into the Summit Personalized Learning Platform that has served the students, staff and parents exceptionally in the four disciplines it serves. The school has made some adjustments in its school schedule to provide more time for mentoring and supervising students on progress on projects and mastery of curriculum on the PLP.” – William Huyett

Our school continues to use the Summit Learning Platform as our content/learning management system, and expanded first to use the 11<sup>th</sup> grade courses and then the 12<sup>th</sup> grade courses on the platform. All teachers continued to be trained on the platform – attending conferences in Redwood City, San Diego and Spokane. In addition, our Math and English teachers attended CAASPP Hand Scoring workshops in 2018 to better understand how to help our students truly show what they know in standardized testing.

In the summer of 2019, the Executive Functioning Committee convened in response to the end of the year data discussions from MAP, CAASPP and school data to create new systems for student success. The results of their work focuses on two areas: 1) expanded structures in our Spotlight classes that focused on teacher directed modeling of positive learning techniques/using youth educators in small group workshops 2) creation of an afternoon 30 minute period called SPARS (SPA Reads and Solves) where students rotate between math foundational work, math pull out support, reading groups, typing class and student selected

clubs for community building.

In terms of a rigorous curriculum, the academic and arts staff has worked hard to complete the UC's a-g submission process. To date, all 20 academic courses, 2 elective courses and 19 arts courses have been approved. This spring, the arts team plans to submit 19 more courses for "f" approval.

With the advent of 11th and 12th grade students, SPA now offers 5 AP Courses: AP Language and Composition, AP Literature and Composition, AP US History, AP Government and Politics and AP Environmental Science. AP teachers have attended summer trainings, submitted AP syllabi for course approval and received approvals from the College Board.

Arts Integration is an on-going goal that has seen pockets of success. In the first two year, teachers attended professional development sessions around integration and from those session there were projects created in a couple of courses. Currently, while there is quite a bit of arts enhancement happening in most academic subjects (where academic lessons or projects are "enhanced" with an arts option), arts integration as a goal has taken a backseat to other school wide goals.

**#3 The Committee recommends:** The school must continue to build upon the culture of inclusiveness of all students as new grades are added in order to build upon the core values of "Relationships and Resilience" in your students.

**From our Substantive Change Visit:** "This continues to be a strength of the school. Interviewed Twelfth Grade students all stated that one of the qualities that they appreciated about their school was the relationship they had developed with their teachers and fellow scholars. The school has create and supported an atmosphere of learning and collaboration in the context of performing arts. Evidence of this is apparent in the schedule of Senior events that has been developed for the new Twelfth Grade." - William Huyett

With the addition of new students every year, SPA continue to leverage the use of Spotlight as a place of community and relationship building. In Spotlight, students create weekly goals, work on goals independently, work with peers in pairs or small groups, work with Youth Educators, engage in community building circles and participate in friendly competitions concerning everything from Focus Areas to Box Top collections and Spirit Week dress up days.

The Student Leadership club creates many student-led opportunities for students in every grade level to connect with each other: spirit weeks, school dances, rallies, contests, music on the lawn Fridays, friend-gram, etc. Every year they continue to grow as a program by adding more students to the club itself and creating more opportunities for students to build school culture. For the 2019-2020 school year, SPA adds Homecoming to its repertoire of engagement events with a full week of activities: hallway decorating, dress up days, games on Friday after school, movie night and a high school semi-formal on Saturday.

In addition, many guest speakers and artists came to our school to talk in small and large groups – from a Holocaust survivor, to a Disability Activist, to several professional artists across our 5 main performing arts





disciplines. Engaging with the community, both on our school site and off site, is an important tool in building a relationship with the community. To this end, students participate in a variety of field trips every year - from viewing plays at our local performing arts theater to productions in San Francisco, college trips to local universities, a visit to the Fed for seniors and multi day trips for Theater, Production & Design, Vocal and Instrumental students - that broaden their scope of knowledge and encourage our artist-scholars to be active Bay Area citizens.

Finally, SPA continues to train and use restorative practices as a tool for relationship building and repairing. The school has brought in several different organizations for ongoing professional development and program implementation work as we continue to move toward embracing restorative practices as a cornerstone of our culture. These organizations include SEEDS, Attitudinal Healing Connection, Facing History and Ourselves, and Circle Up. Staff members continue to hone their skills in this area and utilize these practices in all their spaces and courses.

**#4 The Committee recommends:** The school must complete the construction for the permanent facility in order to have the facilities required for a quality Performing Arts Program.

**From our Substantive Change Visit:** “Facilities have improved significantly with the move into the permanent school. There is ample classroom space, performing arts facilities, modern office facilities, and large group meeting and congregating space. Construction has been divided into three phases, two of which have been completed and the third to be done next summer.” – William Huyett

On August 28, 2017, our second school year opened in our permanent facility, located at 2730 Mitchell Drive, Walnut Creek, California. The construction timeline unfolded in a three phrase roll out. Phase One included classrooms 1-8 and was completed for occupation in August of 2017. Phase Two included the Multi-Use Room, the Black Box Theater, the Dance Studio, the Production and Design Studio and two Science labs and was completed for occupation after the Thanksgiving break in 2017. The final phase, Phase Three, took place in the summer of 2019 with the addition of 10 more classrooms and the Instrumental Music Studio. The 2019-2020 school year commenced with the completion of all spaces, with some continuing work on the second set of bathrooms outside, the reconstruction of the open space in SPA’s backyard, and some final technology pieces.

## Chapter II: Student/Community Profile and Supporting Data and Findings

### GENERAL BACKGROUND AND HISTORY

Welcome to Contra Costa School of Performing Arts (SPA), a 6th-12th grade public charter school serving 450 students. Located in the San Francisco Bay Area, we are part of Central Contra Costa County, approximately 30 miles from San Francisco.

SPA is located in the boundaries of the Mt. Diablo Unified School District, a large suburban school district serving a diverse population including the cities of Concord, Pleasant Hill, Clayton, portions of Walnut Creek, Martinez, and Pittsburg, unincorporated areas including Lafayette, Pacheco, and Bay Point. As a charter school located in the boundaries of the Mt. Diablo Unified School District (MDUSD), our goal is that SPA's demographics will ultimately reflect the racial, ethnic and socioeconomic diversity of the district.

At the start of 2015, the Contra Costa School of Performing Arts Steering Committee, formed to create this school, began their efforts with a small team around a kitchen table and soon expanded to include many educational and artistic professionals who envisioned SPA as an elite school with open access to all students. On Wednesday July 15, 2015, the Contra Costa School of Performing Arts was approved for our first five-year term, July 1, 2016 through June 30, 2021, from our authorizer, the Contra Costa County Board of Education. The following year a dedicated team of administrators, teachers, staff and community partners worked together to create a shared vision.

In the early days of planning the school in 2015, SPA conducted a very broad outreach plan that put us in contact with over 200 local performing arts studios, feeder schools, members of the community from various organizations (from the Realty Board to the Rotary Club), local politicians and families all around the county. There were early two fundraising opportunities, one in October of 2015 and the other in June of 2016, that allowed members of the community, potential families and staff members to interact.

SPA opened its doors to 300 students in grades 6-10 on August 29, 2016. The original school open date was August 10, 2016, but due to facilities complications, we pushed back the start date to August 29. We operated the first nine weeks of school at the Ultimate Fieldhouse (an indoor basketball facility), located at 2675 Mitchell Drive, Walnut Creek, CA 94598. While this location was close to our intended facility, the obstacles in teaching at a sports complex contributed to both student and staff attrition. SPA was there while the intended location, 150 North Wiget Lane, Walnut Creek, CA 94598, was being completed.

On November 2, 2016, SPA moved into 10 portables at the parking lot at the North Wiget location. And while this location also had obstacles to overcome, all stakeholders were pleased with the actual physical classrooms, more consistent and efficient access to technology, and a renewed sense of purpose. While we made the best of our temporary facilities, it certainly had a negative impact on our ability to support a robust arts program. We worked with neighboring facilities partners to supplement our space and programmatic needs (e.g. Center for Community Arts, Walnut Creek).

On August 28, 2017, SPA opened for its second year with 400 students in grades 6-11 in our permanent





facility, located at 2730 Mitchell Drive, Walnut Creek, California. The opening of our permanent home was a cause for great celebration among our various stakeholders. Staff members were able to create welcoming classroom environments for students and take ownership of their spaces. This sense of permanence allowed staff members to turn their full attention to the academic program and curriculum platform. Returning families were able to see the dream of a permanent home, with dedicated artistic spaces, realized and new families began their journey at SPA already feeling at home.

Our building at 2730 Mitchell Drive recently finished a three-phase construction roll out. On August 28, 2017, phase one was complete, which included 8 classrooms and the Vocal room. Phase two came on board November 27, 2017, which included the Multi Use Room, Black Box Theater, Dance Studio, Production & Design Studio and 2 Science rooms. Phase three finished for the opening of school on August 14, 2019 and added an additional 12 classrooms, an Instrumental Music Room and a College, Career and Counseling Center.

## **SCHOOL VISION AND PURPOSE**

SPA is a unique school that combines college and career readiness with a world-class performing arts integrated educational program in partnership with a premier community arts venue. SPA is the only program with this vision and purpose that currently exists in the county. The students of Contra Costa County unquestionably demonstrate the talent and desire for performing arts outlets in a setting of high academic achievement.

### **Mission**

The mission of the Contra Costa School of Performing Arts (SPA) 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 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.

In the year before opening, the vision and mission were used as guidelines for developing the curriculum program, sourcing curriculum materials, developing the arts program, going through the hiring process and evolving all other school processes. It is revisited on a regular basis as the school grows and adapts. The vision and mission are the roadmap that SPA continues to follow as we make our way through our founding years and generate plans for the future.

Our Schoolwide Learner Outcomes were developed by reviewing our charter, reviewing the National Core Arts Standards and incorporating new ideas generated as our inaugural year began. After receiving input from stakeholders, we merged and refined ideas, and articulated our goals around our 4 core values: rigor, relevance, resilience and relationships. At the beginning of the 2019-2020 school year, the staff embarked on a revision of the Graduate Profile/SLOs. Utilizing small and large group work, the staff debated, revised, discussed and finally agreed upon a new update/streamlined version.

The vision, mission, core values and graduate profile are all visible on the school website, in the SPA Family Handbook and in our classrooms. The core values and graduate profile were used as the basis of

workshops and modules in both the arts and academics during the first two weeks of school. Both arts and academic teachers use the school's purpose when planning and executing their curriculum. In addition, Graduate Profiles are posted in all classrooms and handed out to all new students in our summer New Student Orientation week. On a daily basis, school leadership and staff use the core values and learner outcomes to deliver small messages and help students connect to larger themes and long term goals.

All documents at SPA are considered living documents that need to be regularly reviewed. Documents initially created by the implementation team were reviewed and revised by the full staff before school opening, this process is followed yearly. SPA uses Google Docs to enable various stakeholders and groups to add their voice to essential documents. On Leadership Retreats, the members of the Leadership team review all school documents (Family Handbook, LCAP, Staff Handbook, school mission and goals, school wide action plan, etc.) for efficacy and evolution.

## **ACADEMIC PROGRAMMING**

Founded in a project-based curriculum that leverages instructional technology and non-traditional pedagogy, students at SPA are challenged and supported through a rigorous college and career readiness program. Learning plans are personalized and dynamic, allowing students to accelerate when appropriate or providing for structured intervention when needed. Students also have an unparalleled breadth and depth of performing arts exposure, receiving pre-professional training far superior to a typical middle or high school elective program. A rigorous four-year program uniquely prepares students for a wide spectrum of arts careers or any career of their choosing. All students who successfully complete the SPA program will exceed the UC/CSU "a-g" requirements.

The small school size, along with innovative mentoring and flexible personalized learning time, allows the staff to build strong relationships with students and provide intervention as soon as it is needed. The master schedule was purposefully designed to provide built in time for students to work on their own, with peers or with content area teachers to accelerate or decelerate their own education. The SPA community works to continually develop a rich culture; one that celebrates diversity, encourages relationships with all stakeholders, and commits to a heightened sense of civic duty and citizenship. This team approach helps ensure that all students are "seen" and personalized supports can be created for student success.

SPA is a one to one Chromebook school with the majority of our academic programming following Summit Schools Personalized Learning Platform (PLP). English, Social Science, Science, Math and Spanish are all courses with their content on the PLP. Students utilize online resources and materials curated by teachers, finalize projects to submit online, and complete content assessments online.

Our curriculum is founded in the following principles:

- **Personalized Learning:** 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](https://summitlearning.org)) to further enhance the personalized learning opportunities during the school day.
- **Arts Integration:** 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:** 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.

In addition to the “a-g” requirements, the high school students engage in a pre-conservatory level arts preparation program. The four-year program of study is detailed below (the full 7 year Scope and Sequence can be found in the Appendix ):

<b>9<sup>th</sup> grade</b>	<b>10<sup>th</sup> grade</b>	<b>11<sup>th</sup> grade</b>	<b>12<sup>th</sup> grade</b>
English 9	English 10 CP	English 11 CP or AP Language and Composition	English 12 CP or AP Literature and Composition
Health and Wellness	World History	US History or ASP US History	AP Government and Politics
Biology	Chemistry	Environmental Science or AP Environmental Science	The Senior Process
Algebra I	Geometry	Algebra II	Economics: Artist as Entrepreneur
Spanish I	Spanish II	Spanish III	Arts Internship
Arts major elective	Arts major elective	Arts major elective	Arts major elective
Arts major elective	Arts major elective	Arts major elective	Arts major elective
Arts major elective	Arts major elective	Arts major elective	Arts major elective

A rigorous four-year program uniquely prepares students for a wide spectrum of arts careers, but also any college or career of their choosing. All students who successfully complete the program will exceed the UC/CSU “a-g” requirements. Arts electives are based on a student’s chosen major: Dance, Instrumental Music, Production & Design, Theatre or Vocal Music.

To meet the needs of all students and ensure that every student is given the opportunity to master the standards, the staff developed several intervention strategies. The Spotlight period that begins every day is designed to provide students with time during the school day to work on assignments and projects, seek

extra help and make up or re-do assessments to achieve mastery. Youth Educators provide peer coaching and assistance for those students that require it. In addition, an after-school Study Hall provides 450 extra minutes a week of academic support to all middle school students. Teachers have weekly office hours after school to catch up on work in a small setting with directed support. Based on data and reflection from last year, a new program this school year, Saturday Spotlight, catches students who are behind and invites them to a 3 hour Spotlight on Saturday to work with teachers, turn in work and get back on track. Finally, students are allowed extended time on all projects and assessments to truly show their mastery of all skills and content.

In maintaining our college readiness at SPA, the guidance department established in the 2017-2018 school year provides all students with academic, college, and career outreach as well as social and emotional support. Through classroom presentations and parent nights, SPA is able to provide students and families with the resources needed to help them through high school and into their post-secondary path. We assist students with their course selection, monitor their graduation status, and provide valuable college information so students can develop goals and plan for their future. In addition, there are yearly college tours to local universities (including CSU Sacramento, CSU East Bay, CSU San Francisco, UC Berkeley, UC Davis, St. Mary's College, University of the Pacific). The staff is dedicated in supporting students in all areas of guidance, including their social and emotional well-being. By being actively supportive to their social and emotional needs, we provide short-term counseling as needed to instill trust and motivation to our students through these crucial years.

## ARTS PROGRAMMING

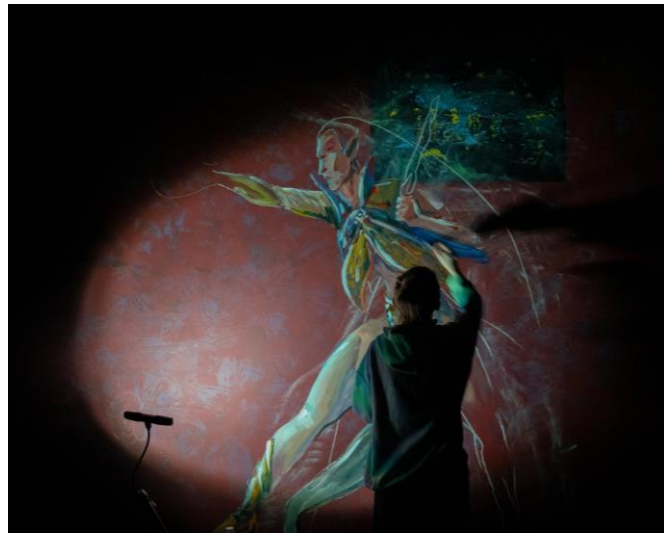
SPA offers pre-professional style training in 5 Arts Majors: Dance, Instrumental Music, Production and Design, Theatre and Vocal Music. SPA arts classes are led by highly skilled and passionate Teaching Artists and are deeply rooted in the idea that all students can thrive and succeed with proper training 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 relative 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.

- **Vocal Music:** 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 Music:** 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.



All artist-scholars participate in performances for their major, some during school hours (such as the open classroom performances in theatre and dance), some evening performance for their major (such as the instrumental and vocal shows) and others audition to be a part of the SPA mainstage performances.

As the school expands, Arts offerings at lunch, after school and on weekends have also expanded.

2016-2017	2017-2018

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<p>Fall Play: <i>Metamorphosis</i>  Winter Instrumental/Vocal Concert  Winter Arts Retreat  Winter Dance show  Spring Musical: <i>Big River</i></p>	<ul style="list-style-type: none"> <li>• Fall Visual Arts Show</li> <li>• Middle School Bootcamp</li> <li>• Fall Play: <i>The Crucible</i></li> <li>• Scene-Splosion</li> <li>• Winter Visual Arts Show</li> <li>• Winter Instrumental/Vocal Concert</li> <li>• Winter Arts Retreat</li> <li>• Winter Dance show</li> <li>• Overnight Write-in</li> <li>• Spring Instrumental/Vocal Concert</li> <li>• Spring Dance Show</li> <li>• Spring Visual Arts Show</li> <li>• Spring Musical: <i>Secret Garden</i></li> </ul>
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2018-2019	2019-2020
<p>Chillin' In Autumn  Fall Visual Arts Show  Middle School Bootcamp  Fall Play: <i>Marisol</i>  Scene-Splosion  Winter Visual Arts Show  Winter Instrumental/Vocal Concert  Winter Arts Retreat  Winter Dance show  Overnight Write-in  MS Ensemble: <i>Rosencrantz &amp; Guildenstern Are Dead</i>  HS Acting the Classics: <i>King Lear</i>  Spring Instrumental/Vocal Concert  Spring Dance Show  Spring Visual Arts Show  Spring Musical: <i>Footloose</i>  Taste of LA Theatre/PD Tour  Anaheim Music Tour</p>	<ul style="list-style-type: none"> <li>• Chillin' In Autumn</li> <li>• Middle School Fall Workshop</li> <li>• Fall Play: <i>Picasso at the Lapin Agile</i></li> <li>• Fall Visual Arts Show</li> <li>• Dance: Fall Works</li> <li>• Vocal: Supper Time Follies</li> <li>• MS Play: <i>She Kills Monsters</i></li> <li>• Winter Chamber Orchestra Concert</li> <li>• Winter Vocal Concert</li> <li>• Winter Jazz Concert</li> <li>• High School Winter Arts Retreat</li> <li>• Overnight Write-In</li> <li>• Classics Unleashed: <i>Antigonick</i></li> <li>• Vocal: So Cal Spring Trip</li> <li>• Exploring Chance Theatre: <i>The New Galileos</i></li> <li>• Spring Art Show</li> <li>• Instrumental: New Orleans Jazz Trip</li> <li>• Theatre &amp; PD: Taste of Denver</li> <li>• Vocal: DVC Choral Invitational</li> <li>• Spring Musical: <i>Into the Woods</i></li> <li>• Vocal: Senior Recitals</li> <li>• Dance: Spring Concert</li> <li>• Spring Chamber Orchestra Concert</li> <li>• Spring Vocal Concert</li> <li>• Spring Jazz Concert</li> <li>• Theatre &amp; PD: New Works</li> </ul>

### STAKEHOLDER INVOLVEMENT

Contra Costa School of Performing Arts has a growing number of parent and community organizations that

support the school.

The Ensemble is the parent, student, staff organization that represents all stakeholders in the school community. Parents and staff are invited to join Ensemble and to participate in its operations and activities. In SPA's first four years, Ensemble projects have included:

<ul style="list-style-type: none"> <li>• Walk Through Registrations</li> <li>• Teacher appreciation events</li> <li>• Family Communications</li> <li>• Campus Beautification Day</li> <li>• Volunteering for Choice Lunch program</li> <li>• Back to School night</li> </ul>	<ul style="list-style-type: none"> <li>• Open House</li> <li>• Facilitated various fundraisers</li> <li>• Supporting all arts productions</li> <li>• Annual Gala</li> <li>• Promotion</li> <li>• Graduation/Grad Nite</li> </ul>
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There is a growing relationship at this time between the school, several business and educational outlets, and the arts community in Contra Costa County and the Bay Area as a whole. Students have taken field trips to various arts venues, enjoyed guest speakers in all arts areas and started 11<sup>th</sup>/12<sup>th</sup> grade Internships with various local venues.

Our current list of partners includes:

<ul style="list-style-type: none"> <li>• California Charter Schools Association</li> <li>• Charter School Management Corp</li> <li>• Young, Minney &amp; Corr, LLP</li> <li>• Oakland School for the Arts</li> <li>• Arts Schools Network</li> <li>• Concord Pavilion</li> </ul>	<ul style="list-style-type: none"> <li>• Center for Community Arts (Walnut Creek)</li> <li>• California Shakespeare Festival</li> <li>• American Conservatory Theater</li> <li>• Walnut Creek Rotary</li> <li>• Ultimate Field House</li> <li>• Leshner Center for the Arts</li> </ul>
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## **STUDENT CLUBS AND SERVICE ORGANIZATIONS**

Student generated clubs at SPA occur during SPARS or during Intermission and after school (SHINE club). Clubs vary from traditional school offerings to unique artistic student inspired organizations representing a diverse area of interests. Students interested in starting their own club fill out the application for with Student Leadership.

Current clubs include:

### **High School**

- Black Student Union
- Green Teens
- Interact
- QSA (Queer/Straight Alliance)
- Leadership
- Yearbook
- Drawing Club
- Spanish Club

### **Middle School**

- Black Student Union
- Green Teens
- Interact
- QSA (Queer/Straight Alliance)
- Leadership
- Yearbook
- Drawing Club
- Yoga Club
- Game Club
- Fantasy/Role Playing Club
- Fencing Club
- Cooking Club

## **Yearbook**



Yearbook Club is responsible for producing the Yearbook each year. Our Yearbook is a combined Middle School and High School Yearbook called "The Script" which we release in the spring. Yearbook is staffed with 20-30 (currently we have 26 students on staff) from grades 8-12 and is run by 5 student editors. Our editors are juniors and seniors who have been part of the club for at least 3 years and who show particular talent at the various skills needed for Yearbook along with showing great leadership potential. Our staff members apply in the spring to be part of the next year's Yearbook. All 7th-11th graders are welcome and encouraged to apply. While previous experience is appreciated, the only criteria for staff selection is having passing grades in all Art and Academic courses at the time of application, and a willingness and the ability to commit to Yearbook and the responsibilities that entails.

### **Leadership**

Leadership is a student-run and organized club consisting of 35 members from grades 6-12. The student-decided mission is to cultivate spirit, community, and support for students and staff at our school. Some programs students have planned and executed to achieve these goals are numerous community-building spirit rallies, dress-up weeks, and dances. Students have also spread spirit by hosting our school's first ever Homecoming Week, fully decorating the halls by grade level, running events related to the theme, and incorporating students from many different backgrounds on campus. Finally, the Leadership team organizes appreciation weeks where students write and hang personal or anonymous notes of kindness to other students



### **SPAmbassadors**

SPAmbassadors function as the face of SPA in many community events. They welcome parents to Back to School Night and Open House, attend various community festivals and even march in parades. In addition, this group of high school students were trained throughout the first month of school in two main areas: School Tours and Tech Trainings for families. On School Tours, they lead anywhere from 2 to 10 interested community members on a comprehensive tour of the school. They discuss school history, tour the facility, view classes in session, review the online platform and answer questions regarding all aspects of the school. In one-on-one Tech Trainings, a SPAmbassador works with a family member of a student to conduct a deep dive into both the Summit Learning platform and PowerSchool.

### **Youth Educators**

Youth Educators is a new peer tutoring program where selected high school students, in good academic standing, push into middle school Spotlight classes to support and tutor groups of students. YEPs, as they are called, have strong academic performance, positive behavior records and display leadership abilities. They serve as role models for our younger students. It is also an important learning and leadership experience for high school students. In teams of 2, YEPs run workshop style program, coaching younger students and modeling executive functioning skills required in a personalized learning environment. Students who successfully complete the year as Youth Educators will receive a distinction on their High School transcript and recognition at the end-of-year Director Awards ceremony.

### **Youth Council**

In the 2019-2020 school year, SPA initiated its first ever Youth Council - a peer to peer restorative justice program. Youth will work together as an alternative to suspension, early intervention for escalating behaviors, and mediating peer conflict. The purpose of the Youth Council will be to repair harm and build competencies that help create safer schools. The goals of the Youth Council are: increasing accountability of youth, assisting all those involved to move forward successfully, determining a fair and restorative sanction, supervising the sanction and monitor the outcome. Youth Council is created to reduce incident

escalation and/or serve as a last step effort to reduce suspension/ expulsion. At SPA, we know that part of growing up includes making mistakes and sometimes failing to make good choices, but we want students to know that they are not their mistakes. We want students to evolve from their interactions, right their wrongs, and reflect on how our process demonstrated care and character building versus punitive outcomes. Part of this process includes productive and caring partnerships with the families of young people in our community. Students learn to perform the functions of the Youth Council by practicing the roles of judges, jurors, community advocates and youth advocates, conducting intake, and distributing sanctions.

## **STUDENTS INTERVENTIONS**

The Contra Costa School of Performing Arts has created various Tier 1 student supports since its inception. We firmly believe that all students can be successful in our mastery approach to learning, if given the time and resources. For the 2019-2020 school year, this is a list of interventions open to all students:

### **SPARS**

SPARS stands for SPA Reads and Solves. It is the creation of the Executive Functioning committee's work during the summer of 2019. The goal was to provide spaces and opportunities for students to work on reading/language skills, math skills and school culture through community building clubs. The time for SPARS occurs in the middle of the bell schedule Tuesday - Friday.

#### Middle School Rotation:

- Tuesdays: Reading Strategies lessons designed by our Director of Curriculum
- Wednesdays: Clubs/Activities while math pull out support groups happen
- Thursdays: Math Online Programming (Prodigy)
- Fridays: Choice between Math Online Programming (Prodigy) and typing.com

#### High School Rotation:

- Tuesdays: Clubs/Activities while math pull out support groups happen
- Wednesdays: Reading Strategies lessons designed by our Director of Curriculum
- Thursdays: Math Online Programming (Prodigy)
- Fridays: Choice between Math Online Programming (Prodigy) and typing.com

Each quarter, the staff reflects on the effectiveness of the program and reiterate as needed.

### **Study Hall**

Middle School students have the opportunity to attend study hall after school Monday-Friday (1:30pm-3:00pm on Mondays; 2:35pm-4:00pm on Tuesdays-Fridays) while high school is still in session. Study Hall is staffed by one of our Instructional team members and is intended for students who want quiet time to catch up or work ahead. Students causing any disruption will be asked to leave. In addition, teachers may encourage/require students needing extra support to attend.

### **SHINE Club**

Middle School students have the opportunity to participate in SHINE Club after school Monday-Friday while high school is still in session (1:30pm-3:00pm on Mondays; 2:35pm-4:00pm on Tuesdays-Fridays). Under the supervision of our Dean of Students, SHINE club participants help to build school culture, work on campus beautification, and run school spirit activities. On Fridays, SHINE club shows movies (all appropriately rated). Again, students causing any disruption will be asked to leave.

### **Saturday Spotlight**

Saturday spotlight is held once a month (9am-12pm) as an intervention to provide more time for students who are behind on their work or for students to progress ahead. Students who have missed assignment, checkpoint, project, and focus area deadlines in the past month will be required to attend. If invited

students do not attend, Administrators will call home and implement a make-up plan. Academic teachers are available during Saturday Spotlight to support students and help prioritize their time and effort.

Process:

- Teacher sends out weekly (or by assignment) email notifying students and families who have missed deadlines. Teacher gives a final cut-off date for submitting the work, along with ways student can get support with the assignment.
- Teacher sends a list to Admin of students who missed the cut-off deadline.
- Admin emails families and students who are required to attend Saturday Spotlight.
- Admin follows up with students who do not attend.

At Saturday Spotlight:

- Student checks in to grade-appropriate room and signs in with teacher.
- Student opens PLP and powerschool and makes a list of all missing assignments. Student prioritizes the list.
- Teacher signs off on student list, student begins work.
- Once a student has submitted all missing work, the teacher signs off and the student can sign out of Saturday spotlight. At 11:50, students remaining make a list of missing work, send an email to mentor, spotlight teacher and parent, and then sign out.

We are confident that this added support will support all students in their journey towards mastery and success in all classes!

### Office Hours

Teachers hold regular office hours for middle school and high school students to attend. Generally, office hours are held at the end of the school day in order to allow students the opportunity to access teachers without missing out on educational opportunities throughout the school day. The math department also hosts office hours during SPARS to provide further intervention on math concepts.

Teacher	Room	Tuesday	Wednesday	Thursday	Friday
Beal	101		3:00 - 4:45pm	3:00 - 4:00pm	
Bonano	109	2:45-4:00pm (check agenda)	2:45 - 4:00pm (check agenda)	2:45-4:00pm (check agenda)	2:45-4:00pm (check agenda)
Croy	104	By Appointment	By Appointment		
D'Amico	102		2:35 - 3:35 MS 4:10 - 5:10 HS	2:35 - 3:35 MS 4:10 - 5:10 HS	
Fitterer	P&D		12:00-1:05pm		12:00-1:05pm
Frost	117	4:30-5:00pm			4:30-5:00pm
Gutierrez-Zamora	110	4:15pm - 5:15pm		4:15pm -5:15pm	
Hiatt	107	4 until 5 pm	2:40 until 3:30	4 until 5 pm	2:40 until 3:30
Knowles	P&D	4:30pm-6:30pm	4:30pm-6:30pm		
Kuvetakis	122		2:30-5:00	By appointment.	

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<b>Logan</b>	<b>Vocal</b>	By Appointment	By Appointment		By Appointment
<b>Martinez</b>	<b>Theater</b>	12:10-1:10		12:10-1:10	
<b>McGurk</b>	<b>112</b>	11:30-12:30pm			11:30-12:30
<b>Mitchell</b>	<b>Theater</b>	By Appointment	By Appointment	By Appointment	By Appointment
<b>Montgomery</b>	<b>108</b>	2:45 - 4:00		2:45 - 4:00	
<b>Newsome</b>	<b>118</b>		2:35-4 or by apt.		
<b>Orloff</b>	<b>Dance</b>	By Appointment	By Appointment	By Appointment	By Appointment
<b>Peters</b>	<b>124</b>		2:30 - 3:15 (MS)		
<b>Portillo</b>	<b>105</b>		2:35 - 4:00pm		
<b>Scudero</b>	<b>125</b>		2:45-4:45pm		
<b>Shankle</b>	<b>Instru.</b>			4:10-5:30 pm	
<b>Whismore</b>	<b>103</b>	By Appointment	By Appointment	By Appointment	By Appointment
<b>White</b>	<b>106</b>	2:45 - 3:45pm		2:45 - 3:45pm	
<b>Wiley</b>	<b>116</b>	2:45 - 4:00pm		2:45 - 4:00pm	
<b>Woods</b>	<b>121</b>	By Appointment		By Appointment	

### THE 4 RS: RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

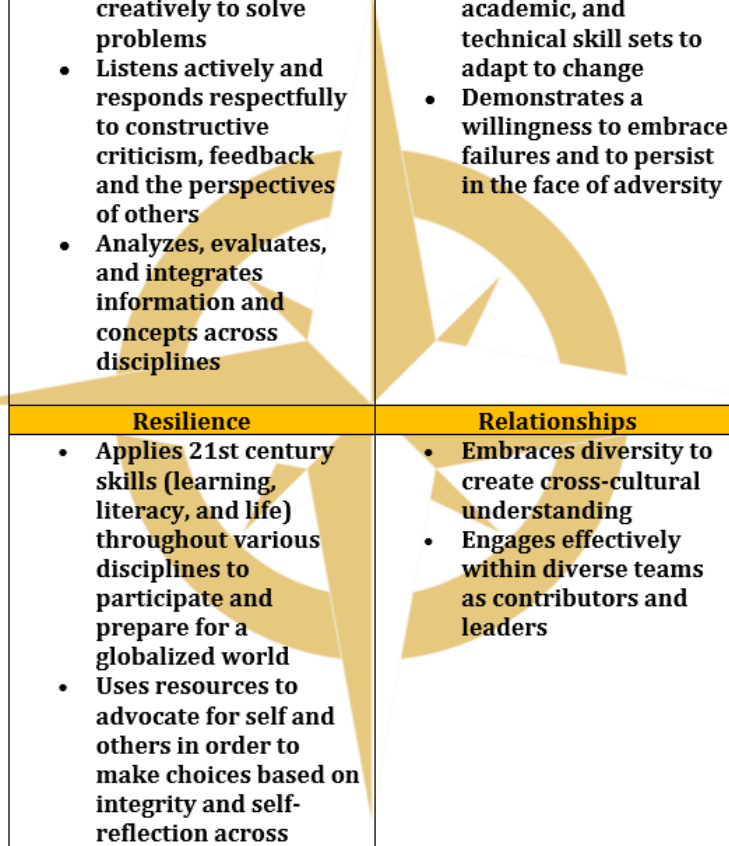
In the writing of the charter for the Contra Costa School of Performing Arts, the original mission statement ended with 3 words: rigor, relevance and relationships. In the development of the school in its founding year, specifically in the two weeks of professional development with the founding faculty, the mission was expanded to include one more word, one more core value: resilience.

In the first weeks of the school's opening, there were workshops and activities with the entire school community around these 4 core values - what they meant to the individual, what they mean to the school community, how they could be interrupted and how they could be displayed.

These same core values, and the school's mission and vision, were used by the staff to develop our first Graduate Profile. It was an ambitious document that drew heavily on the National Core Arts Standards, Common Core Standards, Content Standards and 21st Century Skills.

Since the founding of the school, the discussions around the mission, vision and core values led to a revision of the Graduate Profile and the development of Schoolwide Learning Outcomes.

## SPA Graduate Profile



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

In the 2017-2018 school year, the Arts Council, through weekly meetings and discussion of the school's core values, developed a credo. This credo is at the core of what every artist-scholar in our school is expected to become by the time they graduate.

## The Artist-Scholar Credo

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

### ENROLLMENT & DEMOGRAPHIC DATA

Status of school in terms of student performance:

- Contra Costa School of Performing Arts is not a Title I school and is not under a correction program.
- Contra Costa School of Performing Arts does not have any outside providers or external evaluators currently working with the school.
- Contra Costa School of Performing Arts does not have a corrective action plan, an alternative governance plan, or joint intervention agreement.
- Contra Costa School of Performing Arts is not under any state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified subpopulations or the entire school populations.

As a middle school and high school charter school serving students from distinctly different home districts, as well as a broad range of private/home school students coming to a public school, one of the most important challenges is bridging the academic, cultural, linguistic, ethnic and other differences that students bring to our school.

### Enrollment by Gender

**Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report**

<b>Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Female</b>	233	292	310	319
<b>Male</b>	94	124	138	136
<b>TOTAL</b>	327	416	448	455

SPA continues to attract more female (70%) than male (30%) students to our performing arts charter. One correlation that can be drawn is that dance is female-dominated art form and that is reflected at our school. As of next school year (2020-2021), students will be able to report non-binary as their gender during the registration process.

<b>Arts Enrollment 2019-2020</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>Dance</b>	81	75	6
<b>Instrumental</b>	73	28	45
<b>Production and Design</b>	117	72	45
<b>Theater</b>	113	80	33
<b>Vocal</b>	71	64	7
<b>TOTAL</b>	455	319	136

These numbers reflect the Arts enrollment as of the writing of the WASC report. It is clear that both the dance department and vocal department are largely female, while the other 3 majors are a bit more balanced. The Arts Council is working on enrollment and outreach efforts to continue to diversify in both gender and ethnicity.

**Enrollment by Ethnicity**

	<b>Total Enrollment</b>			
<b>Group</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>African American</b>	30	49	45	38



## Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report

<b>American Indian</b>	7	5	6	5
<b>Asian</b>	11	15	16	21
<b>Hispanic</b>	52	101	111	129
<b>Pacific Islander</b>	0	1	0	0
<b>Caucasian</b>	191	202	224	201
<b>Other</b>	36	44	46	61

The ethnic make up of Contra Costa School of Performing Arts is somewhat consistent with the makeup of the enrollment of Contra Costa County. The number of African American and American Indian students is within 1%. Currently SPA have 8% fewer Hispanic students, 12% fewer Asian students and 14% more Caucasian students. As the school continues to grow to it's full enrollment of 700 students, we hope to address these diversity gaps.

### Enrollment by Predominate Primary Languages Other Than English

	<b>Total Enrollment</b>			
<b>Primary Languages</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Spanish</b>	27	19	34	44
<b>Hebrew</b>	5	5	7	5
<b>Russian</b>	2	4	6	6

Other languages represented at SPA: Vietnamese, Filipino, Japanese, Arabic, Punjabi, Polish, Hungarian, Mandarin, Turkish, Korean.

### Enrollment by Language Proficiency Numbers

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>English Language Learners</b>	4	9	11	9
<b>Fluent – English proficient (FEP)</b>	0	0	0	0

## Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report

<b>Redesignated FEP (R-FEP)</b>	0	0	2	N/A
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SPA has a much smaller portion of language learners than the county as a whole. Currently, 55% of our English learners are also in our Special Education program. In the 2018-2019 school year, the state of California changed the requirements for redesignation and SPA is working to create systems for EL students to achieve greater success and redesignation status.

### Enrollment by Special Needs and Other Programs

<b>Programs</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Special Education</b>	36	73	76	74
<b>504</b>	18	24	33	40
<b>Advanced Placement</b>	N/A	8	46	25

In the years since opening, students with IEPs and 504s continue to steadily grow. In the 2019-2020 school year, 25% of our population has either an IEP or 504. The large numbers can be attributed to families seeking a smaller school environment or specialized training for their students with different learning abilities.

In the 2018-2019 school year, all general education 11th and 12th grade students were enrolled in a year-long AP Government course, which is represented in the increased numbers for that school year. With the success of that pilot, SPA plans to continue to enroll all general education 11th and 12th grade students in AP Government for the 2020-2021 school year. In the 2019-2020 school year, AP Government is not offered as it alternates with AP US History.

### Enrollment by Socioeconomic Status

<b>Free/reduced lunch status</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Full pay</b>	280	387	350	336
<b>Reduced</b>	28	13	21	22
<b>Free</b>	19	16	77	97

While families qualified for free and reduced lunch since the start of the school, SPA became a member of the National Student Lunch Program in the fall of 2019. Applications were sent to all SPA families. SPA uses Choice Lunch, a private provider, to support NSLP.

<b>Parent Education Level</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
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## Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report

<b>Graduate degree</b>	104	119	123	99
<b>College graduate</b>	69	110	133	110
<b>Some college</b>	63	125	149	172
<b>High school graduate</b>	11	18	18	37
<b>Not a high school graduate</b>	2	4	2	7
<b>Declined to state</b>	58	44	46	30

In the 2019-2020 school year, there is a noticeable shift in the number of parents in the “high school graduate” row. As this number shifts, SPA recognizes the need to augment and increase the amount of parent outreach and education to accomodate all stakeholders in our community.



### STAFF DEMOGRAPHICS

SPA has a highly motivated and dedicated classified, certificated and administrative staff. It is important that the backgrounds of our staff represent a breadth of experience, academically, artistically, professionally, culturally and ethnically.

The following is the number of certificated staff and classified staff, including number of qualified personnel for counseling and other pupil support services. In a recent school climate survey, 90% of students and 93% of parents replied that they have good relationships with their teachers.

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Total Staff</b>	29	40	49	48
<b>Certificated Staff</b>	8	16	20	19
<b>Non-Certificated Staff</b>	7	8	11	9
<b>Executive Director</b>	1	1	1	1
<b>Directors</b>	3	3	2	2
<b>Guidance Counselors</b>	N/A	1	2	2
<b>Tech</b>	.5	1	1	1
<b>Administrative Support</b>	2.5	3	6	6
<b>Campus Supervisors</b>	1	1	1	1
<b>Paraprofessionals</b>	6	6	5	7

#### Administrative data

Position	Gender	Ethnicity	Years in role	Prior experience
Executive Director	Male	White	4	9 years teaching 7 years administration
Principal	Male	White	3.5	18 years administration 4 years counseling 5 years teaching
Director of Curriculum	Female	White	4	23 years teaching 4 year administration

The current Administrative team at SPA represents varied experiences in education; from large public district schools, to small magnet school, charter schools and international schools.

**Teachers**

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Gender</b>				
<b>Female</b>	10	19	25	20
<b>Male</b>	5	5	5	7
<b>Non-Binary</b>	N/A	N/A	1	1
<b>Ethnicity</b>				
<b>Asian</b>	2	1	1	N/A
<b>African American</b>	0	1	3	2
<b>Hispanic</b>	2	4	5	6
<b>Caucasian</b>	11	18	22	20
<b>Induction through Contra Costa County Office of Education</b>	1	8	7	2

SPA recognizes that our staff is both largely female and largely Caucasian. Efforts are made in each hiring season to diversify and those efforts will continue. Most recently this includes the creation of a Diversity, Equity, and Inclusion committee which will set schoolwide goals and codify systems to that end. Numbers are reflective of both full and part time teachers.

One of the founding principles of SPA was that those that teach in our Arts majors must be arts professionals active in the Bay Area. Our Theatre Directors are directors, choreographers and performers at various venues (Berkeley Playhouse, Shotgun Players, CSU East Bay to name a few). Our Dance Director performed with the Contra Costa Ballet Centre and has been a guest artist for the Sacramento Ballet, Peninsula Ballet, and Berkeley City Ballet and served as an adjunct instructor at CSU East Bay. Our Instrumental Director is a recent graduate of San Francisco State's Music Education program, classical trained and a performer with Contra Costa Wind Symphony, she also performs with her own Metal band, Apothesary. Our Vocal Director is an accomplished vocalist from the University of Pacific's Conservatory of Music, specializing in opera, who continues to conduct several choirs in the community. Finally, our Production and Design Director is a Technical Theater major with experience in several local theaters who continues to hone her craft by entering local film and theater contests. Their combined experience gives

our students greater access to the arts professionals and communities within the Bay Area that will foster not only their passions for the arts but also allow them networking opportunities for postgraduate studies.

## **Professional Development**

As a new school community, we have created structures and processes to effectively communicate with all stakeholders. There are various meetings with stakeholders in small and large groups to allow all a voice in resolving current school issues and dilemmas. Members of the Leadership team then take the ideas from those meetings back to Leadership meetings to decide on courses of action. In addition, professional development, department meetings and grade level meetings provide a time, place and structure for staff discourse and discussion.

Professional development for staff changes in focus and time depending on identified needs of the community:

<b>School year</b>	<b>Focus</b>	<b>Calendared time</b>
2016-2017	<ul style="list-style-type: none"> <li>• Mission/School culture</li> <li>• Personalized Learning Plan</li> <li>• Project Based Learning</li> <li>• Arts Integration</li> <li>• Technology</li> </ul>	7/27/16-8/9/17 Mondays 2pm-4pm
2017-2018	<ul style="list-style-type: none"> <li>• Mission/School culture</li> <li>• SHINE (Show Responsibility, Have Respect, Invest in Yourself, Notice Others, Encourage Excellence)</li> <li>• Social Justice/Restorative Justice</li> <li>• Arts Integration &amp; Project Based Learning</li> </ul>	8/7- 8/11/17 6/7 and 6/8/18 Mondays 3pm-4pm
2018-2019	<ul style="list-style-type: none"> <li>• Rigor</li> <li>• Stakeholder Engagement</li> <li>• Multi-Tiered System of Support (MTSS)</li> </ul>	7/30-8/3/18 8/9 and 8/10/18 1/3 and 1/4/19 6/11 and 6/12/19 Mondays 2:45 to 4:15 pm
2019-2020	<ul style="list-style-type: none"> <li>• Develop and implement curriculum and instruction for teaching "Habits of Success" (i.e. executive functioning)</li> <li>• Develop and implement programs that support a culture of inclusion, school pride, and engagement</li> <li>• Develop and implement systems that increase academic urgency and accountability</li> </ul>	8/1-8/13/19 10/14/19 1/9/20-1/10/20 3/16/20 6/4/20 Mondays 3:15pm-4:15pm

Both before and after extended professional development, staff members have completed surveys in order to capture and determine both short term and long term needs/goals. SPA Leadership reviews the results of the survey and discusses responses. Responses then turn into action items for further professional development or discussion items for staff meetings. Professional development has included activities on site as well as attendance at conferences (Summit, AP, County Office, Arts, etc).



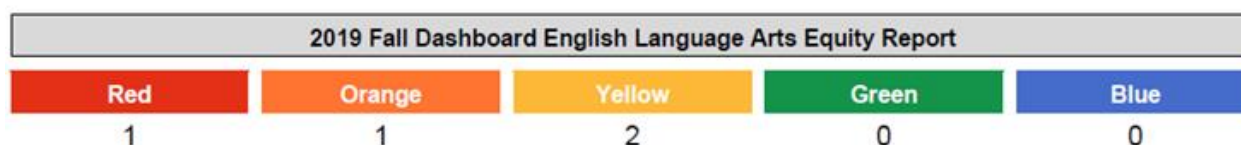







## STUDENT PERFORMANCE DATA









As part of our yearly end of year/start of year professional development, and as part of the WASC self-study process, we analyzed our student achievement data in relation to state standards, state achievement data, school goals and high school graduation/college preparedness.

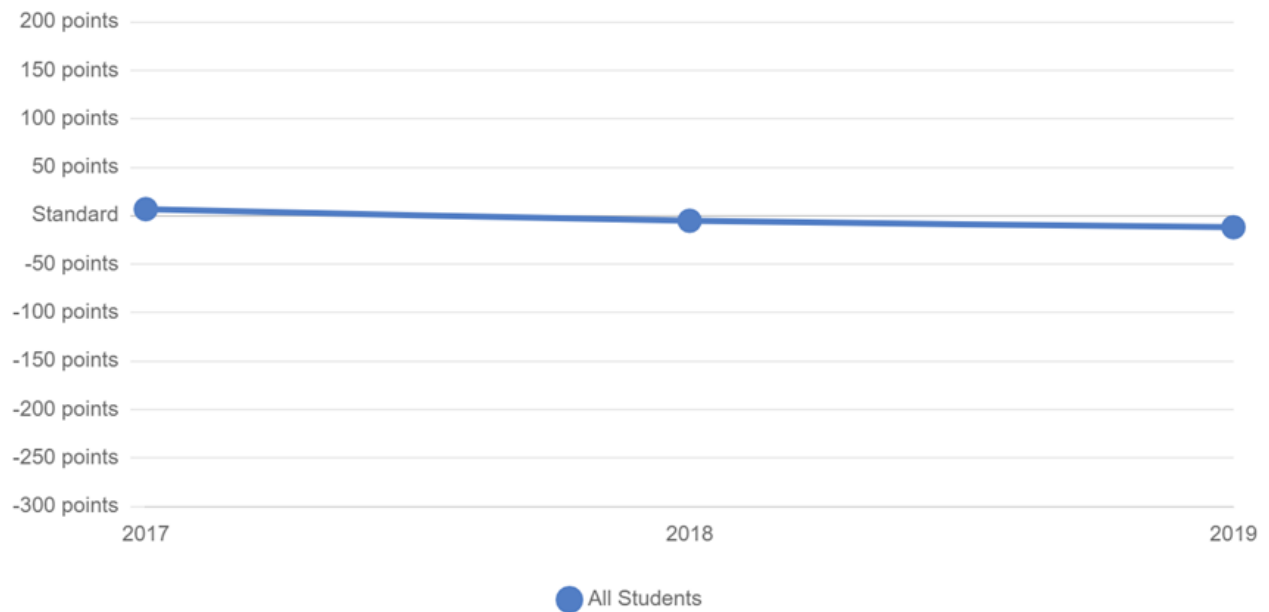
### CAASPP/Smarter Balanced Summative Assessments

English Language Arts All School Smarter Balance Results			
	2016-2017	2017-2018	2018-2019
% Standard Exceeded	13.47	15.29	15.91
% Standard Met	36.27	32.55	32.79
% Standard Nearly Met	33.68	30.59	23.38
% Standard Not Met	16.58	21.57	27.92



2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 11.9 points below standard Declined -6.6 points 307	 No Performance Color 67.7 points below standard Declined Significantly -57.9 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Yellow 23.6 points below standard Increased Significantly +23.9 points 70	 Red 92.3 points below standard Declined Significantly -30.7 points 48






2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color 78.3 points below standard Increased ++7.6 points 29	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Orange 26.3 points below standard Maintained ++0.2 points 80	<b>Two or More Races</b>  No Performance Color 34.4 points below standard Declined -7.3 points 30	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Yellow 7.4 points above standard Declined -9.3 points 147











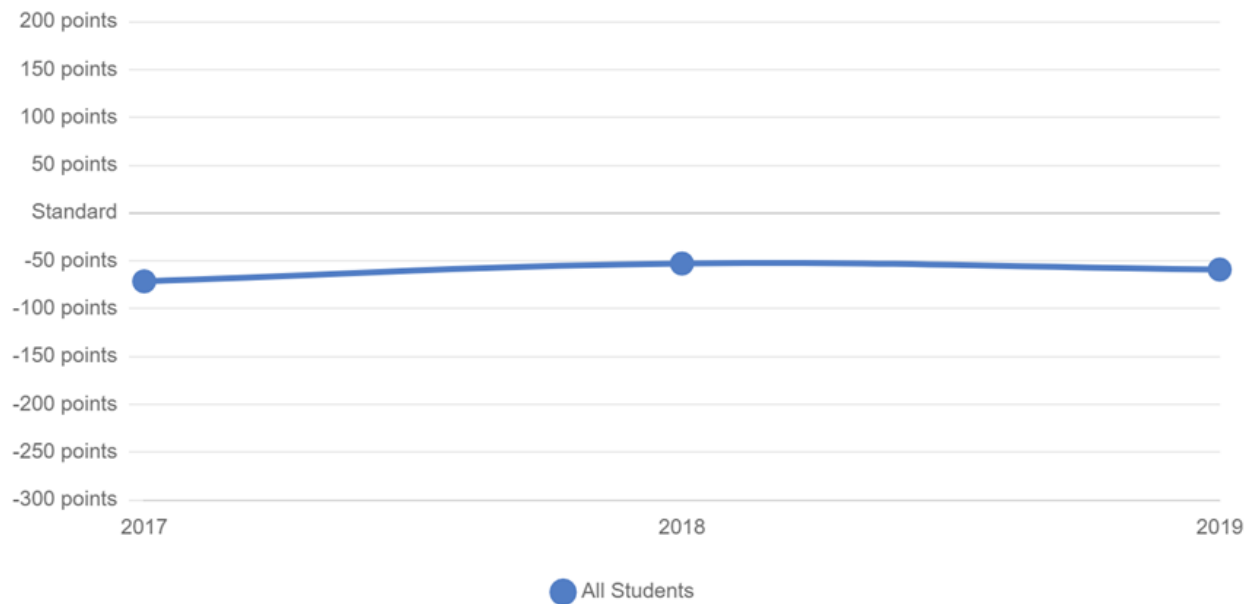
Mathematics All School Smarter Balance Results			
	2016-2017	2017-2018	2018-2019
% Standard Exceeded	6.22	7.42	10.97
% Standard Met	16.06	22.66	16.13
% Standard Nearly Met	32.12	36.33	33.23
% Standard Not Met	45.6	33.59	36.68



2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 59.1 points below standard Declined -6.4 points 309	 No Performance Color 94.5 points below standard Declined Significantly -38.8 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Orange 80.6 points below standard Maintained ++0.6 points 71	 Red 134.6 points below standard Declined Significantly -23.9 points 50

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color 115.1 points below standard Increased Significantly +122 points 29	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Orange 84.8 points below standard Declined -14.3 points 80	<b>Two or More Races</b>  No Performance Color 95 points below standard Declined -10.6 points 31	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 31.8 points below standard Declined -3.2 points 148



SPA's Current 8th graders who have been with us since 6th grade

	ELA Mean Scale Score Grade 6 2017-2018	ELA Mean Scale Score Grade 7 2018-2019	Total Growth in Mean Scale Score
SPA	2531.14	2560.21	29.07
Mt. Diablo Unified	2518.9	2543.2	24.3
Contra Costa County	2530.2	2556.7	26.5
Statewide	2518.9	2547.5	28.6

	Math Mean Scale Score Grade 6 2017-2018	Math Mean Scale Score Grade 7 2018-2019	Total Growth in Mean Scale Score
SPA	2516.2	2532.62	16.42
Mt. Diablo Unified	2499.4	2519.1	19.7
Contra Costa County	2523.1	2537.8	14.7
Statewide	2511	2526.6	15.6

SPA's Current 9th graders who have been with us since 6th grade

	ELA Mean Scale Score Grade 6 2016-2017	ELA Mean Scale Score Grade 7 2017-2018	ELA Mean Scale Score Grade 8 2018-2019	Total Growth in Mean Scale Score
SPA	2487.69	2533.19	2535.81	48.12
Mt. Diablo Unified	2523.2	2547.1	2561.7	38.5
Contra Costa County	2535.7	2557.1	2569.8	34.1
Statewide	2518.9	2543.9	2560.8	41.9

	Math Mean Scale Score Grade 6 2016-2017	Math Mean Scale Score Grade 7 2017-2018	Math Mean Scale Score Grade 8 2018-2019	Total Growth in Mean Scale Score
SPA	2430.75	2462.63	2463.8	33.05
Mt. Diablo Unified	2501.8	2523.6	2539.9	38.1

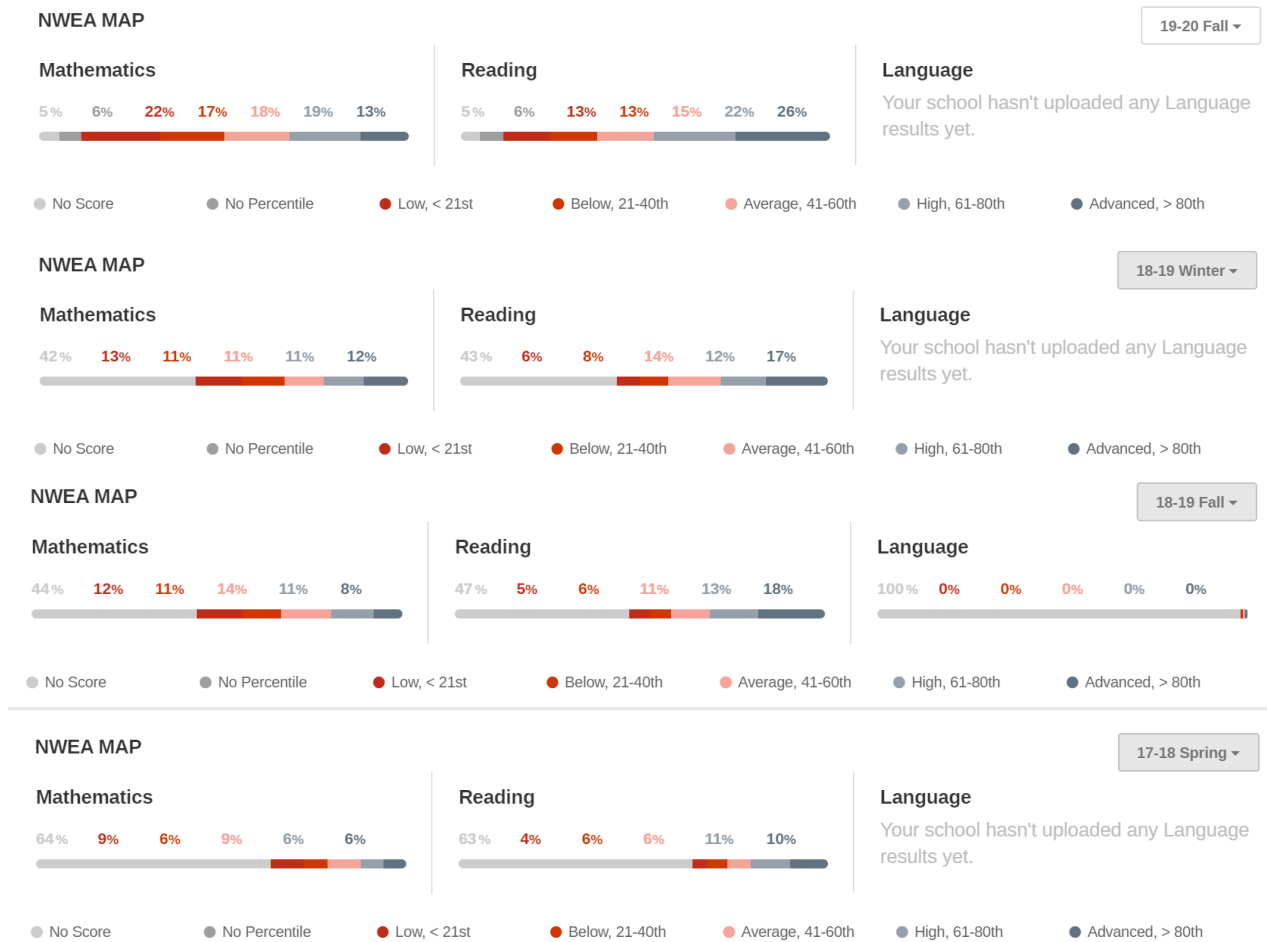
## Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report

<b>Contra Costa County</b>	2525.6	2540.2	2553.3	27.7
<b>Statewide</b>	2508.5	2524.3	2539.9	31.4

While the CAASPP data from the Dashboard shows relatively stagnant or decreased scores, a closer look at cohort data (students who have remained at SPA for multiple years) reveals yearly growth in scale scores that outperform the state and county, and in ELA outperforms Mt. Diablo Unified (the district in which SPA is located). As a new school, in its first years of growth, SPA has experienced both enrollment and attrition rates that offer a glimpse into the difficulties in data gathering and analysis. There are clear areas of need in math across all grade levels and continued growth in ELA that are at the forefront of classroom and intervention practices; these must continue to evolve to meet the needs of our community.

### NWEA Measure of Academic Progress (MAP)

As a condition of our MOU with Summit Learning, SPA administers the MAP Growth assessments in Mathematics and Reading twice a year. This data is disseminated to stakeholders (teachers have access on the Summit platform, students are given their growth reports and families are mailed home copies of a student's yearly growth in the Spring).



SPA is working with NWEA to continue training on ways in which staff can use these results to help guide the personalized path for all our artist-scholars. SPA recognizes the importance of meaningful academic benchmark data for informing curriculum, instruction, and intervention and aims to leverage MAP to this end. Next school year, SPA will be piloting MAP Accelerator, a tool to help educators differentiate with ease and provide tailored support whether students are on, above, or below grade level in Math.

### **Advanced Placement**

In the 2017-2018 school year, SPA offered AP courses to 11th grade students. In the following year, with both 11th and 12th grade students at the school, the number of students taking AP exams more than doubled and the number of tests being taken almost tripled. As SPA is a small school with limited staffing, not all AP courses are offered every year. Of the 5 courses we offer, AP Language and AP Literature alternate years, as do AP US History and AP Government. Only AP Environmental Science is offered yearly. Students are able to take all 5 AP courses offered at SPA over 2 years. Students who wish to take AP courses online are given an Online Studies period at school to complete the work and then SPA proctors those exams in May.

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	
<b>Total AP Students</b>	N/A	8	46	
<b>Number of Exams</b>	N/A	12	35	
<b>AP Students with Scores 3+</b>	N/A	4	10	
<b>% of Total AP Students with Scores 3+</b>	N/A	50%	59%	

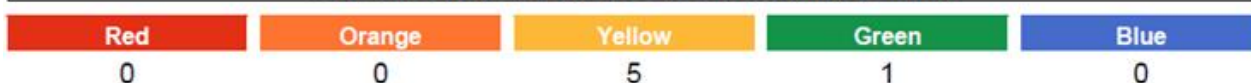
The number of students enrolled in AP classes continues to grow. In 2018-19 school year, all 11th and 12th grade students were enrolled in the year-long AP Government course (with the exclusion of students with IEP requirements). SPA plans to enroll all 11th and 12th grade students again in AP Government during the 2020-21 school year. In May 2020, SPA will have students taking an Arts AP Exam for the first time, AP Music Theory.









## ATTENDANCE











### 2019 Fall Dashboard Chronic Absenteeism Equity Report



### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 13.2 Declined Significantly -5.2 304	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 19.5 Declined -18 82	 Yellow 16.3 Declined -13.5 49

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<b>African American</b>  Green 8.6 Declined -14.8 35	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Yellow 14.1 Declined -6.2 78	<b>Two or More Races</b>  Yellow 15.6 Declined -0.5 32	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Yellow 13.2 Declined -5 144

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Average daily rate of attendance</b>	92%	93%	94%	N/A
<b>Truancy Letter 1</b>	10 (April-June)	108	146	N/A
<b>Truancy Letter 2</b>	4 (April-June)	26	64	N/A
<b>Truancy Letter 3</b>	2 (April-June)	8	24	N/A
<b>Medical Verification Letter 1</b>	14 (April-June)	73	126	N/A
<b>Medical Verification Letter 2</b>	4 (April-June)	13	39	N/A

The development of a full attendance team and restorative justice practices has been active in curbing truancy and increasing our attendance rate. In addition, the attendance team has been diligent about our short term independent study program to help fill gaps in attendance and learning.

#### Discipline: Suspensions and Expulsions

	2016-2017	2017-2018	2018-2019	2019-2020

## Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report

<b>Number of Suspensions</b>	13	19	13	N/A
<b>Number of Expulsions</b>	0	0	0	N/A

The implementation of the Dean of Students, and full Student Services Team with restorative justice practices, has led to the decrease in suspensions.

### Graduation Rate

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Number of graduates</b>	n/a	n/a	89%	N/A

In June 2019, SPA had its very first graduating class. Of the 16 students enrolled, all 16 graduated. The graduation rate of 89% reflects one student who took the CHSPE before graduation and one student who is a 5th year senior.

### Graduates Meeting a-g Requirements

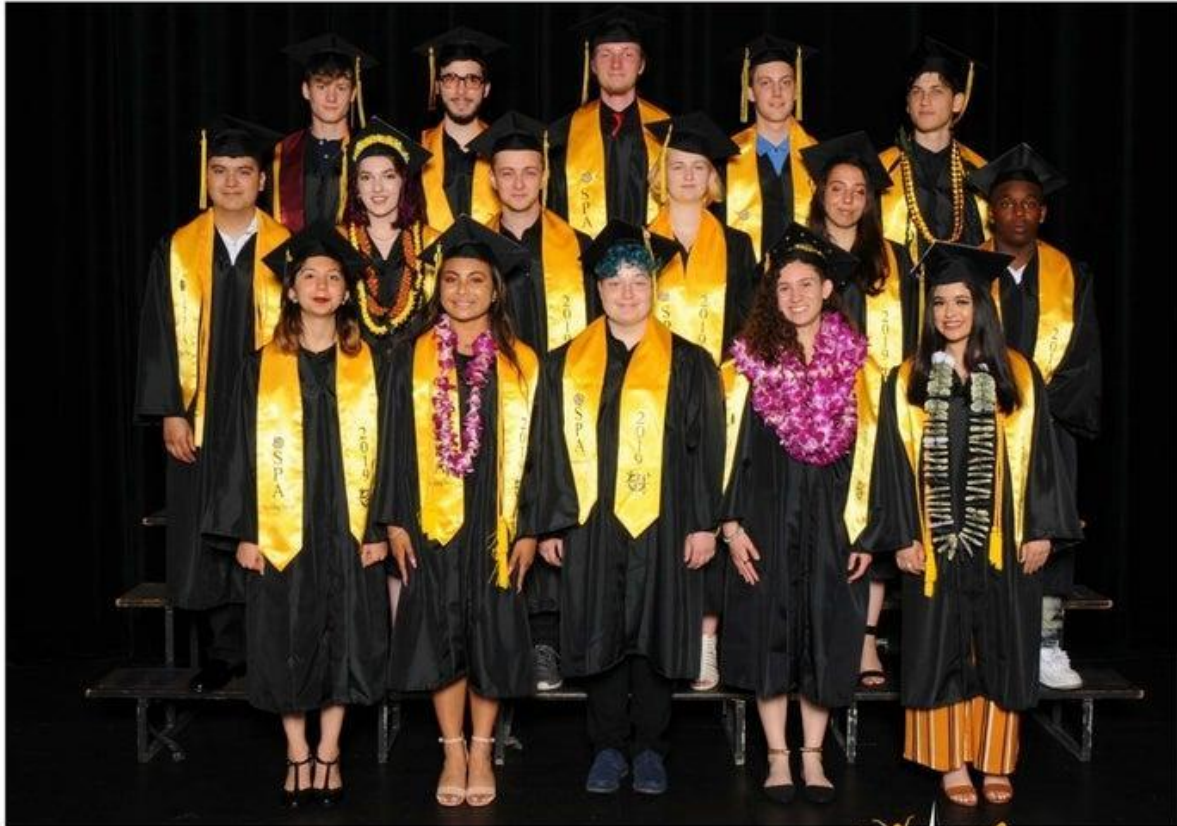
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Number of graduates meeting a-g</b>	N/A	N/A	78%	N/A

For the class of 2019, the 78% of graduates meeting the a-g requirements reflects the 2 members of the class mentioned above and 2 seniors in the Special Education program who received California diplomas.

### Post-Graduate Information

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>4 year college</b>	N/A	N/A	17%	N/A
<b>2 year college</b>	N/A	N/A	61%	N/A
<b>Vocational/Apprenticeship</b>	N/A	N/A	11%	N/A

In the class of 2019, 3 students chose to attend a 4 year college: UC Merced, CSU East Bay and St. Mary's College. All the students attending a community college are at Diablo Valley College. 2 students chose to defer college and enter the workforce.



**CONTRA COSTA SCHOOL OF  
PERFORMAING ARTS  
GRADUATING CLASS OF 2019**



## Summary of Analysis of Profile Data

### **Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data**

In the four years since opening, SPA has faced a series of challenges - from facilities to staff turnover to retention. In the face of these challenges, SPA continues to find ways to support and improve artist-scholar growth. While there is certainly room for improvement, especially in math achievement, students that begin SPA in the 6th grade show continual growth as they move forward in our program. In addition, a growing percentage of students at SPA choose to challenge themselves with rigorous curriculum found in AP classes. The focused nature of the school on the performing arts, and the staff members dedicated to supporting intervention and learning, ensure that students are provided with a wide range of real world experiences that prepare them for post high school transitions. The growing diversity of the school is an asset that allows students to develop relationships with each other, as well as with the staff and larger community. These relationships make the rigorous coursework possible.

Preliminary areas for focus include academic achievement in math, restorative justice practices, internal and external communication, and a need to address student attrition to ensure that all students and their families feel that SPA is the right choice for them.

Opportunities exist for connecting with families prior to their enrollment in SPA so that the nature of our expectations and program can be addressed allowing students and families to make an informed decision. Integrated units provide the opportunity to make connections with arts and for students to engage in a deeper exploration of issues related to the real world. The adoption of technology, including the Summit Learning platform and School Messenger, provides increased opportunity to connect with families.

With this in mind, Focus Groups should address the school's program and look for particular strengths and areas of growth to assist SPA in its mission to provide a high quality educational environment for all students interested in careers in the performing arts and beyond.

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>The SPA community reviewed and revised a shared Vision for our school.</p> <p>The Mission reads: 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.</p> <p>Our original Vision from the opening school year (2016-2017) focused on and continues to focus on five points:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- SPA will incorporate a STEAM educational approach to learning that embraces Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.</li> <li>- SPA will be a beacon of creative excellence, attracting dynamic and motivated student talent, and enriching the cultural and civic life of the region;</li> <li>- SPA will foster a heightened sense of civic responsibility through a comprehensive character education program focusing on the guiding principles of first-class citizenship;</li> <li>- SPA will employ a positive, professional, and productive educational team that will embrace a culture of collaboration, innovation, evolution, and "students first" decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Charter</a></li> <li>• <a href="#">Family handbook 8/2016</a></li> <li>• Historical enrollment data (<a href="#">see Chapter II</a>)</li> <li>• <a href="#">Family handbook 8/2019</a></li> <li>• <a href="#">Graduate Profile and Artist Credo</a></li> <li>• <a href="#">LCAP Plan 19-20</a></li> </ul>



Ongoing, the Mission and Vision, which has guided our school's culture and community, will be revisited to ensure all stakeholders are doing their best to realize our Vision as a school community. Stakeholders include parents, students, community members and educators, faculty and administration. Data on student achievement and demographics will be used to evaluate the relevance of curriculum to the Graduate Profile and student achievement on a regular basis.	
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### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>From SPA's 2016-2017 founding to the 2019-2020 present, all staff have been integral to the development of SPA's vision, mission, and schoolwide learner outcomes (known at SPA as the Graduate Profile).. SPA recognizes the need to involve all stakeholders from staff, students, and members of the community.</p> <p>We recognize that these are living documents that need to be updated as our community continues to evolve and grow. The involvement of all stakeholders are necessary to continually develop, define and articulate SPA's vision, mission and schoolwide learner outcomes. We recognize this as an area of growth and aim to improve the level of community involvement.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Graduate Profile 2016-2017</a></li> <li>• <a href="#">Graduate Profile 2019-2020</a></li> <li>• <a href="#">LCAP Plan 19-20</a></li> </ul>

### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students, parents, and other members of the school and the business community have access to the SPA's mission, vision, SLO's and LCAP on the school's website. SPA disseminates the school's mission, vision, SLO's and LCAP through once yearly presentations at staff meetings, board meetings, Ensemble and county presentations. In addition, parents whose students were admitted to SPA have entered their students into an admission lottery after attending an Informational Meeting, where the mission and vision are shared, and also attending an Arts Open House, where the vision of the Arts majors are shared.</p> <p>SPA recognizes this is an area of growth as "understanding" is limited on the part of students and families, and not uniform even amongst staff.</p>	<ul style="list-style-type: none"> <li>• <a href="#">LCAP Plan 19-20</a></li> <li>• <a href="#">Board minutes</a></li> <li>• <a href="#">SPA Website</a></li> <li>• <a href="#">Charthouse Public Schools Website</a></li> <li>• <a href="#">Graduate Profile and Artist Credo</a></li> <li>• Open House: <a href="#">Instrumental Slideshow</a></li> <li>• Open House: <a href="#">Theatre Slideshow</a></li> <li>• Open House: <a href="#">Dance Slideshow</a></li> </ul>



	<ul style="list-style-type: none"><li>• Open House: <a href="#">P&amp;D Slideshow</a></li><li>• Open House: <a href="#">Vocal Slideshow</a></li><li>• <a href="#">Informational Meeting Slidedeck</a></li></ul>
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## A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Indicators with Prompts

#### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Our board policies and procedures are present on the SPA and Charthouse websites but not regularly disseminated to staff or other stakeholders. While they are accessible, there is not a clear understanding across the community as to where to access them.	<ul style="list-style-type: none"> <li>• <a href="#">Charthouse website</a></li> <li>• <a href="#">SPA website - policies page</a></li> <li>• <a href="#">LCAP Plan 19-20</a></li> <li>• <a href="#">Graduate Profile and Artist Credo</a></li> </ul>
The school board and staff annually review the LCAP and any revisions are submitted through the Executive Director. We recognize this is an area of growth and is something we aim to improve as a part of our action plan.	

#### Governing Board and Stakeholder Involvement

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The board currently has 2 parent members and 3 community members on the board. Community members and parents make up our Ensemble meetings monthly and are a strong part of our guidance and direction for the school. In addition, many of the Arts Major have an Advisory Council with parents and students that support the performances and fundraising efforts of that Major.	<ul style="list-style-type: none"> <li>• <a href="#">Charthouse website</a></li> <li>• <a href="#">Family Newsletter</a></li> <li>• <a href="#">SPA Facebook page</a></li> <li>• <a href="#">Ensemble Facebook page</a></li> <li>• <a href="#">Graduation 2019 Program</a></li> <li>• <a href="#">Ensemble Minutes</a></li> <li>• <a href="#">Arts Council</a></li> </ul>
School board attends school performing arts events, fundraisers, promotion and graduation. These being the only examples, this is an area of growth and is something we aim to improve as a part of our action plan.	

#### Uniform Complaint Procedures

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the

district.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>SPA's families are given the complaint procedures though the Family Handbook, which is provided and electronically signed each year. All formal complaints are reported to the Executive Director and the process is followed according to the board policy. The school's Uniform Complaint Procedures are accessible through the school website but that is not something that is understood amongst the staff. We recognize this is an area of growth and is something we aim to improve as a part of our action plan.</p>	<ul style="list-style-type: none"> <li>• <a href="#">SPA website</a></li> <li>• <a href="#">Family handbook 8/2019</a></li> </ul>

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Indicators with Prompts

##### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>The Contra Costa School of Performing Arts has a collaborative planning process to address data collection. This is currently an area of growth as there are many different groups of staff members that analyze data but do not come together to look at data as a whole. We also discussed that we need to implement more fidelity in the sharing and using of data schoolwide.</p> <p>Currently, our special education department and our student services department utilize data in looking at how to implement different school wide programming strategies as well as though academic check-ins, student success team meetings, and individualized education plans for individual student needs.</p> <p>Every department also utilizes data to determine how instruction is implemented and to determine student success.</p> <p>Each staff member that mentors a student also looks at the individual student data to determine what is needed..</p>	<ul style="list-style-type: none"> <li>• <a href="#">On Track PLP data 18-19</a></li> <li>• <a href="#">On Track PLP data 19-20</a></li> <li>• <a href="#">Spotlight Priorities Data Tracker</a></li> <li>• <a href="#">Mentoring Snapshot</a></li> </ul>

##### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Throughout our WASC review, we found that only specific stakeholders knew about the LCAP. The Executive Director holds an annual meeting with the Board of Directors to go over the LCAP and ensure that it is appropriately monitored and created for our school. In addition, the Executive Director leads a staff meeting</p>	<ul style="list-style-type: none"> <li>• <a href="#">LCAP Plan 19-20</a></li> </ul>

<p>annually to review and receive input on the LCAP. The LCAP is focused on critical learner needs, achievement data budget, as well as career and college readiness. That being said, most teachers and students are not aware of the LCAP.</p> <p>In discussion, SPSA is only discussed amongst administration and is not addressed school wide. This information is available on the COCOSPAs website but most people do not access such information.</p>	
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### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>There are varying levels of accountability throughout the school leadership team for making shared decisions. Various departments and committees work together to create and disseminate new processes and procedures. One of our areas of growth is a more thorough dissemination of new processes and procedures as a whole staff for there are only a few times throughout the year when the entire staff is together.</p> <p>During professional development at the beginning, middle, and end of the year new practices are shared and feedback is gathered. However, there are many times within each art and academic department where new procedures and practices are put into place. One of these examples is the Art Council and the events calendar meeting.</p> <p>School wide feedback consists of yearly meetings to address planning session around instructional minutes and the flow of the school day. The Executive Functioning Committee came out of school wide discussions in needing to re-invent our spotlight practices to ensure gaps in skills were met in order to utilize the Summit Learning Platform.</p> <p>Different departments and committees work together to create and disseminate new processes and procedures - but as a whole staff, there are not (other than PD days) times when we work together or share or evaluate structures as a group</p>	<ul style="list-style-type: none"> <li>• <a href="#">Art Council agendas</a></li> <li>• <a href="#">Executive Functioning Committee</a></li> <li>• Planning Sessions <ul style="list-style-type: none"> <li>◦ <a href="#">Mentoring</a></li> <li>◦ <a href="#">Bell schedule</a></li> </ul> </li> <li>• <a href="#">Events Calendar meeting</a></li> <li>• <a href="#">Art Council meeting</a></li> <li>• <a href="#">Dance Council</a></li> </ul>

### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Our WASC review found that COCOSPAs has many existing structures for internal communication and planning but struggle to resolve differences. In looking at our internal communication, SPA communicates to the staff through the staff newsletter, email, gchat, and team meetings. Each team within the school is strong at communicating with one another but struggle to share the results of those meetings with the school as a whole. A similar finding occurred in looking at planning for each team is good about planning with one another but breakdowns occur in the dissemination of information and do not cross pollinate across groups.</p> <p>Our study found that overall, people felt that an area of growth would be in creating more ways for dialogue and venues where all parties can come together and be equal in their voice and opinion. Most members felt there was not a lot of transparency in decision making and that there are not many safe spaces. Most members decided that this was due to our continual state of crisis. Part of our issue in giving and receiving feedback is due to the fact that we are a small school where individuals take personal ownership and it is hard to hear critique of what is taken so personally.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Staff Newsletter Example</a></li> <li>• <a href="#">SPED meeting agenda</a></li> <li>• <a href="#">Arts Council</a></li> <li>• <a href="#">Planning sessions</a></li> <li>• <a href="#">Spotlight Priorities Data Tracker</a></li> <li>• <a href="#">Admin meeting agenda</a></li> </ul>

## A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Indicators with Prompts

#### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>The Contra Costa School of Performing Arts has a specific and distinctive hiring process. Once hired, our faculty members receive various trainings throughout the year, which include: SPA Professional Development trainings, Summit Learning training three times a year, SELPA trainings for admin of SPED and staff as needed, as well as instructional coaching throughout the school year. In addition, SPA brings various organizations to campus to continue the professional development of all staff (Facing History and Ourselves, SEEDs, Circle Up, Walnut Creek Police)</p> <p>Given the teacher shortage in California, there are challenges to finding qualified staff members but those that are brought on to staff are given the tools they need to help all students achieve through various tools</p>	<ul style="list-style-type: none"> <li>• <a href="#">Induction MOU</a></li> <li>• <a href="#">Instructional Coach/Coaching cycles</a></li> <li>• <a href="#">Teacher Growth Cycle</a></li> <li>• <a href="#">Mid Year Onboarding</a></li> <li>• <a href="#">Summer PD</a></li> <li>• <a href="#">Winter Break PD</a></li> <li>• <a href="#">End of School Year PD</a></li> <li>• <a href="#">Summit training</a></li> </ul>

#### Defining and Understanding Practices/Relationships

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>During the summer preceding each school year, the Faculty handbook is reviewed and updated by a member of the Administration. It is then disseminated to staff in the professional development before the school year. The Faculty handbook aligns with the Family handbook (which is much more robust).</p> <p>In reviewing the current Faculty handbook, there are critical areas in</p>	<ul style="list-style-type: none"> <li>• <a href="#">18-19 Faculty handbook</a></li> <li>• <a href="#">SELPA Procedures manual</a></li> <li>• <a href="#">Family handbook</a></li> </ul>



<p>need of review. It appears that the handbook has not been updated this school year, it was last reviewed in the 2018-2019 school year.</p> <p>With the advent of a Student Services team last school year, many practices and procedures have been reviewed and need to up dated and re-defined. As SPA has an increasing Sped population, the handbooks need to draw upon SELPA procedures to ensure compliance and the best for the safety and schooling of all our populations.</p> <p>As there is limited understanding of the contents and expectations, we need to review and adjust certain sections in order for employees to have a better understanding of our practices at the Contra Costa School of Performing Arts.</p>	
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### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Professional development opportunities are available to teachers on an ongoing basis. There are school PD days both before, during and after the school year. SPA also supports teachers in content and curriculum specific professional development. In addition, the Contra Costa County Office of Education is a much used resource for ongoing PD.</p> <p>All academic teachers attend Summit Learning Platform Convenings. New teachers attend in the summer and academic teams attend in both the fall and the spring. The practices and strategies discussed at these events are often put in place in the classroom on return from the conference.</p> <p>The Contra Costa School of Performing Arts offers various trainings through third party organizations, such as SEEDS, Circle Up, FHAO, CCCOE, El Dorado SELPA and others.</p> <p>All new teachers going through the CCCOE Induction program meet weekly with our on site Instructional Coach and attend quarterly meetings at the county office.</p> <p>Moving forward, with new staff coming on board, we need to make sure that new faculty members have access to some of these trainings. We should develop better practices in regards to the effectiveness of the trainings that are given.</p>	<ul style="list-style-type: none"> <li>• <a href="#">SEEDS</a></li> <li>• <a href="#">Circle Up</a></li> <li>• <a href="#">Induction MOU</a></li> <li>• <a href="#">Instructional Coach/Coaching cycles</a></li> <li>• <a href="#">Teacher Growth Cycle</a></li> <li>• <a href="#">Mid Year Onboarding</a></li> <li>• <a href="#">Summer PD</a></li> <li>• <a href="#">Winter Break PD</a></li> <li>• <a href="#">End of School Year PD</a></li> <li>• <a href="#">Summit training</a></li> </ul>

## Supervision and Evaluation

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The Contra Costa School of Performing Arts implements observation and supervision procedures. Each year, SPA reviews our processes that help promote professional growth of staff by implementing the staff's feedback. Based on the staff's feedback, we were able to update the following items. The first year we updated the Evaluation, second year we did a 360 evaluation, third year we updated the 360 evaluation, and the fourth year we updated our coaching/growth cycles. Each year the process has been reviewed and altered based on staff feedback.</p> <p>Administration conducts "walkthroughs" on a regular basis to promote professional growth of staff. The walkthroughs are usually 15 minutes or less. A walkthrough observation form is used to gather data, provide feedback to teachers through a post-observation meeting, and outline areas to focus upon.</p> <p>Our on site Instructional Coach works closely with all new teachers but is available to all staff interested in an additional coaching cycle.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Year One - evaluation</a></li> <li>• <a href="#">Year Two - 360 Eval</a></li> <li>• <a href="#">Year Three - updated 360 Eval</a></li> <li>• <a href="#">Year Four - coaching/growth cycles</a></li> <li>• <a href="#">Walk-thru observation form</a></li> </ul>

## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### Indicators with Prompts

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The Executive Director each year asks both his artistic directors and administrative team to provide him with projected budgets for each of the departments they oversee. Once budgets are proposed, the ED works with our back office to allocate funds as appropriate within the school's total budget. Once the Ed approves a department budget, the staff members are involved in their direct department allocation.</p> <p>Additional opportunities could be implemented to increase more open discussions between all Directors so that topics such as student learning needs, college and career readiness, and conservatory arts to better understand budgeting allocations related to student learning and needs.</p>	<ul style="list-style-type: none"> <li>• Department Budgets <ul style="list-style-type: none"> <li>◦ <a href="#">Academic</a></li> <li>◦ <a href="#">Theatre</a></li> <li>◦ <a href="#">Vocal</a></li> <li>◦ <a href="#">Dance</a></li> <li>◦ <a href="#">PD</a></li> <li>◦ <a href="#">Instrumental</a></li> </ul> </li> </ul>

#### Practices

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>The SPA Executive Director works in conjunction with the Governing Board and Charter School Management Corporation (back office and fiscal services) to develop the annual budget. This process includes careful analysis and development of projections based on historical expenses, enrollment trends, capital projects, and programmatic needs (the latter in consultation with staff). The Board approves the annual budget as well as the interim reports and annual audit before the school submits these to our authorizer for oversight compliance.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Copy of annual audit</a></li> <li>• <a href="#">Fiscal policies</a></li> </ul>

SPA has adopted Fiscal and Operating policies that codify internal controls, legal compliance, and other relevant schools systems and practices in order to ensure quality accounting and business practices. The school's audits have historically been unqualified and without findings.	
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## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>SPA leased the facility at 2730 Mitchell in Walnut Creek in the 2017-18 school year. The building has undergone extensive interior changes to make it a proper place for learning. It was previously a bio-genetics building.</p> <p>In Phase 1, construction was completed on the front classrooms (1-8 and Vocal) and we were able to use spaces in the side of the school not undergoing construction for classroom spaces.</p> <p>In Phase 2, construction was completed on the MU, Black Box theater, PD Studio, Dance Studio and 2 science classrooms.</p> <p>In Phase 3, all classroom construction was completed and we were able to occupy all offices, classrooms, arts spaces and community spaces (with the exception of the backyard and additional bathrooms).</p> <p>The new facilities have designated spaces for each of the five arts, science labs and classroom space. In addition there are also administrative office and spaces for the school's counselor.</p> <p>The construction is still underway though it is anticipated to be completed by the end of the 2019-2020 school year, with the exception of the HVAC system. There were problems with the HVAC and SPA is currently working with the contractor to address but it may go beyond the 19-20 school year.</p>	<ul style="list-style-type: none"> <li>● Facilities maps <ul style="list-style-type: none"> <li>○ <a href="#">Phase 1</a></li> <li>○ <a href="#">Phase 2</a></li> <li>○ <a href="#">Phase 3</a></li> </ul> </li> </ul>

## Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction, including online.*

Findings	Supporting Evidence
<p>SPA's Executive Director works closely with the Director of Curriculum and IT coordinator to make sure the school has what it needs in relation to instructional materials and technology. SPA uses the Summit Learning Platform (called PLP by the school) developed by Summit School in partnership with Facebook and Chan Initiative as the school's main instructional resource.</p> <p>The school supplements the PLP with novels, plays and other resources for ELA. We use FOSS materials to supplement science, history uses TCI materials, math uses additional online resources like KHAN and Prodigy and Spanish uses supplementary materials from Realidades.</p> <p>All Summit courses are a-g certified. Some were adopted by SPA and some were modified and submitted for a-g certification.</p> <p>The SDC and special education math curriculum used by SPA uses differentiated grade level material on the PLP and has purchased textbooks for our Personal Finance class.</p> <p>The school purchases Chromebooks for each student along with a charging cable. At the end of each year, the IT coordinator evaluates all Chromebooks - repairing, replacing and purchasing additional one as needed so that each year every student has one and the school has additional Chromebooks as needed.</p> <p>Each teacher and administrator is issued a laptop computer and our classrooms have either large screen TV or LCD projector.</p>	<ul style="list-style-type: none"> <li>• Differentiated materials for special education <ul style="list-style-type: none"> <li>◦ <a href="#">Text for Sped</a></li> <li>◦ <a href="#">SDC English course</a></li> <li>◦ <a href="#">SDC History course</a></li> <li>◦ <a href="#">SDC Science course</a></li> </ul> </li> <li>• PLP courses <ul style="list-style-type: none"> <li>◦ <a href="#">English</a></li> <li>◦ <a href="#">Math</a></li> <li>◦ <a href="#">History</a></li> <li>◦ <a href="#">Science</a></li> <li>◦ <a href="#">Spanish</a></li> </ul> </li> <li>• PLP materials <ul style="list-style-type: none"> <li>◦ <a href="#">English materials list</a></li> <li>◦ <a href="#">Math materials list</a></li> <li>◦ <a href="#">History materials list</a></li> <li>◦ <a href="#">Science materials list</a></li> <li>◦ <a href="#">Chromebook inventory</a></li> <li>◦ <a href="#">Staff computer/tech inventory</a></li> </ul> </li> </ul>

### Well-Qualified Staff

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>SPA sources and uses as many available resources for both hiring and professional development as possible. Both budgets are small, so the school uses a variety of online resources like Edjoin.org, facebook and other social media platforms for hiring and ongoing professional development.</p> <p>SPA attends local job fairs put on by the County Office of Education and local universities for recruitment efforts. In the past 4 years, SPA staff has attended recruitment events at San Francisco State, Brandman University and Summit Schools.</p>	<ul style="list-style-type: none"> <li>• SELPA trainings for both teachers and instructional assistants</li> <li>• <a href="#">CCCOE job Fair</a></li> <li>• <a href="#">Brandman Job Fair</a></li> <li>• <a href="#">AP conferences</a></li> <li>• <a href="#">SEEDS</a></li> <li>• <a href="#">Circle Up</a></li> <li>• <a href="#">Summer PD</a></li> <li>• <a href="#">Winter Break PD</a></li> </ul>

<p>For Special Education professional development, the school relies on our SELPA who has a very robust set of professional development offerings for both certificated staff and Instructional Assistants and low or no cost.</p> <p>The PLP through Summit Learning offers free professional development related to its programming and SPA has accessed those PD opportunities each year. The PD budget we do have is allocated to items related to AP trainings and specialized trainings approved by administration. The school has also engaged in school wide trainings related to Restorative Justice practices through Facing History and Ourselves, SEEDS and Circle Up.</p>	<ul style="list-style-type: none"> <li>• <a href="#">End of School Year PD</a></li> <li>• <a href="#">Summit training</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul>
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### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>SPA engages in an annual LCAP cycle which includes collecting performance data for each of the State priority areas and related metrics, analyzing that data, sharing this with stakeholders, and using feedback to inform actions and services for the LCAP update. Ultimately the LCAP is approved by the SPA Governing Board and submitted to the County Office of Education.</p> <p>The Executive Director and governing board ensure the school budget is aligned with LCAP expenditures and adequately supports the actions and services articulated each year, focusing on critical student learning needs, college- and career-readiness and the arts program offerings. . LCAP expenditures are tracked annually for ease of reporting and review in the update process.</p>	<ul style="list-style-type: none"> <li>• <a href="#">LCAP Plan 19-20</a></li> </ul>

## A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

### Indicators with Prompts

#### Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

**A6.1. Indicator:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>As a startup organization, the school's long range planning (i.e. 3-5 years) is specifically focused on growth and stability. The SPA Executive Director works in conjunction with the Governing Board and Charter School Management Corporation (back office and fiscal services) to develop the annual budget. This process includes careful analysis and development of projections based on historical expenses, enrollment trends, capital projects, and programmatic needs (the latter in consultation with staff).</p> <p>The Board reviews financial updates and reports at each regular meeting. At the staff level, the Executive Director and administration develop, approve, and monitor department budgets in collaboration with staff. Decisions about resource allocation are tied back to the mission of the school as well as the annual priorities.</p> <p>These processes continue to grow and expand as the school increases in size and scope.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Board minutes</a></li> <li>• Department Budgets <ul style="list-style-type: none"> <li>○ <a href="#">Academic</a></li> <li>○ <a href="#">Theatre</a></li> <li>○ <a href="#">Vocal</a></li> <li>○ <a href="#">Dance</a></li> <li>○ <a href="#">PD</a></li> <li>○ <a href="#">Instrumental</a></li> </ul> </li> </ul>

#### Regular Accounting and External Audit Procedures

**A6.2. Indicator:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.2. Prompt:** *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>SPA has adopted Fiscal and Operating policies that codify internal controls, legal compliance, and other relevant schools systems and practices in order to ensure quality accounting and business practices.</p> <p>The school's audits have historically been unqualified and without findings.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Copy of annual audit</a></li> <li>• <a href="#">Fiscal policies</a></li> </ul>



### Processes for Implementation of Financial Practices

**A6.3. Indicator:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.3. Prompt:** *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>Pursuant to the SPA fiscal and operating policies, the school has strict systems to ensure proper checks and balances and internal controls. The Executive Director is the only staff member authorized to approve contracts, sign checks, or release institutional funds.</p> <p>Approved departmental expenditures are reviewed prior to processing by the HR Manager who also manages accounts payable and receivable. The HR Manager works closely with Charter School Management Corporation (CSMC) on payroll as well as monthly account reconciliations.</p> <p>As the Board level, CSMC and the Executive Director provide the Board with budget to actual data on a monthly basis. At this time there are no school credit cards.</p> <p>The Executive Director and HR Manager, with the support of CSMC, continue to improve upon the practices and procedures of SPA in relation to fiscal and operating policies.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Copy of annual audit</a></li> <li>• <a href="#">Fiscal policies</a></li> </ul>

### Budgeting Process — Transparency

**A6.4. Indicator:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.4. Prompt:** *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>The Executive Director manages the budget development, review, and adoption process for the Board. Budgets are presented and approved in open Board meetings and required budget reports are submitted to our authorizer for oversight and compliance purposes. In addition, budget updates are provided in open Board meetings and in Finance committee meetings on a regular basis.</p> <p>Staff and administration are involved in driving programmatic budget allocations while staffing, benefits, and operational costs are primarily managed by the Executive Director and CSMC.</p> <p>While all Board meeting minutes are published online for stakeholder review, there is a lack of stakeholder attendance at Board meetings and this is an area for growth.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Board minutes</a></li> <li>• <a href="#">Copy of annual audit</a></li> <li>• <a href="#">Fiscal policies</a></li> <li>• Department Budgets <ul style="list-style-type: none"> <li>○ <a href="#">Academic</a></li> <li>○ <a href="#">Theatre</a></li> <li>○ <a href="#">Vocal</a></li> <li>○ <a href="#">Dance</a></li> <li>○ <a href="#">PD</a></li> <li>○ <a href="#">Instrumental</a></li> </ul> </li> </ul>

### Adequate Compensation, Staffing, Reserves

**A6.5. Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**A6.5. Prompt:** *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>The Governing Board has charged the Executive Director with hiring and compensation responsibilities. The Board approves all final contracts and compensation offers. Both the Board and the ED believe firmly that staff compensation must be competitive in order to attract and retain a high-quality staff. The Administration regularly conduct compensation studies to determine market rates for comp packages at each staffing level.</p> <p>While the school is still in the start up years of its early operation, there will always likely be a desire to build capacity through a more robust organizational chart. Often staff (from administration to teachers to clerical) are wearing many different hats at once - this is the nature of startup work. However, as the school has grown we have added more positions and worked to clarify and focus the team's job descriptions. The school needs to continue to work hard to remain competitive with teacher salaries. In addition, the building of substantial reserves is challenging in the first five years of a school's operation.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Copy of annual audit</a></li> <li>• <a href="#">Fiscal policies</a></li> </ul>

### Marketing Strategies

**A6.6. Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.6. Prompt:** *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>SPA has had some success in development work over our first four years, including before the school opened as well as during operation. Marketing strategy has been a multi-pronged approach, primarily focused on community outreach and education with the goal of raising awareness of our school's existence and promoting increased enrollment. Strategies have included social media, direct mail, community presentations, open houses, and other networking engagement. In addition to increased awareness, these efforts have also engendered financial and human capital support for the school.</p> <p>In the area of financial development, the school has used professional grant writers as well as managed some in house. In the past we have leveraged a dynamic grant opportunity data-base and subscribed to philanthropic newsletters and mailers to ensure we can maximize our research on opportunities and be able to choose those that are best aligned to our school's mission and vision.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Annual Fund Letter</a></li> <li>• <a href="#">Annual Fund Update Letter</a></li> <li>• <a href="#">Annual Gala Letters</a></li> <li>• <a href="#">Annual Gala Ad Slip</a></li> <li>• <a href="#">19-20 Grant Update</a></li> </ul>

<p>Finally, we engage in a local fundraising campaign on an annual basis, going straight to our families to ask for support (through contributions or event/program participation). We use this campaign to both educate stakeholders about the financial needs of a public arts school and to encourage their support. Our goals prioritize high participation rates over total capital.</p> <p>SPA's development program is still quite nascent and must evolve into a more strategic plan in the future if we hope to increase our success in this regard. This could begin with building on the work of the newly formed Board Development Committee.</p>	
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### Informing the Public and Appropriate Authorities

**A6.7. Indicator:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6.7. Prompt:** *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>SPA's Governing Board and Development Committee work annually through the budget development process which includes targeting development goals. These goals are shared with stakeholders through the various fundraising mechanisms the school currently employs (Annual Fund Campaign, Annual Gala, etc.).</p> <p>In addition the school submits required fiscal reports to our authorizer (Contra Costa County Office of Education) to ensure compliance and regular appraisal of our fiscal position. These include revenue projections and actuals throughout the year.</p> <p>Finally, the Board presents a fiscal update at each regular Board meeting.</p> <p>SPA must work to maintain appropriate levels of transparency and engagement for stakeholders as the development program evolves.</p>	<ul style="list-style-type: none"> <li>• <a href="#">School Budget</a></li> <li>• <a href="#">Board minutes</a></li> </ul>

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical learner needs)**

The Contra Costa School of Performing Arts provides a specialized, but comprehensive, program of study that is based on a clear vision and purpose—that all students will graduate college or career ready with a focus on their chosen performing art. The school maintains a close working relationship with parents and community members, but recognizes that there are so many more ways in which all stakeholders can participate in the vision of the school. Students experience a wide variety of both arts and academic learning opportunities. Students with special needs are supported by a SPED staff that is experiencing growth each year. The school staff is highly qualified, and includes arts professionals to train our young artist-scholars. While there are gaps in the communication and understanding of all stakeholders for every practice and policy of the school, as a 4 year old institution, we look forward to iterating and growing in these areas.

### **Prioritize the strengths and areas for growth for Category A.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

##### **Vision and Purpose:**

- Adherence to 4 Rs: Relationships, Relevance, Resilience, Rigor (research based, Dagget)
- Accessibility online on school website and available on school materials

##### **Governance**

- Parent involvement on School Board
- BoardOnTrack

##### **Leadership**

- Positive community
- Arts Resources
- Academic materials and resources
- Administrative presence in classrooms
- Restructured Ensemble
- Arts Councils
- Student Leadership
- Student participation in various roles: Ambassadors, Youth Educators, etc.

#### **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

##### **Vision and Purpose:**

- Need all Stakeholders involved in process of refining

- Conversatory Arts program - needs to be understanding of what this means per major and is it clearly articulated for all stakeholder groups for shared understanding
- Need all Stakeholder understanding of the LCAP
- Need all Stakeholders invested in the SLOs (Graduate Profile)

Governance

- Lack of Stakeholder familiarity with School Board and policies
  - Policies not as robust as other schools/organizations
- Lack of Stakeholder familiarity with Complaint Procedures
- Off track data
- Student understanding of the SLOs (Graduate Profile)
- Stakeholder familiarity with LCAP

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Indicators with Prompts

##### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>SPA maintains a seven year scope and sequence that was developed with input from staff and parents. This scope and sequence is reviewed yearly by staff as courses are created or reiterated to meet the needs of our students and to provide a rigorous conservatory experience. As Summit provides updates to curriculum, the curriculum is reviewed yearly by staff to make edits as needed to reflect standards (Common Core, NGSS, AP revisions, National Core Arts, Voluntary National Content Standards in Economics). Students completing the course of study meet the minimum a-g requirements for the UC/CSU system, in addition to the 4Rs (SPA Graduate Profile/SLOs).</p> <p>There are four sections the SPA Graduate Profile breaks Artist-Scholar success:</p> <ol style="list-style-type: none"> <li>1. Rigor - 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.</li> <li>2. Relevance - 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.</li> <li>3. Resilience - 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</li> <li>4. Relationships - Embraces diversity to create cross-cultural understanding. Students are able to engage effectively within diverse teams as contributors and leaders.</li> </ol> <p>Success within academic classroom is measured/observed through Summit PLP grades, which are broken down into projects, focus areas and additional focus areas. AP scores for AP Environmental Science, AP Literature, AP US History, and AP Government serve</p>	<ul style="list-style-type: none"> <li>• <a href="#">SPA Graduate Profile</a></li> <li>• <a href="#">Staff Development Days</a></li> <li>• <a href="#">Summit Learning Preparation and Ownership Process Training</a></li> <li>• <a href="#">Science of Summit Research</a></li> <li>• <a href="#">Observation Feedback Form</a></li> <li>• <a href="#">Spotlight Observation Form</a></li> <li>• <a href="#">Annual AP audit certifications</a></li> <li>• <a href="#">A-G course list</a></li> <li>• <a href="#">SPA scope and sequence</a></li> </ul>

<p>as another form of measurement. Lastly, year long grades allow for mastery learning and optimal growth.</p> <p>Additionally, teachers and staff at SPA's continual learning is supported through</p> <ol style="list-style-type: none"> <li>1. Verbal/written feedback from teachers Development Days,             <ol style="list-style-type: none"> <li>a. Example: This year all Staff at SPA had three different sections of Development Days: 1) August 1, 2019 - August 14, 2019, 2) October 12, 2019 and 3) January 9, 2020 - January 10, 2020.</li> </ol> </li> <li>2. Summit Learning Trainings             <ol style="list-style-type: none"> <li>a. Example: A small group of teachers and administration were able to attend training during June. A second group of teacher attended in October.</li> <li>b. Summit provides training webinars throughout the year to provide teachers with support on curriculum, grading, and more.</li> </ol> </li> <li>3. Observations             <ol style="list-style-type: none"> <li>a. Example: Every quarter, new teachers and old teachers, are observed for 30 minutes by administration. Both the mentor and mentee meet at a different time to discuss the lesson for the day and classroom dynamic.</li> </ol> </li> </ol>	
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#### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>The school is currently offering a wide breadth of course offerings over the different subjects areas. Other course work that is implemented at SPA are those courses meant to ensure academic growth for students who struggle with certain subject areas, provided a particular disability. These smaller setting courses as well as accomodated Art's courses are meant to assist student growth while still providing a rigorous and relevant educational course work. One smaller setting high school math courses, developed to ensure students of all ability levels would complete the necessary math requirement with the opportunity to attend post secondary education is our Personal Finance course.</p> <p>SPA does have many a-g approved courses in an effort to prepare students for college and career aspirations. All academic courses are now a-g approved, and all AP courses are Collegeboard</p>	<ul style="list-style-type: none"> <li>• <a href="#">Personal Finance</a></li> <li>• <a href="#">SPA A-G Course List</a></li> <li>• <a href="#">AP Audit</a></li> <li>• Teacher syllabi             <ul style="list-style-type: none"> <li>○ <a href="#">English</a></li> <li>○ <a href="#">Personal Finance</a></li> <li>○ <a href="#">Economics Syllabus</a></li> <li>○ <a href="#">The Senior Process Course</a></li> </ul> </li> </ul>



<p>approved. The Arts Council is working to submit course, currently 18 arts courses are approved with an additional 15 to be submitted this Spring. The school strives to meet the needs of all students, including those who are seeking to attend a four year school straight out of high school. The various courses offered are developed in such a way that all students will be provided an education that will help them develop academically.</p> <p>Also, we have Advanced Placement courses that are offered by SPA for those students who are able to complete coursework with a higher level of rigor than their peers(i.e. AP Environmental Science).</p> <p>Science classes are taught in appropriate facilities to ensure that “wet lab” requirements for the d-level UC/CSU requirement are met.</p> <p>In the past, teachers developed curriculum maps to illustrate the progression of standards or skills students experience throughout the year, however due to staff turnover, it would be beneficial to reexamine the curriculum maps for each class to ensure accuracy and alignment</p>	
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### Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>The school is in partnership with Summit Learning, and uses Summit’s on-line platform to house the primary academic coursework (English, Math, Social Science, Science, Spanish), be that the course structure proposed by Summit (aligned to national and state standards) or agreed-upon modifications within each academic department. The Arts Department uses PowerSchool and individual teacher websites to contain the curriculum for each major (Theatre, Vocal, Instrumental, Dance, Production &amp; Design). Each department strives to align vertically and horizontally through their class sequence. Due to staff turnover, some departments (specifically science) need time to reiterate their sequence and skills.</p> <p>One of the efforts to address certain schoolwide learner outcomes is the development of the Executive Functioning Committee during summer 2019. The Committee identified specific academic skills - in particular, note-taking and goal setting - as targets to be reinforced with middle school students during the daily Spotlight classes (where students usually have 60 minutes of self-directed learning on their various classes). Grade level teams meet weekly to discuss what skills will be the focus for that week, and teachers work with their Spotlight classes in modeling and supporting students in the acquisition of those skills. Administrative team</p>	<ul style="list-style-type: none"> <li>• <a href="#">Executive Functioning Committee</a></li> <li>• <a href="#">Solves/Reads</a></li> <li>• <a href="#">LCAP</a></li> <li>• <a href="#">Senior Process Capstone</a></li> </ul>

<p>members have also been observing these classes, and a short-term weekly meeting with middle school teachers has been put in place to follow up and strengthen consistency among staff.</p> <p>In Math and English, the school has made concentrated efforts to support learning given the context of the student population. With 30 percent of current students being identified with specific learning challenges (504 or IEP) and overall standardized testing markers matching the local county's low levels, the administration started a Solves/Reads class (30 minutes duration) with the intent of committing two days a week to either Math-related work/support or Reading (usually SSR). After the 1st Quarter, a revision was made to use Khan Academy twice a week as a Math support during this time in addition to the Reading session. Subsequent discussions between the Math Department and administrative team members have shed light on resistance among the students to "additional" Math work during this time, and Math teachers are currently looking to incorporate Khan Academy work during content class time as support based on specific individual needs. A current alternative to use the online Prodigy Math Game during the Solves/Reads time has been met with initial favorable input and engagement from students.</p> <p>Considering student outcomes, the administrative team has sought to support students' understanding of high school graduation requirements and college eligibility requirements in various, including work within their English courses. Though data is limited given the school's operational status for only three years, the first graduating class in 2019 (18 students) had a 89% graduation rate, one student chose to take the CHSPE and one student is a 5th year senior. Of those graduating, 14 met the UC a-g requirements for entrance into the system.</p> <p>As of the 2019-2020 school year, seniors are asked to provide examples of work that are considered defensible by students in a course titled The Senior Process. Students then select work samples to illustrate mastery of both academic and art standards that demonstrate the 4Rs. This is a new course which is still in development as staff has not yet developed measurable goals for this class.</p>	
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
One of SPA's ongoing goals and pedagogical practices is arts	Tier 1:

integrated learning and teaching. In our first year, we identified a 3 tier system for discussing integration. Tier 1 is arts enhancement to singular lesson and/or arts choices within projects. Tier 2 is cross curricular and arts integrated with 2-3 disciplines represented. Tier 3 is fully integrated grade level units with each academic and arts represented.

Tier 1 integration:

- 57 Bus Collage (ELA/PD)
- Romeo and Juliet Choice Board (ELA/Arts)
- The Giver Choice Board (ELA/Arts)
- The Crucible Soliloquies (ELA/Theater)
- Creative Interpretation of Weather Phenomenon (Arts/Science)
- Green Film Festival (Environmental/PD)

Tier 2 and 3 integration:

- Shark Tank: An integrated project between History, ELA and Math where students are responsible for conducting research around one historical figure and their contribution(s) to the growing world. After thoroughly researching their historical figure, students then take on the role of being that historical figure, with a twist. They are now a bright, young, entrepreneur with big business ideas for making the world a better place. The students begin the process of creating a revolutionary product. They conduct cost analysis of materials, production, and sales of this product (Math Integration). The project culminates in a presentation to a panel of Patrons eager to fund the next greatest product. These patrons are famous historical figures known for their funding or interest in certain areas of growth. In the presentation, the students must pitch their product to the Patrons by appealing to their pathos, ethos, or logos in hopes to receive the investment they are asking for (English Integration). However, the Patrons may find the need to negotiate or ask for better profit margins based on the pitches given by the students.
- Global Action Summit: An integrated project between History and ELA. Students are assigned a country to represent in an UN style "Summit".
- Fly to the Moon: An integrated project between Science and Math where students design, construct, test and revise (following the Scientific Method) air rockets.

Tier 1 integration is by far SPA's most consistent and constant of our integration practice. While we will continue to foster these opportunities, moving forward, there needs to be a focus on Tier 2 and 3 projects.

- [Collage with 57 Bus](#)
- [Romeo and Juliet Choiceboard](#)
- [The Giver Choiceboard](#)
- [Crucible soliloquy Brainstorm](#)
- [Creative Interpretation of Weather Phenomenon](#)
- [Green Film Festival](#)

Tier 2 and 3:

- [Shark Tank](#)
- [Global Action Summit](#)
- [Fly to the Moon](#)

### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Outreach for our school includes:</p> <ul style="list-style-type: none"> <li>• Informational nights at various community spaces</li> <li>• Mailing out informational flyers</li> <li>• Using our website and various social media platforms to get information about our school and school events (especially performances) on the internet</li> <li>• College Summit on October 1</li> </ul> <p>This outreach (as evidenced above) is for new and prospective families.</p> <p>Outside of college tours (along with guest speakers and internships) we do not currently have a program of “outreach” to local colleges, universities and/or technical schools. Also, given our one and only graduating class, we do not yet have a formal program in place to track our graduates. SPA has informally track graduates through the efforts of the counselor, senior teachers, and Director of Curriculum and Instruction to track where students plan to attend and major in after graduation. Many teachers have kept in touch with graduates through various forms of social media. Informally, graduates report a positive experience after graduation. Several alumni have returned to SPA to participate in homecoming activities and classroom activities, such as “investors” for the Economics Entrepreneurship Tank.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Informational Nights</a></li> <li>• <a href="#">Website</a></li> <li>• <a href="#">Facebook page</a></li> <li>• <a href="#">Instagram</a></li> <li>• <a href="#">Graduation Program</a></li> <li>• <a href="#">College Summit</a></li> </ul>

## B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Students completing the SPA course study prepared for college options as they meet the UC/CSU a-g requirements, as well as conservatory options as they have maintained a rigorous conservatory training. Students have the option for AP classes if they desire to challenge themselves, otherwise classes are college prep, which still provides rigorous academic experience to prepare students for college level classes</p> <p>SPA's focus for career exploration is related to the arts industry. However, many students are not choosing an arts career path as they have discovered interest in other paths from courses taken.</p> <p>The Theatre and Production and Design departments are active in providing field trips and internship opportunities for their students on a regular basis, while the other arts have not yet developed a reoccurring system for these opportunities.</p> <p>The counselor meets with students to discuss their transcript to ensure they are meeting these requirements and helping them to plan other academic opportunities if desired. Additionally, AP teachers hold an informational meeting in the spring for students who are interested.</p> <p>Curriculum guiding students to make appropriate choices regarding college and career:</p> <ul style="list-style-type: none"> <li>• October 1st College Summit for Seniors</li> <li>• FAFSA workshop (in Hiatt's Economics course and through college and career center)</li> <li>• PSAT</li> <li>• PD internship program</li> <li>• Economics course--specifically the "decision making" unit</li> <li>• Senior Process Course and Capstone projects</li> <li>• College and Career lessons in SpEd</li> </ul> <p>College and career exploration opportunities:</p> <ul style="list-style-type: none"> <li>• College Tours</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">College Summit for Seniors 2018</a></li> <li>• <a href="#">College Summit for Seniors 2019</a></li> <li>• <a href="#">FAFSA workshop</a></li> <li>• <a href="#">PSAT</a></li> <li>• <a href="#">P&amp;D Internship</a></li> <li>• <a href="#">Economics Syllabus</a></li> <li>• <a href="#">The Senior Process</a></li> <li>• <a href="#">Senior Process Capstone</a></li> <li>• <a href="#">College Tours</a></li> <li>• <a href="#">College Fair</a></li> <li>• <a href="#">Field Trips</a></li> </ul>

<ul style="list-style-type: none"> <li>○ For Instrumental: We take many college field trips that always include tours and sitting in on music ensembles and academic classes. We have gone to SF State (CSU), Chapman University (private), California Jazz Conservatory (technical and private) and DVC (junior college)</li> <li>● Field Trips into the professional art world(for all majors)</li> </ul>	
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### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>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. Course teams in both academic and arts departments work hard to build in real-world connections throughout the year.</p> <p>In Math, the Summit Learning Platform incorporates a series of Portfolio problems within each content unit. These problems frequently connect the current content to real-world applications, such as Tessellations and Symmetry (where students learn about the work of graphic artist MC Escher and examine various architectural methods of rotational symmetry, especially those used in constructing large skyscrapers such as the Burg Khalifa), and Minimizing Surface Area (an examination of using polynomials to find maximum volume of cereal box containers while minimizing surface area). Specific projects also incorporate content into current situations such as the Farmer's Market project where students research and develop their own product to be sold at a local market. High school students are also exposed to filling out tax forms within as part of their personal finances.</p> <p>In Science, the FOSS curriculum (Middle School) covers a wide variety of applications of science phenomena including examining the waves used to make cellular data work, how storms are forecasted by weather experts, and how roller coasters are designed. In Environmental Science and Biology, students learn about the fishing industry and soil pollution through various experiments and labs.</p> <p>In English, students begin learning how to write a Personal Narrative from the beginning of their studies which carries over into the writing of their college applications. Socratic seminars and small group literary discussion build both students' critical thinking skills along with communication. Presentations (from pitching a story idea to writing and performing an original soliloquy) give students the opportunity to experience and growing in public speaking. Students also participate in a cross-curricular Global Action Summit which</p>	<p>Math</p> <ul style="list-style-type: none"> <li>● Portfolio problems and Projects: <a href="#">Tessellations and Symmetry</a></li> <li>● <a href="#">Farmer's Market</a></li> <li>● <a href="#">Minimizing Surface Area</a></li> <li>● <a href="#">Personal Finance-Taxes/1040</a></li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>● <a href="#">FOSS curriculum</a></li> <li>● <a href="#">Simulation labs in Environmental Science and Biology</a></li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>● <a href="#">Classroom Economy Syllabus</a></li> </ul> <p>Arts</p> <ul style="list-style-type: none"> <li>● <a href="#">P&amp;D Internship</a></li> <li>● <a href="#">Resume Building &amp; Student Resumes</a></li> <li>● <a href="#">Field Trips to Professional Shows, College Tours, etc.</a></li> <li>● <a href="#">Senior Process Capstone</a></li> </ul>

<p>exposes them to a wide variety of international issues.</p> <p>In Social Studies, high school students participate in a classroom economy in their Economics class. They learn about earning and spending money by taking on various jobs, the machinations of larger scaled economic entities, and even paying bills or fines. Students are also required to complete timed writing regularly in all social science classes.</p> <p>Within the Health and Wellness department, students conduct a 3-week study on the effects of sugar by examining their own personal eating habits. As part of the Mind and Body component in the department, all students participate in a variety of Mindfulness activities designed to support them in their daily lives.</p> <p>Within the Performing Arts department, students are exposed not only to the rigors of creating, rehearsing and producing their own recitals and shows, but also to a variety of exterior trips and practical research for eventual professional career work in the arts. Theatre students have the opportunity to visit California Shakespeare Company, talking with company members and staff while seeing a professional production of MacBeth. They also have a week-long trip to Denver to experience professional regional theatre productions, tour 2 museums and visit the University of Colorado campus. Production and Design students finish their studies with an internship with a company of their choice, followed by a detailed write-up of their experiences. All students also complete a Senior Capstone project which can often be a support in their further progression in that field.</p> <p>To assist all students in their studies and to help make curriculum accessible, SPA has created a number of supports. Grade-level Office Hours for middle school students are run on a rotating 3-week schedule. Students are specifically invited to attend with the content teachers of their grade to identify needs and complete needed work. In addition, monthly Saturday Spotlight time (held on Saturday mornings) are an opportunity for all students to complete work across all classes.</p> <p>High school mentors, known as Youth Educators, assist middle schoolers with their work twice a week during the daily Spotlight times. This serves as a support to all teachers and younger students as well as providing a de facto mentoring program from more experienced students.</p> <p>While SPA offers access to a multitude of rich curricular options and extracurricular performances, assuming the success of all students in those is an ongoing task. Staff meet frequently, formally and informally, to review, revise and re-establish interventions to allow for student success. Thus far, no magic bullet has been discovered.</p>	
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#### Student-Parent-Staff Collaboration



**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Collaboration is an important part of students education at SPA. Staff collaborate on a weekly basis in various meetings on a multitude of different topics but all circled around student engagement and education. These meetings help provide consistency across subject areas and afford transparency throughout the school about how curriculum is being delivered within the classroom.</p> <p>The Summit Learning Platform (PLP) provides teachers the ability to develop their own pacing with the curriculum while providing a forum for teachers to create lessons, students to submit work, and parents to view classwork and student progress. The PLP also gives students the ability to create weekly goals, monitor their progression through the school year in addition to the ability to look back at previous years and look forward to in the upcoming years.</p> <p>Another example of one of the more formalized collaborative forums are SST, IEP and 504 meetings. These meetings are to ensure that all parties involved; parent, student, and staff are taking actionable steps to providing the student the best possible educational experience possible.</p> <p>Both of these examples of the formal ways the staff collaborate are lead into the informal conversations, phone calls, emails and other forms of communication that occurs between staff, students, and families to help students on their learning path.</p> <p>In addition, all 11th and 12th grade students meet regularly with the academic counselor to track their high school credits towards graduation. In doing this, the counselor is able to identify those students in need of credit recovery, students seeking challenges with outside courses and is able to direct their college and career searches.</p> <p>While staff and students are involved in the day to day, and long term planning, stakeholders (outside of IEP and 504 meetings) are not actively involved. SPA recognizes the need to create a plan that allows for the participation of all involved in a student's journey to have an active voice.</p>	<ul style="list-style-type: none"> <li>• <a href="#">High School Credit Planner</a></li> <li>• <a href="#">IEP meetings agenda</a></li> </ul>

## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>There are various curriculum/programs that facilitate the transition to college and career, including:</p> <ul style="list-style-type: none"> <li>• Resume writing (in Arts, SPED, ELA and Economics)</li> <li>• Creative Nonfiction Unit in ELA where all students got to practice responding to the UC Application prompts (like resume writing, personal nonfiction writing is an important college and career skill).</li> <li>• “Classroom Economics” (a personal finance practice in Economics)</li> <li>• Personal finance courses for students on CA diploma, transition planning for all IEP kids with connections to academics and the arts</li> <li>• Annual IEP meetings that including transition planning for every student that is at least 16 years of age and 15 year olds whose 16th birthday prior to the next IEP meeting</li> <li>• PD internships</li> <li>• FAFSA workshop</li> <li>• Senior Process Course and Capstone projects</li> <li>• For Music students: preparing kids to test out of collegiate theory and ear training classes, so if they pay attention and do well when they take their placement test for the conservatory or college of their choice, they have the potential to test out of up to around five classes.</li> </ul> <p>While many of these opportunities offer a rich and robust experience to the students in that class, SPA needs to institutionalize these programs to ensure that all students are given access moving forward. Given that SPA has had only one graduating class (we will have our second at the end of this year) we still need to build a way to track the effectiveness of these transition programs/curriculum.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Guest speakers</a></li> <li>• <a href="#">Resume Building &amp; Student Resumes</a></li> <li>• <a href="#">UC Essay Prompts Used</a></li> <li>• <a href="#">Classroom Economics</a></li> <li>• <a href="#">Personal Finance</a></li> <li>• <a href="#">P&amp;D Internship</a></li> <li>• <a href="#">FAFSA workshop</a></li> <li>• <a href="#">College Field Trips</a></li> <li>• <a href="#">The Senior Process Course</a></li> <li>• <a href="#">Senior Process Capstone</a></li> </ul>

## **ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

The goal for our curriculum at SPA is to have rigorous and relevant curriculum focused on arts, social justice and building 21st Century skills. To this end, all our academic and many of our arts classes are A-G certified courses, and our SPA specific graduation requirements meet the minimum requirements for acceptance into the UC system. SPA's curriculum doesn't just adhere to the rigorous Common Core and state standards, we also hold ourselves to even more demanding standard of our students needs and interests. At SPA, education is about empowerment, empowering our students to be responsible, resilient, responsive artists and life-long learners concerned not just with their own success but the success of their communities. And in order to find this success for our artist-scholars, SPA must create systems to track student success, provide access to a wide range of post-high school offerings and develop real world arts integrated projects.

**Prioritize the strengths and areas for growth for Category B.**

### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life. (B 1.1)
- We have well defined academic standards and college- and career-readiness indicators for each subject area, course, and program that meet or exceed graduation requirements. (B 1.2)
- Integration, particularly Tier 1 and Tier 2 (B 1.4)
- Our Arts and College and Career Departments along with the 12th grade team provide numerous opportunities for our students to explore college and career options both within and outside of the Arts. (B 2.1)
- 12th grade curriculum (Arts and Academics) in centered around guiding and preparing students for "what comes next" after graduation. (B 2.1)
- One of SPA's greatest strengths is our rigorous and relevant curriculum in both Arts and Academic courses centered around social justice and preparing our students to be artists and leaders in the "real world". (B 2.2)
- Parents, students, and staff collaborate in developing and monitoring our students' personal learning plans and their college and career and/or other educational goals. (B 2.3)
- Our Arts and College and Career Departments along with the 12th grade team do a good job facilitating the transition to college, career, and other postsecondary high school options. (B 2.4)

### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- While there is both congruence and consistency between our SLO's and standards, we are still a young school with many new teachers (both new to our school and/or new to teaching) and we are still building all of our programs and curriculum, thus maintaining congruence and consistency will need to be something we remain vigilant about. (B 1.3)

- While we have a few Tier 3 Integration Projects (Shark Tank, Fly Me To The Moon, Global Action Summit), this is definitely an area of growth (and a natural place for growth as our staff and programs continue to stabilize). (B 1.4)
- We need to work on improving our communication with feeder schools, local colleges and universities, and technical schools along with building a program to track our graduates (so far we have only one graduating class to pull data from, at the end of this year we will have two) and use this data to reflect on the effectiveness of our curricular programs. We are also looking to improve our outreach with our new "Outreach Committee". (B 1.5)
- While our Arts and College and Career Departments along with the 12th grade team do a good job facilitating the transition to college, career, and other postsecondary high school options, as stated above, we need to work on creating a program that allows us to track, reflect and evaluate the effectiveness of our "transition" curriculum/programs. (B 2.4)

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>SPA's career and college readiness is a very important part of the curriculum and learning space. As an advisory course, SPA offers a class called Spotlight, which is designed to help students build Habits of Success that go beyond the classroom. Students also receive 1-1 mentoring from a teacher to reinforce and build their proficiency in the Habits of Success. In the middle school Spotlights, students are explicitly taught learning strategies to support healthy Habits of Success and work with Youth Educators to provide more support around knowledge acquisition. In the high school Spotlight, students are then expected to take more initiative in implementing the skills they learned in middle school.</p> <p>The majority of students are enrolled in college prep classes. Teachers analyze formative work to determine the progress of students toward mastery of cognitive and artistic skills. A standard in all academic courses is that students must receive passing feedback on all formative assessments in order for a summative assessment to be scored. Students can access the rubrics for assessed skills on each project and self-asses. When possible, students can access exemplars prior or during a project. All AP teachers have approved syllabi to show rigor.</p> <p>In some courses, students are permitted a choice in final product. For summative assessment, academic teachers utilize Summit Learning's cognitive skills rubric to assess students' work and to ensure students are demonstrating mastery of expected performance levels. Special Education students are provided small group classes in English and Math, and accommodations as needed for differentiation.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Summit Habits of Success</a></li> <li>• <a href="#">Self Directed Learning Cycle</a></li> <li>• <a href="#">PLP Executive Functioning Strategies</a> <ul style="list-style-type: none"> <li>○ This is a Demo version of the PLP. To use it, enter please:                             <ol style="list-style-type: none"> <li>1. enter the email <a href="mailto:demo@email.com">demo@email.com</a></li> <li>2. Choose a demo student profile</li> <li>3. Click into the "Resources" tab in the left menu</li> <li>4. Click into the "Learning Strategies" resource</li> </ol> </li> </ul> </li> <li>• <a href="#">SMART Goal PPT from PLP</a></li> <li>• <a href="#">Rubrics</a></li> <li>• Examples of Relevant Curriculum:                             <ul style="list-style-type: none"> <li>○ Readings: <a href="#">Hamlet</a>, <a href="#">Catcher in the Rye</a> (790I), <a href="#">The God of Small Things</a> (840L)</li> <li>○ <a href="#">Resumes- Instructions</a></li> <li>○ <a href="#">Theatre and Production and Design Resumes</a></li> </ul> </li> </ul>

While all students are scheduled into courses that demand a challenging and relevant curriculum, there is still work to be done both vertically and horizontally to ensure that students are getting the most consistent and cohesive curriculum we are able to offer.

### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>SPA is working on how best to inform students about the expectations for each course. At the beginning of the year, each classroom releases a syllabus and works with each individual class period to establish class norms and expectations. Our teachers then create classroom contracts that display the community norms and expectations. Another way the standards and expectations are shared are at Back to School Night presentations as well as notifications home when a student is falling behind.</p> <p>At SPA, we use the Summit Learning Personalized Learning Platform and Cognitive Skills to evaluate students in academic courses. Teachers spend time going over the cognitive skills and create activities and assignments that help students practice the skills before they turn in a final product. Teachers review the cognitive skills before, during, and after the projects. Students have opportunities for revision of low cognitive skills based on written and verbal feedback from their teachers to acquire mastery over the year. Students failing to achieve mastery of the skills are given opportunities to reattempt their work and provided more practice for re-assessment of skills in future projects.</p> <p>All teachers post an agenda during each class and review the agenda with students at the beginning of class. These agendas are either written on the board or displayed on powerpoint.</p> <p>Within our arts program, classes are structured around the standards of conservatory training as detailed within the National Core Arts Standard, California VAPA, and institutions such as the National Association of Schools of Theatre and the Arts School Network to define and detail the expectations for conservatory training. Collectively, each discipline agreed upon a shared Artist-Scholar Credo which details how artist-scholars should enter each of their training studios, as well as detailing discipline-specific student expectations, tenets, and mission displayed in our beginning of the year contracts as well as on each department's website. Students can receive direct feedback from their</p>	<ul style="list-style-type: none"> <li>• <a href="#">Summit Learning: The Science of Summit (Research Literature)</a></li> <li>• <a href="#">Summit Learning Cognitive Skills</a></li> <li>• <a href="#">Teacher to Student Feedback on Assignment</a></li> <li>• <a href="#">National Core Arts Standards</a></li> <li>• <a href="#">VAPA Standards</a></li> <li>• <a href="#">CONTRACT FOR AUDITIONS</a></li> <li>• <a href="#">COCOSPA Theatre Website</a></li> <li>• <a href="#">Dance Instructor Notes on Dance Practice / Routines</a></li> <li>• <a href="#">Student speaking about the reflection process in Dance</a></li> </ul>

directors both in person during practice as well as in hard copy notes on their performances in order to reflect on and improve their skills in their discipline.

Students are made aware of the Graduate Profile/4Rs. All classroom have posters displayed with them.

In our academic courses, students are evaluated using the same Cognitive Skills Rubric year after year - starting in the 6th grade, students develop an understanding of the rubric, the specific skills listed, the expectations around mastery and how to seek additional resources. While it is not a perfect system, and many students continue into 7th and 8th grade without all the habits necessary for success, by the time they are in the high school program, the SPA systems are part of their vernacular and they are left only with the need to execute those skills for success.

### Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>SPA is a one-to-one school where all students are provided a chromebook to utilize during the school year. Teachers provide their resources electronically through Summit or google classroom. To prevent too much screen time, teachers provide breaks during class and design interactive activities or low tech activities to balance the use of technology. When needed based on IEP/504 or teacher observation of students, teachers may elect to provide students with paper copies of work to limit distractors.</p> <p>SPA has dedicated itself to providing differentiated instruction to meet the learning needs of all students. The school has implemented various school-wide interventions to meet the needs of both general education students and special education students. While some teachers give students access to various levels of scaffolding, titled "mild, medium, and spicy", we believe this practice needs to be schoolwide.</p> <p>Teachers instruct in a variety of ways, including guided note taking, PowerPoints, videos with audio and closed captioning, etc. Students can choose to handwrite or type their work, have access to various scaffolds and graphic organizers (often falling into the aforementioned "mild, medium, and spicy" levels of support" and have access to voice to text, text to voice, audiobooks, as well as books in hard copies. Teachers also include differentiated options for</p>	<ul style="list-style-type: none"> <li>• Choice Boards: <ul style="list-style-type: none"> <li>◦ <a href="#">Romeo and Juliet Choiceboard</a></li> <li>◦ <a href="#">The Giver Choice Board</a></li> </ul> </li> <li>• <a href="#">Youth Educator Letter of Recruitment</a></li> <li>• Examples of Leveled Resources <ul style="list-style-type: none"> <li>◦ <a href="#">Mild</a></li> <li>◦ <a href="#">Medium</a></li> <li>◦ <a href="#">Spicy</a></li> <li>◦ <a href="#">Leveled Reading</a></li> </ul> </li> <li>• <a href="#">Saturday Workshop Opportunities Invite</a></li> <li>• Dance rostering/split <ul style="list-style-type: none"> <li>◦ <a href="#">Ballet</a></li> <li>◦ <a href="#">Modern</a></li> </ul> </li> <li>• <a href="#">Syllabi for New Courses</a></li> </ul>



final products by including Choice Boards, where students have the option to choose different activities to demonstrate their learning. Students with IEPs have access to all of these differentiated instruction methods as well as their own accommodations as outlined in their IEPs, and depending on their level of need can also access small classes led by an Education Specialist for math and English.

This year the school introduced a Special Day class, where students receive curriculum at their academic level in a separate, small-group setting taught by an Education Specialist. SPA has also introduced a Youth Educator program for peer mentoring. Students are assessed on their ability to instruct peers in a personalized learning environment and then provide goal-driven guidance under the supervision of a teacher.

Within our arts program, guest artists are invited into classes to give instruction in various different aspects of art. The goal is to increase students' exposure to different aspects of art. There are Saturday workshops for dancers who receive opportunities to work with other dancers. Other methods that guest artists have used in the past include historical/lecture and performative pieces. The art team also actively works towards the reduction of teacher talk and increase of student interactions within their classes. The arts team, in particular the theatre department, has facilitated the creation of new courses based specifically on student needs to support their learning, and the classes in general have seen an increase in leveling in class tiers.

In addressing the needs of all students, it is evident that SPA educators want the best for our artist-scholars, but we are still working on the best practices and strategies to meet this goal.

## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Indicators with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>SPA teachers have the opportunity to attend subject area conferences including Summit training, AP training, Facing History and Ourselves, Council for Economic Education, and local workshops provided by the county offices. Teachers regularly engage in professional development with SEEDS or CircleUp to learn strategies to implement in regards to restorative practices to help promote student relationships. Summit regularly updates their curriculum and notifies teachers regarding those updates through trainings and webinars.</p> <p>In addition to Summit and Google classroom, teachers utilize slideshows, KaHoots, document cameras, Quizlet Live, Kami, Classcraft and Sora as a part of instruction. The science department incorporates Fossweb as well. When appropriate, some teachers have students use smartphones to capture instruction. For example, screenshot whiteboards with Rocketbook Beacons and QR codes incorporated in history projects.</p> <p>One of the advantages of having a young staff at SPA is their eagerness to try new technologies and strategies and their willingness to attend professional development opportunities to strengthen their practices.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Kahoot!</a></li> <li>• <a href="https://www.fossweb.com/">https://www.fossweb.com/</a></li> <li>• <a href="#">Updating Focus Areas in the Curriculum for better organization of standards delivery</a></li> <li>• <a href="#">Classcraft</a></li> <li>• <a href="#">Quizlet</a></li> <li>• <a href="#">Kami</a></li> <li>• <a href="#">Sora/Overdrive</a></li> <li>• <a href="#">SEEDS</a></li> <li>• <a href="#">CircleUp</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> <li>• <a href="#">CEE webinars</a></li> <li>• <a href="#">Rocketbook Beacons</a></li> <li>• <a href="#">QR code museum placard</a></li> </ul>

#### Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers use a variety of strategies to achieve a differentiated approach to learning. The instructional strategies include activating prior knowledge, checking for</p>	<ul style="list-style-type: none"> <li>• <a href="#">Administrative walk-through observations</a></li> <li>• <a href="#">Pre-Reading activity example</a></li> </ul>

<p>understanding, exit tickets, equity cards/sticks, think-pair-share, small group discussions, and Socratic seminars/fishbowls.</p> <p>SPA educators utilize strategies such as equity sticks to call on students to share and parking lots and goal walls to give all students opportunities to ask questions and share comments. We encourage our students to take responsibility for their learning through project-based learning. Teachers guide students in pair and group discussions that give all students an opportunity to share and reflect. Students also provide feedback to each other for presentations and performances, as well as self-assess themselves.</p> <p>A goal in the founding year of SPA was to create a school that was both equitable and inclusive. In the 4 years since founding, the turbulence and trials of our founding years may have deviated us from this path, but we are committed as a school to find our way back. The work with Circle Up and SEEDS around restorative practices is a reminder to all staff to remove implicit bias and engage in equitable practice.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Think-Pair-Share example</a></li> <li>• picture of parking lot/ goal wall</li> <li>• <a href="#">Exit tickets</a></li> <li>• Task cards <ul style="list-style-type: none"> <li>◦ <a href="#">Saturday Spotlight</a></li> <li>◦ <a href="#">"Monday" Spotlight</a></li> <li>◦ <a href="#">Mandatory Office Hours</a></li> <li>◦ <a href="#">English 9</a></li> </ul> </li> <li>• <a href="#">Fishbowls</a></li> <li>• <a href="#">Social Media Project Examples</a></li> </ul>
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### Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>SPA Students have ample opportunities to showcase their knowledge. In their seven-year course of study, in all academic areas, students have multiple opportunities to research, write their findings, and present their findings. At each grade level students present projects to the SPA community to demonstrate the knowledge and skills acquired from units.</p> <p>Teachers create a series of checkpoints throughout the process of a project so that students can show their formative ideas before proceeding to the final project. In this process, students demonstrate their ability to organize access and apply the knowledge they have acquired through the use of KWL charts, content assessments, note reviews and entry events. Students are able to demonstrate that they have the academic tools to gather and create knowledge through their research paper and project organization.</p> <p>In the 10th grade, students participate in Global Action Summit. In the 2018-2019 school year, this was an integrated</p>	<ul style="list-style-type: none"> <li>• KWL Examples <ul style="list-style-type: none"> <li>◦ <a href="#">Rome</a></li> <li>◦ <a href="#">Arabia</a></li> </ul> </li> <li>• <a href="#">Entry Events</a></li> <li>• Research papers <ul style="list-style-type: none"> <li>◦ <a href="#">Research Recording Process Example</a></li> </ul> </li> <li>• <a href="#">Senior Process Syllabus</a></li> <li>• <a href="#">Senior Process Capstone</a></li> <li>• <a href="#">Global Action Summit</a></li> </ul>

project between World History and Chemistry. For the 2019-2020, the project has expanded to include English. The weeks of research, collaboration, writing and creating will culminate in the Global Action Summit, an all day event where students debate and discuss the issues of our planet.

In addition, the newly created course, The Senior Process, is the culminating project of the SPA seven-year journey - with students completing both a collaborative community project and an individual Senior Defense of their time at the Contra Costa School of Performing Arts.

Across all disciplines and grade levels, students are able to demonstrate that they have the tools, understanding, and abilities to show their acquired knowledge and skills.

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>SPA students demonstrate their knowledge through writing, oral presentations, and group and panel discussions in most subject areas.</p> <p>Starting in the 6th grade, students work collaboratively across all subjects, academics and arts, to display their critical thinking skills. In 6th grade math, students are assigned rotating responsibilities within their groups so that they can work on different problem solving skills: materials master, communication specialist, Big Ben and techno royalty. In 6th grade history, students learn about ancient Egypt and display their knowledge through timed writing, creation of tombs and a recorded presentation. These examples of 6th grade projects appear in every grade level, in each discipline.</p> <p>By the time a student is in 12th grade at SPA, they are well versed in project based learning and use their acquired skills to execute a variety of in depth, real world projects. In Economics, they design a business from the ground up utilizing microeconomic concepts. In English, they read Outliers and discuss in a Socratic Seminar how they themselves are outliers in education and art and what their eventual path might be.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Inquiry and Speaking &amp; Listening Rubrics</a></li> <li>• <a href="#">10th Grade Global Action Summit on Climate Change (2018)</a></li> <li>• <a href="#">Senior Process Capstone</a></li> <li>• <a href="#">Entrepreneurship Tank Presentation</a></li> <li>• <a href="#">Student Work folder</a></li> </ul>

Seniors show their growth and demonstrate their mastery of the 4Rs/Graduate Profile with their final capstone project in the Senior Process course, the senior defense (as this is a new course in 2019-2020, there are no examples of the senior defense).

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>All students have personal Chromebooks they use to access online curriculum and online resources. Students access online databases to research and learn. In addition, students use digital resources to create presentations that demonstrate learning. In many academic courses, students create videos and songs/raps, infographics, slideshows. In math, they utilize the Desmos program.</p> <p>Teachers check for understanding with Kahoot and other online quiz applications. Academic teachers use the Summit Learning platform to house all curriculum and arts teachers use a combination of the school website, Google classroom and PowerSchool.</p> <p>In SPARS (SPA Reads and Solves), students use a variety of intervention and skill building sites to work on the foundations of English and Math (Typing.com, Khan Academy, Prodigy).</p> <p>The SPA community uses technology in its various forms and implementations every day to go about the business of teaching and learning..</p>	<ul style="list-style-type: none"> <li>• <a href="#">Student Work Folder</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Science I-Checks</a></li> <li>◦ <a href="#">Kahoot!</a></li> <li>◦ <a href="#">Desmos</a></li> <li>◦ <a href="#">Rap Battle Final Product Example with Student Work</a></li> <li>◦ <a href="#">Science I-Checks</a></li> </ul> </li> <li>• SPARS <ul style="list-style-type: none"> <li>◦ <a href="#">Typing.com</a></li> <li>◦ <a href="#">Khan Academy</a></li> <li>◦ <a href="#">Prodigy</a></li> </ul> </li> </ul>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>In academic courses, and based on the design of Summit Learning, students use both teacher and Summit sourced supplemental materials as their learning content.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Student Work Folder</a> (specific examples below) 6th: <ul style="list-style-type: none"> <li>• <a href="#">Egyptian Tomb student work</a></li> </ul> </li> </ul>

<p>Additionally, in middle school Science courses, students use the Foss curriculum and foss web to provide more content pre and post lab.</p> <p>The History department supports learning through primary sources via TCI, Stanford History Education Group (SHEG), the Library of Congress, and Facing History and Ourselves, as well as case studies designed to incorporate both primary and secondary sources.</p> <p>The Math department utilizes Desmos, Prodigy, and Khan Academy to support student understanding of math concepts.</p> <p>Both English and the Arts departments incorporate plays, music, novels, movies, and nonfiction text to engage students in meaningful discussions that are relevant and rigorous around topics of social justice.</p> <p>Finally, SPA students experience a wide variety of field trip opportunities that take them into the wider Bay Area to experience the relevant activities in both the arts and academics. Students see performing arts productions, visit museums, tour the Federal Reserve Bank, see films created by local activists, perform in other community spaces and so much more.</p> <p>Students across all grade levels and disciplines are routinely exposed to supplemental materials that take them beyond the classroom to experiencing the real life applications of their learning.</p>	<p>7th:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mali Essay</a></li> </ul> <p>8th:</p> <ul style="list-style-type: none"> <li>• <a href="#">History Mini-Sode Mythbuster</a></li> <li>• Crucible: <ul style="list-style-type: none"> <li>◦ <a href="#">Example 1</a></li> <li>◦ <a href="#">Example 2</a></li> </ul> </li> </ul> <p>9th:</p> <ul style="list-style-type: none"> <li>• <a href="#">Best Buy</a></li> <li>• 57 Bus Essay <ul style="list-style-type: none"> <li>◦ <a href="#">Example 1</a></li> <li>◦ <a href="#">Example 2</a></li> </ul> </li> <li>• Romeo and Juliet Reimagined <ul style="list-style-type: none"> <li>◦ <a href="#">Romeo's Modern Life</a></li> <li>◦ <a href="#">Keeping Up With the Capulets</a></li> </ul> </li> </ul> <p>10th:</p> <ul style="list-style-type: none"> <li>• Dystopian Society Student work: <ul style="list-style-type: none"> <li>◦ <a href="#">Faith in the Mother</a></li> <li>◦ <a href="#">Looking through Glass</a></li> </ul> </li> </ul> <p>11th/12th:</p> <ul style="list-style-type: none"> <li>• <a href="#">AP DBQ</a></li> <li>• <a href="#">Rap Battle Final Product Example with Student Work</a></li> <li>• <a href="#">Government Bills</a></li> <li>• <a href="#">Campaigns</a></li> <li>• <a href="#">Greater Good Flier</a></li> <li>• <a href="#">Outliers Essay sample</a></li> <li>• <a href="#">Marilyn Monroe Outlier slidedeck</a></li> <li>• <a href="#">Field Trips</a></li> </ul>
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## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>SPA students have access to career awareness, exploration, and preparation in a variety of performing arts fields both inside and outside of class. Guest artists, who are professionals in their fields, are brought into classes to provide training and career field exposure.</p> <p>Every January, the high school students attend a retreat in the Carmel Valley at the Hidden Valley Music Seminars, where they are instructed by guest artists in their field and tasked with learning new materials and creating new art.</p>	<ul style="list-style-type: none"> <li>• <a href="#">High School Arts Winter Retreat and Workshop</a></li> <li>• <a href="#">Resumes- Instructions</a></li> <li>• Theater resumes and headshots <ul style="list-style-type: none"> <li>◦ <a href="#">Example One</a></li> <li>◦ <a href="#">Example Two</a></li> </ul> </li> <li>• Arts Brochure <ul style="list-style-type: none"> <li>◦ <a href="#">Side 1</a></li> <li>◦ <a href="#">Side 2</a></li> </ul> </li> <li>• <a href="#">PD Internship program</a></li> </ul>

Students are exposed to career possibilities in arts fields through field trips to performances and art museums and through professional-led arts intensives. Teachers connect students to a variety of resources including outside, collegiate summer intensive programs and internships in performing arts jobs.

As a new school, we know this is an important growth area for our school, for our artist-scholars. We need to build the internship program and provide expanded job shadowing, apprenticeship programs, occupational programs, on-the-job training programs, etc.

- [Personal Budgeting Unit](#)
- [Decision Making Children's Book](#)

## ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### Summary (including comments about the preliminary identified critical learner needs)

SPA students are enrolled in a rigorous curriculum driven by the California Common Core Standards, National Core Arts Standards and graduation requirements. Teachers use a variety of teaching strategies to engage students. Students with IEPs and 504s are offered accommodations to meet the same standards as all other students. In the academics, teachers use a cognitive skill rubric that grows with students from 6th through 12th grade, where they are able to show yearly growth on 36 criteria.

With the use of project based learning, artist-scholars at SPA have multiple opportunities every year to show that they can acquire and apply knowledge, use their tools and resources for success and communicate with they know to their peers and teachers.

Students failing to show mastery have the opportunity to show proficiency by retaking assessments and redoing assignments. Those that cannot show mastery by the end of the school year are given another 4 week opportunity in Summer School to complete courses. While these opportunities and resources for success are plenty, our students struggle with the concept of academic urgency and SPA staff need to work on how to balance the understanding of time and the expectation of mastery.

While students have exposure to career preparation in high school, there is little done in middle school to delve into career or college opportunities. More can be done to show students the multiple paths that are possible within the arts even before they enter high school.

### Prioritize the strengths and areas for growth for Category C.

#### Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Rubrics are used across all disciplines. Academic courses use the cog skills rubric on the PLP. One example in arts is Dance where students meet with the teacher and are given a rubric to show scores and how to improve.
- Fishbowls and Socratic Seminars are used across all disciplines
- Warm-ups/Do-Nows are used as a pre-teaching technique to help students become familiar with a



topic before it is taught

- Units in English, History, Math and Theatre address aspects of career/college (ie. personal finance, resumes, college applications, college decision)
- College Summit breakfast provides students with an opportunity to prepare college applications
- Specific and consistent standards set according to subject (spanish, arts, core classes) that apply to all students and are reviewed through mentor meetings, grading, and content assessments.
- Checkpoints break down instruction and tasks into steps that lead to a final product.
- Feedback system of red, yellow, and green provides students with constant feedback on how they are doing
- The PLP visually breaks down the grading system so teachers can give feedback directly on work and students can understand what they need to work on
- Arts courses level classes to support student growth
- Choice Boards provide options for final product options
- Students can choose between or be assigned differing levels of difficulty in regards to scaffolding or reading (mild, medium, or spicy resources)
- Students are given opportunities to work with guest artists in and out of class.
- Some classes utilize student-led lessons instead of teacher lectures.
- Students have opportunities to work or intern in professional programs through their arts classes

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Some arts classes have limited options for students to interact with professionals in that art field
- Real-life math concepts can be limited in math classes
- Feedback from teachers can be limited
- Resources can be difficult to navigate or access
- Rubrics can be limited in explaining the expectations for projects
- Limited guidance on career paths in each arts major

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

#### Indicators with Prompts

##### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>At SPA, students are assessed in a variety of ways for various purposes.</p> <p>In academic courses, students submit and receive feedback on assignments via Summit Learning. Assignments are completed and assessed directly on the online platform. Students can see their formative and summative grades as colors (red, yellow, and green), and can also see their summative assessment results in the form of comprehensive rubric scores. Students use the feedback on formative assessments to determine if they are ready to advance to the next part of the project. The Cognitive Skills rubric provided by Summit in the PLP are general in description and do not provide specific requirements or expectations for the variety of assignments they are used to assess.</p> <p>In arts courses, students are assessed based on the needs of the particular arts program in alignment with the VAPA standards for the state and the National Core Arts Standards. Each arts area is in the process of developing rubrics for all summative assessments.</p> <p>Students, parents and staff all have access to student progress on the PLP (for academics) and PowerSchool (for arts and PE). Parents receive text message notifications about student progress. In addition, it is teacher practice at SPA to send frequent emails with updates on projects and assessments.</p> <p>As a benchmark assessment, SPA uses NWEA Measure of Academic Progress (MAP), which is also stored and accessible on Summit. Yearly, students complete a growth report to set goals</p>	<ul style="list-style-type: none"> <li>• <a href="#">PLP Assessment Tool</a></li> <li>• <a href="#">Cognitive Skills Rubrics</a></li> <li>• <a href="#">Arts - Sample Grading Rubrics</a></li> <li>• <a href="#">MAP on PLP</a></li> <li>• <a href="#">CAASPP on PLP</a></li> </ul>

<p>between the Fall and Spring assessment. This data is available to parents, teachers and students once it is made available on the website. The summit platform allows you to use this data to place students in groups and provide those groups with additional resources as necessary. These resources are not automatic and must be provided by and manually assigned by the teacher.</p> <p>A conscience effort on the part of SPA teachers is made to ensure that student grades reflect what the student knows, is able to do and mastery of the learning targets for each course. As such, it is a general understanding that student grades should not reflect behavioral issues, unless specifically pertinent to that class, ie PE participation or dance. It is up to teachers to analyze the locally generated data for their classes for their own purposes.</p> <p>The CAASPP is given to 6th, 7th, 8th and 11th grader students each spring for statewide assessment in ELA and Math. Science is assessed in 8th and 11th grade. Teachers have analyzed year to year comparison data to monitor growth, but such comparisons are difficult since the cohort of students changes annually. Teachers have comparisons of school site to national, state, and district average scores.</p> <p>Teachers express a need for access to disaggregated data and collaboration time for data conversation. At SPA, because of the nature of the school, most classes are taught by a single teacher, so data analysis occurs individually and there is no formal mechanism in place to share data amongst teachers for locally generated assessments.</p>	
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### Basis for Determination of Performance Levels

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>For academic courses, Summit Learning provides cognitive skills rubrics that academic courses utilize throughout the year to assess student mastery. Summit has recently reviewed and updated these skills within the last year. As students work their way through each grade level, their knowledge base grows. Teachers expect this, and build in increasing levels of rigor in their coursework and require students to tap-in to this rich knowledge base.</p> <p>The math team at SPA evaluates their grading system each year to work towards better and more accurate measurement of student performance. In addition, the rubrics that are available in math are only assessed once allowing for a more traditional style of grading and clear language on what skills are being assessed.</p> <p>Within arts classes, there is an emphasis on process over product.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Math - Evolution of Grading</a></li> <li>• Rubrics <ul style="list-style-type: none"> <li>○ <a href="#">Arts - Sample Grading Rubrics</a></li> <li>○ <a href="#">Spanish Grading Rubrics (folder)</a></li> <li>○ <a href="#">Summit Cognitive Skill Rubrics</a></li> </ul> </li> <li>• <a href="#">PowerSchool.com</a></li> <li>• Grade screenshots: <ul style="list-style-type: none"> <li>○ PLP <ul style="list-style-type: none"> <li>■ <a href="#">History</a></li> <li>■ <a href="#">English</a></li> </ul> </li> <li>○ PowerSchool</li> </ul> </li> </ul>

<p>"Mastery" is never achieved, rather it is the "pursuit of mastery" that SPA values.</p> <p>Parents can access real time grades for Math, English, History, Science, and Spanish through the Summit Learning platform. They can access PE and Arts classes on PowerSchool. Student progress is reported 4 times a year (3 progress reports and one final end of year grade report).</p> <p>As SPA continues to grow and iterate, there will be an ongoing practice of reflection on grades, grading practices, rubrics and formative versus summative assessments.</p>	<ul style="list-style-type: none"> <li>■ <a href="#">PE</a></li> <li>■ <a href="#">PD</a></li> </ul>
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### Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>At SPA, student grades are determined by teachers according to Summit rubric for academics, while arts classes are department designed rubrics. Rubrics are available to students for each assignment. Grades can be viewed real time on Summit or PowerSchool.</p> <p>As an example of arts evaluation, dance majors are evaluated quarterly on their professionalism, technical progression, work ethic, and artistry. Students also receive written feedback and have a conference once a year with parents and faculty. The grading policy uses 15 standards-based elements that evaluate a student's progression and college and/or career readiness in the art form. Dance majors receive a written evaluation each quarter from all instructors that assesses technical and artistic progression. Students receive written comments and are graded using a 1-5 rubric. Students receiving 3-5's are on the right track. Students receiving 1-2's generally do not progress to the next level or need support and interventions. Arts conferences are conversations between students, parents and faculty to help determine areas of success, progress, and goals.</p> <p>As an example of evaluation in a small math learning community for special education students, Personal Finance is a course designed to help students understand practical, everyday applications of math and the impact of their individual monetary choices on their future. Topics covered include income, money management, spending and credit, and saving and investing. Students are evaluated on classwork, warm ups and projects, and scored using PowerSchool.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Summit Cognitive Skill Rubrics</a></li> <li>• <a href="#">Dance Grading Policy</a></li> <li>• <a href="#">Personal Finance Syllabus</a></li> <li>• <a href="#">Spanish Rubrics</a></li> <li>• <a href="#">Dance Evaluation</a></li> <li>• <a href="#">Arts Conferences</a></li> <li>• <a href="#">MDTP Results 2018-2019</a></li> <li>• <a href="#">MDTP Results 2019-2020</a></li> </ul>

<p>As an example of an updated academic evaluation, for Spanish I-III, California World Language Standards (CAWLS) were updated in January 2019 to better reflect the long-standing national standards from the American Commission on Teaching Foreign Languages (ACTFL). The Spanish department spent time not only comparing CAWL Standards and ACTFL Standards, but also finding PLP cognitive skills which could effectively capture the CAWL Standards and ACTFL Standards.</p> <p>Acceleration at SPA within the academic occurs most frequently in Math at the middle school level. The Mathematics Diagnostic Testing Project (MDTP) assessment is given to 6th and 7th grade math students to advance a grade at the end of the year. Math teachers look at a student's MDTP score, grade, MAP and CAASPP score and offer advancement if the student reaches or exceeds the cut points. In addition, students who wish to challenge themselves can meet with the counselor and craft a schedule that double blocks academic courses or take online/community college courses for advancement.</p> <p>Within the Arts, students that excel and master a particular level can move forward (if their schedule allows) to be placed in their appropriately leveled Arts class.</p> <p>Progress of students on the Graduate Profile (SPA's SLOs) is assessed in the Senior Process course as students investigate previous work to show how they have mastered the SLOs. As this is the first year of this course, the curriculum and assessments for the course are still in the process of being created and will be further refined.</p> <p>Arts teachers monitor student progress with their major and are in the process of creating more and more internships and other pre-professional opportunities available for students. Arts teachers must continuously evaluate whether students are ready for these career opportunities.</p> <p>Additionally, the academic counselor reviews transcripts for each student and meets individually with those students in danger of not graduating. The counselor also makes classroom presentations, targeting juniors and seniors to ensure that students are ready for the college application process. The SPA graduation requirements exceed the UC a-g requirements so that each artist-scholar at SPA has the ability to choose college or career upon matriculation.</p> <p>SPA recognizes that our evaluative systems are still being perfected and we will continue to iterate these measurements.</p>	
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### Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>At the founding of the school, it was decided to have SPA's graduation requirements meet or exceed the UC a-g requirements. In this way, SPA graduates would have the choice to attend a college knowing they were prepared to meet the minimum standards for entry. While we recognize that not every SPA student is going to go to a 4 year college (as many are not going to continue in their Art), it is important to give them the option for success.</p> <p>SPA graduation requirements are given to all potential families and included in the Family Handbook for reference to all community members. In high school, 11th and 12th grade students meet regularly with the counselor to track progress towards those requirements.</p> <p>Starting in the founding year, 2016-2017, SPA courses were submitted to the UC A-G Course Management Portal for approval. Currently, all academic courses and 18 of the Arts courses are approved. 15 more Arts courses will be submitted over the next 2 school years.</p> <p>At the beginning of each school year, all teachers submit course syllabi for review for their direct supervisor (academic teachers to the Director of Curriculum, arts teachers to the Executive Director and Sped teachers to the Principal). There is a template that SPA teachers use for consistency and to reinforce school wide policies.</p> <p>SPA uses a mastery grading policy that is laid out in the Family Handbook. Students in academic courses on the PLP are scored on a rubric, and as they repeat cognitive skills, they can earn higher scores on the rubric (replacing the previous score). Final grades for each subject occur at the end of the full year, allowing</p> <p>Each year, there is a growth cycle for teachers that begins during the first quarter of the school year. School leadership observes teacher practices and how they influence the student experience (individual successes and progression through school). During the final quarter of the year, teacher reflect in a growth cycle presentation to the school leadership upon their goals and growth for the year.</p> <p>As a new school, SPA continues to iterate and grow each year. While we have hit upon requirements and a scope and sequence we know will ensure student success, the execution of those requirements/courses is an ongoing process.</p>	<ul style="list-style-type: none"> <li>• <a href="#">SPA Graduation Requirements</a></li> <li>• <a href="#">UC a-g approved course list</a></li> <li>• <a href="#">Teacher Evaluations</a></li> <li>• <a href="#">Syllabi</a></li> <li>• <a href="#">Family Handbook</a></li> <li>• <a href="#">Growth Cycle</a></li> <li>• <a href="#">Teacher Observation form</a></li> <li>• <a href="#">Scope and Sequence</a></li> </ul>

### Schoolwide Modifications Based on Assessment Results

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Over the last three and a half years, SPA has used data of various kinds in order to continually iterate our program and practices. From observational data, to formal test scores, enrollment and attrition data, we are looking for information to continue to push our new school forward.</p> <p>Summit's PLP Assessment data is used by teachers to adjust curriculum pacing to provide reinforcement when needed. In addition to the primary platform for our curriculum, our instructional staff use online, interactive, engaging tools to:</p> <ul style="list-style-type: none"> <li>• Create efficient formative assessments (collects data)</li> <li>• Use this feedback to inform curriculum pacing</li> </ul> <p>One example of our practice in academics is in the Math Department. They have adjusted the weighted grades to:</p> <ul style="list-style-type: none"> <li>• Reflect the evolution of the department's instructional philosophy</li> <li>• Reflect the relevance of the tasks via the rigor indicated by the associated weighted category.</li> </ul> <p>One example of SPA's practice in the Arts is the Dance Department, who created grading policies which:</p> <ul style="list-style-type: none"> <li>• Establish expectations for student growth</li> <li>• Measure student growth in order to mentor effectively</li> </ul> <p>SPA has dedicated resources towards intensive and structured work time for students both during the day and outside of regular school hours. For the 2018-19 school year, Academic Retreat was an optional four-hour independent study hall. These quarterly retreats were for high schoolers only. For the 2019-20 school year, Saturday Spotlight is a mandatory three-hour independent study hall. These monthly Spotlights are required for all students (middle and high school) who are behind in their coursework. The staff made the decision that this was a necessary resource to provide for middle school students as well based on the results of CAASPP and MAP test scores. This has helped many of our high school students turn in work, but can be difficult for some students because not all teachers are in attendance for every session.</p> <p>Mandatory Office Hours were added after evaluating Saturday Spotlight's effectiveness for middle school students. It was</p>	<ul style="list-style-type: none"> <li>• <a href="#">PLP Assessment Data Examples</a></li> <li>• <a href="#">Kahoot! "Essay Structure"</a></li> <li>• <a href="#">Dance Grading Policy</a></li> <li>• <a href="#">Student Evaluation Sample</a></li> <li>• <a href="#">PLP Assessment Data Examples</a></li> <li>• <a href="#">Evolution of Grading: Math</a></li> <li>• <a href="#">Saturday Spotlight</a></li> <li>• <a href="#">Mandatory Office Hours</a></li> <li>• <a href="#">SPARS</a></li> <li>• <a href="#">SPARS Reboot</a></li> <li>• <a href="#">SPARS Q3 Schedule</a></li> </ul>



<p>determined by the staff based on observational data and the volume of work completed during Saturday Spotlight that it was too long of a time for the students to be focused. As a result, mandatory office hours were created for middle schoolers to better enforce participation in catch up activities and maximize their time with content teachers. Mandatory office hours are held after school every other week. The goal is similar to Saturday spotlight.</p> <p>SPA Reads and Solves (SPARS) is an initiative that was designed to offer intervention for students during a 30 minute period mid-day. The goal is to offer math interventions to strengthen building block skills by way of Khan Academy and Prodigy, typing courses and games to strengthen typing skills and silent reading time to improve reading skills. After the first semester, we reviewed what was successful about SPARS and what wasn't by focusing on the data provided on the PLP as well as student test scores, student feedback and teacher input. We then came up with a SPARS reboot.</p> <p>As we continue to grow and evolve, we will always be looking for data to help inform our decision making, professional development and instructional/intervention strategies.</p>	
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**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Since SPA's founding, we have used various groups, committees and meetings in order to assess the effectiveness of our programs. In our first year, with a teaching staff of only 11, we often met as an entire group to discuss courses, grading, rubrics, curriculum, behaviour, etc. As the school grew, various bodies were created to continue discussion in small and large groups. Currently, staff meets formally on Mondays as a large group - smaller meetings take place weekly, bi-monthly or monthly to address various programs in the school.</p> <p>One such meeting is the weekly Arts Council. Each Arts Director meets with the Executive Director to review and assess arts programming (curriculum, policies, mission/vision, standards, production season). In addition, there are Student Services meetings, Sped meetings, grade level meetings, department meetings, Spotlight team meetings, Executive Functioning Committee and, more recently, WASC Focus and Home Groups.</p> <p>In the first three years, the Director of Curriculum held bi-monthly check ins with every member of the academic staff. These check ins were used to calibrate curriculum, discuss data, review lesson plans, discuss students and voice concerns over various programs of the</p>	<ul style="list-style-type: none"> <li>• <a href="#">Weekly Arts Team Meeting</a></li> <li>• <a href="#">Math Department 2019 End of Year Curriculum and Policy Review</a></li> <li>• <a href="#">Executive Functioning Committee</a></li> <li>• Planning Sessions <ul style="list-style-type: none"> <li>◦ <a href="#">Mentoring</a></li> <li>◦ <a href="#">Bell schedule</a></li> </ul> </li> <li>• <a href="#">Check in calendar snapshot</a></li> <li>• <a href="#">A-G course list</a></li> <li>• <a href="#">Year One - evaluation</a></li> <li>• <a href="#">Year Two - 360 Eval</a></li> <li>• <a href="#">Year Three - updated 360 Eval</a></li> <li>• <a href="#">Year Four - coaching/growth cycles</a></li> <li>• <a href="#">Walk-thru observation form</a></li> <li>• <a href="#">Dashboard data</a></li> <li>• <a href="#">2019 Dashboard</a></li> </ul>

school.

Starting in the founding year, 2016-2017, SPA courses were submitted to the UC A-G Course Management Portal for approval. Currently, all academic courses and 18 of the Arts courses are approved. Teachers worked one on one with the Director of Curriculum to complete this process. 15 more Arts courses will be submitted over the next 2 school years.

In order to involve stakeholders in the process of iterating on different parts of SPA's program, the Director of Curriculum holds Planning Sessions in the Spring to discuss various aspects of the school: bell schedule, calendar, mentoring, Spotlight, etc. These meetings are after school and open to any staff member that wishes to contribute.

To assess stakeholder satisfaction, SPA conducts frequent surveys - some small, to a particular cohort or grade level - some large, to the entire student body and/or family community. The responses are disaggregated by our IT manager and reviewed by staff in formal and informal groups. The school is currently looking into using the Healthy Kids survey as another way to collect information regarding school culture.

Since the inception of the California Dashboard, SPA has used the data to look at the areas of need. Some of our populations are still too small to be included on the Dashboard, but there is other data that has proven useful in rethinking our discipline policies and procedures and our intervention strategies.

Based on staff feedback from our founding year, the 2017 school year began with the roll out of our new staff evaluation process called 360 Evaluations. In this process, teachers created goals based on the CSTP Elements. Teachers were observed 3 times during the year with follow up conversations about growth, they filmed their practice and reflected upon what they saw, and sent out surveys to parents, students and colleagues. This all culminated in March when each teacher met with Administration for a 20 presentation of their growth. This process led to rich conversations around pedagogy and practice. Based on teacher feedback, the desire for more immediate formative feedback and a shorter timeline, 360 Evaluations was revised for the following school year. As this process continued to evolve, in 2019, we moved this process to the Teacher Growth Cycle, focusing on the skills and goals that teachers wanted to see in themselves and their classrooms, focusing on the school priorities and Graduate Profile. Each quarter, Teachers have an initial goal setting meeting and then are visited weekly or bi-weekly by a member of the Admin team, with feedback session occurring within 24 hours of the observation. Discussions continue to revolve around pedagogy and practice, with specific emphasis on teacher goals and growth.

- [Presentation](#)
- [MS Survey results](#)
- [HS Survey results](#)
- [Parent Survey results](#)
- [Staff Survey results](#)

SPA continues to recognize the need to reflect on the effectiveness of all our programs, and as a new school, we are not afraid to change direction mid year based on the feedback from stakeholders. We will continue to be responsive but thoughtful in the building and refining of all programs to meet the needs of all our artist-scholars.	
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## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>At SPA, teachers use both formative and summative assess to monitor student progress through a variety of teaching practices. Students in all classes are assessed through a variety of assignments including traditional quizzes and tests (in the form of Content Assessments), essays, multimedia presentations, Socratic seminars videos and other standards based methods of assessment. Teachers use active monitoring strategies to collect observational data within a class period.</p> <p>On the Summit platform, Content Assessments provide immediate feedback to students on which objectives of a Focus Area they mastered or need to review. Students can use this information to study content from areas they were weaker in. The ability of students to reassess, to demonstrate mastery, is up to the individual teacher. In middle school Science courses, the FOSS assessment system reports on student achievement regarding the Next Generation Science Standards.</p> <p>In the Arts courses, Directors create the 7 year sequence of courses that lead from middle school to conservatory training in high school. In the Theatre, Dance, and Production and Design majors, the Directors are founding teachers that have reviewed and revised their programming from the start of the school. The Instrumental and Vocal Directors started in the 2018-2019 school year and are in the midst of working with their artist-scholars and reviewing conservatory programs to create the sequence that will result in the most amount of success for their artist-scholars. Additionally, some of the Arts have student and/or parent councils to engage SPA stakeholders in the arts. They review department needs, fundraising and performance opportunities, marketing, and overall growth of the department.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Content Assessment Feedback</a></li> <li>• <a href="#">Student Work folder</a></li> <li>• <a href="#">Active monitoring</a></li> <li>• <a href="#">FOSS Assessment Standards</a></li> <li>• <a href="#">SPA scope and sequence</a></li> <li>• <a href="#">Dance Parent Council</a></li> </ul>

Review and revision of the curriculum is conducted by Summitt (for those courses on the platform) and individual teachers, since almost all classes are taught by a single teacher. There is no formal mechanism in place for the administration to oversee this review, so the degree to which curricular changes within a class are made is up to individual teachers. Additionally, staff seeks more grade-level time to develop appropriate assessment and integrated work.	
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## Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Since its inception, SPA teachers have met to discuss curricular and instructional choices. In the summer before opening, SPA teachers met with the Director of Curriculum to make decisions on course materials and curriculum needs. In the first year, all academic teachers had the same prep period and all arts teachers had the same prep period. This planning time allowed teachers to review observational, formative and summative data to make choices concerning programming and instructional strategies.</p> <p>While teachers have continued to meet in various professional learning communities over the last three and a half years, since almost every class is taught by a single teacher, it is up to each teacher to review assessment data to adjust their curriculum and instruction. Teachers rely on their colleagues for professional advice and brainstorming but ultimately make the decisions for their courses.</p> <p>The Arts Council meets weekly to discuss issues within the arts with the Executive Director - data discussed includes enrollment by arts, curriculum, professional development, graduation requirements and more. While each arts major is very different, this time provides each arts area to be informed about the other and also allows Directos to share expertise in make informed decisions over their program.</p> <p>One of the professional learning communities in the current school year are grade level Spotlight teams. These teams meet on Monday to review PLP data and set grade level goals (and learning strategies) for the week. This has allowed teacher to view generalized trends in areas of student struggle and areas of student success.</p> <p>During the Fall Summit Convening in Spokane, WA, the executive function team met to reboot our EF initiatives for the school year based on initial data.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Spotlight Priorities Data Tracker</a></li> <li>• <a href="#">Executive Functioning Team Reboot</a></li> <li>• <a href="#">Arts Council minutes</a></li> </ul>

While data review has looked different in each school year, SPA staff is committed to using the various data points available to engage in rich discussions that lead to program improvements for the benefit of our artist-scholars.	
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### Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>At SPA, students are informed of expected levels of performance through the rubrics and exemplars. In academic courses, the cognitive skills rubric uses 36 skills to track students over their 7 year course of study at SPA; each year the skills is repeated at a higher level, pushing students toward college readiness standards.</p> <p>On the Summit platform, students receive feedback regularly as assignments ("checkpoints") are returned with comments and a green, yellow, or red marking, which students can revise and turn in for further feedback. In the arts courses, students receive real time feedback to correct and refine artistic work as it is happening.</p> <p>In each classroom, teachers communicate with students to create classroom norms which take student feedback into account.</p> <p>Whether they have formalized learning accommodations, students have agency at SPA to request specific learning modalities, more time or less time on assignments, request more or less scaffolding, etc.</p> <p>Each year, student surveys results demonstrate the rigor, community, and feedback process work for most students. Students say that there has been a major improvement in the level of respect within teacher-student relationships. In addition, students say they continue to feel that they are heard, respected and valued in the classroom. Our artists-scholars voice that they see a major effort to "make everyone happy."</p> <p>While there is an informal structure currently, moving forward, there is a need for more formalized professional learning time for staff to engage in discussions to monitor student progress toward college and career readiness goals across grade levels and departments.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Cog Skills rubric</a></li> <li>• <a href="#">Teacher to Student Feedback on Assignment</a></li> <li>• <a href="#">ELA Norm activity</a></li> <li>• Student Survey Results <ul style="list-style-type: none"> <li>○ <a href="#">MS Results</a></li> <li>○ <a href="#">HS Results</a></li> <li>○ <a href="#">Parent Responses</a></li> <li>○ <a href="#">8th grade survey</a></li> </ul> </li> </ul>

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical learner needs)**

Assessments and communication of data at SPA is done frequently but informally at the micro level but only sporadically at the more formal macro level. Although we use a combination of resources, assessments and collaborations between all stakeholders, we could use some more systematic and formalized data driven discussions. The Summit platform is evolving and now includes data from all classroom formative and summative assessment along with MAP and CAASPP data. While the data is there for analysis, time and structure is needed for us to meet, interpret and implement.

### **Prioritize the strengths and areas for growth for Category D.**

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Support of students
- Variety of clubs and activities
- Student empowerment to create opportunities on campus
- Student autonomy and self-paced work while still having structure, expectations and promoting self-discipline
- Connections to local artists both in house guest artists and job opportunities outside of our immediate community.
- Strong connection to using the arts and academics to foster social justice.
- Leadership opportunities especially for HS students to teach MS classes, direct, dramaturge, etc...
- Lots of opportunities for collaboration across academics and arts while the emphasis is on student's individual growth as well.
- Low student to faculty ratio in HS, especially as one progresses through levels in their arts.
- Diverse student body in regards to ethnicity, race, socioeconomics, geography, genders, LGBTQ+
- Color blind casting
- Equal opportunity for all students to share voices, to be held to rigorous standards and to perform at the highest level regardless of differability, race, gender, etc...

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Additional foreign language offerings including ASL.
- Additional AP offerings especially in regards to math.
- Consistent and more rigorous academic expectations of all students in all classes.



- Clearer scaffolds and examples of satisfactory student work across all disciplines.
- Clear clear scaffolds of executive functioning expectations.
- Clearer expectations of respectful behavior from students to teachers and students to each other. Clearer discipline that is restorative and based in education rather than punishment.
- Further outreach into the community, focusing on underserved populations.
- More opportunities for students to DO things that matter, acts of service, politics, etc...
- More college prep opportunities: college audition class, audition etiquette, prescreen process, more visits to college campuses, more college admission officers coming to campus, more support in the application process. Dedicated class time edit apps, brainstorm US prompts, get additional perspectives, more college counselors.
- More variety in arts classes, master classes, days to walk in another 's shoes
- More diversity in teaching and administrative staff
- Building parent and stakeholder community

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Indicators with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>SPA regularly offers and communicates the importance of parental involvement in the learning and teaching process. However, communication is only in English, except for the Open Enrollment notification.</p> <p>In order to get parents familiar with our technological learning platform and academic programs, we offer both family Learning Tours and Tech Training. These are offered weekly and can be scheduled to meet busy family schedules. Our Director of Curriculum begins Learning Tours with a comprehensive discussion about the learning program and then proceeds with a tour of classrooms in action.</p> <p>Our Parent Ed Series also offers a variety of parent resources. Topics have included technology training, college and career, mental health, resiliency and restorative justice. In addition, there is Wake Up Wednesday, led by a different administrator or member of the Student Services Team, inviting parents to come in after drop-off to learn about a different resource or subject each week in the first two months of school and monthly after that.</p> <p>In addition, trainings on the online platform are offered at Back to School Night, where parent traffic is high. Parents can now sign up for 30 minutes one on one trainings with one of SPA's senior Ambassadors.</p> <p>The school communicates weekly via a Family Newsletter containing information about school educational and social events, resources, and ideas for how parents can be more hands-on in student education.</p> <p>We have an automated phone system that is used regularly to communicate with families regarding attendance, school events, and other ways to engage families.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Tech Training</a></li> <li>• <a href="#">MS Tech Training</a></li> <li>• <a href="#">Learning Tours</a></li> <li>• <a href="#">Parent Ed Series</a></li> <li>• <a href="#">Wake Up Wednesday</a></li> <li>• <a href="#">Back to School Night</a></li> <li>• <a href="#">Family Newsletter</a></li> <li>• <a href="#">Family Phone Call</a></li> <li>• <a href="#">7th Grade Focus Group</a></li> <li>• <a href="#">Instrumental Concert</a></li> <li>• <a href="#">Vocal Concert</a></li> <li>• <a href="#">Theater Production</a></li> <li>• <a href="#">Dance Performance</a></li> <li>• <a href="#">PD - Design</a></li> <li>• <a href="#">PD - Production</a></li> <li>• <a href="#">All School Musical</a></li> <li>• <a href="#">Ensemble</a></li> <li>• <a href="#">New Student Orientation letter and schedule</a></li> <li>• <a href="#">New Student Orientation activities folder</a></li> </ul>

<p>Parents are encouraged to set up accounts on both Summit Learning and Power School so they can access attendance records, grades, assignments, and other pertinent information. There is a twice weekly text message sent from the Summit platform with grade information and project completion status. Additionally, printed grade reports are sent home at the end of every quarter.</p> <p>Recently, in response to a renorming of 7th grade culture, we hosted a 7th Grade Focus Group with families. We were pleased about the turn out, involving both culturally diverse families and parents of students with special needs.</p> <p>One of our most successful ways to engage families is through our arts performances, where families gather as a community to support all students. Each art has at least two performances a year which families and community are invited to view.</p> <p>Parents are also encouraged to join our parent organization, Ensemble. Ensemble meets once a month to discuss ways to support the school and its students. Ensemble officers are also generating ways to increase parent involvement.</p> <p>Since the founding year, there has been an evolving New Student Orientation program. It has grown from 2 days to 4 days, with current SPA high school students acting as group leaders for the incoming new students. One area of growth is to include a new Family Orientation piece so that all members of incoming families, not just the student, are welcomed and introduced to SPA practices and platforms</p>	
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## Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>SPA encourages and utilizes community resources, community members, and local businesses to support and extend the learning of students.</p> <p>The Shadelands Sports Mall, The Center for Community Arts, the City of Walnut Creek, the Leshner Center, The Concord Pavilion, and the Walnut Creek Chamber of Commerce have all been great facilities and program partners that SPA has fostered strong relationships with. Through sharing facilities usage, collaborating around outreach, and building capacity around arts and education, we connect to our community, germinating mutual support and</p>	<ul style="list-style-type: none"> <li>• <a href="#">Center for Community Arts Partnership</a></li> <li>• <a href="#">SPA Room Use Agreement</a></li> <li>• <a href="#">College Field Trip</a></li> <li>• <a href="#">College Summit</a></li> <li>• <a href="#">College Fair</a></li> <li>• <a href="#">Whole Foods (PE/Health &amp; Wellness)</a></li> <li>• <a href="#">Guest Artists</a></li> <li>• <a href="#">Outreach Database</a></li> </ul>

<p>growing our influence on student success.</p> <p>Teachers and student services staff have done a great job cultivating individual partnerships in our first few years of operations. These include local businesses like Whole Foods (health and nutrition field trips), the Ygnacio Valley branch of the Walnut Creek Public Library (literacy resources and offsite educational partners), and the East Bay Parks system (canal trail usage for physical education and science classes). These initial outreach efforts will turn into strong bonds and important traditions as the school grows.</p> <p>The SPA counselor and other staff have begun strong college guidance programs including regular communication and support from local junior colleges as well as partnerships with a variety of public and private four year colleges across the state.</p> <p>Finally, the SPA arts team has developed strong support systems and collaborative networks within the professional arts industry, both locally and nationally. This manifests in a regular stream of guest artists and master classes offered for students on and off campus, in arts advisory boards that help shape program design and scope and sequence work, and in summer and post secondary arts training opportunities for students..</p> <p>All staff must continue in this vein. The school can always put more time and resources into the work of intentional and strategic partnerships.</p>	
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>At SPA, we have designed a Tiered system to respond to our various levels of mental health needs that arise in our diverse population as well as a school with multiple grade levels:</p> <ul style="list-style-type: none"> <li>• Tier I- request for counseling check-ins, resolve conflict (peer to peer)</li> <li>• Tier II-IEP &amp; 504 Counseling &amp; counseling groups</li> <li>• Tier III-Targeted support for a small number of students who are identified as having an extremely high level of mental health need through the IEP process. These students receive 900 minutes a week of counseling services.</li> </ul> <p>Additionally, we have designed a pass system to ensure students with IEPs and 504s with 'At A Glance ' documents for staff to have on hand when having students with specific needs in their classrooms and being able to be equitable in their teaching approach.</p> <p>In 2018-2019, we created a Culture Committee, which is comprised of students 6-12th grade who brainstorm the school's areas of growth in terms of culture with an administrator. They have successfully come up with initiatives and ideas and presented these to the school.</p> <p>For the 2019-202 school year, under the direction of the Dean of Students, the Youth Council was created. It is a peer to peer diversion program at SPA. SPA will refer students to Youth Council as an alternative to punitive discipline and an alternative to suspension. Youth Council also acts as an early intervention for escalating behaviors and works to help mediate peer conflict. The purpose of Youth Council is to repair harm and build competencies that help create safer schools. The goals of the Youth Council are to:</p> <ul style="list-style-type: none"> <li>• Increase accountability of youth</li> <li>• Assist all those involved to move forward successfully</li> <li>• Determine a fair and restorative sanction</li> <li>• Supervise the sanction and monitor the outcome</li> <li>• Schedule follow up with the student as needed.</li> </ul> <p>At SPA, we want to teach young people across all grade levels healthy social and emotional skills while understanding the underlying issues of their behavior. This requires restorative reinforcement each time an issue arises. The goal is that over time students will thrive when they see themselves as adding value to our school community. The ultimate goal is progress and not perfection.</p> <p>Additionally, the Health and Wellness course provides discussion around and creates assemblies on educational topics like Harms and Dangers of Vaping, Alcohol Abuse, and Mind &amp; body courses cover conversations around consent, human anatomy, and boundaries.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Student Services/Mental Health Website</a></li> <li>• <a href="#">Break Passes</a></li> <li>• <a href="#">Culture Committee</a></li> <li>• <a href="#">Youth Council and Student Services</a></li> <li>• <a href="#">RUP Agreement</a></li> <li>• <a href="#">Health and Wellness Curriculum</a></li> <li>• <a href="#">Safety Plan</a></li> </ul>

<p>Students sign a Responsible Use Agreement each year at SPA. 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. In particular, students will be held accountable for their actions and are encouraged to report any accidental use immediately to their teacher or school administration.</p> <p>As is required by Education Code, the school has drafted and revised annually a comprehensive safety plan that is reviewed by stakeholders. SPA holds once a year staff training for disaster related issues. This is followed by monthly drills.</p> <p>As the school is just now fully occupying our new building, it is important that we continue to build capacity around safety and security and proper maintenance. There is room for growth to ensure we have the best campus for our artist-scholars to succeed.</p>	
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### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>SPA's level of care, concern, and high expectations for students is exemplified on many levels throughout the school.</p> <p>Our school's culture and learning platform are both built to believe that every student can achieve. Teachers are dedicated to honor individual differences. Our school's curriculum, clubs, restorative justice program, and arts are all built around our SLOs - with rigor, relevance, resilience, and relationships at the forefront.</p> <p>Teachers frame the year by including clear expectations in their syllabi, and a teacher credo outlining their personal beliefs and philosophy. Teacher lesson plans and assignments are challenging, meaningful, and relevant - aiming not only to connect with student's arts, but with the real world. Because of this relevance, students are able to engage with challenging work more openly. The PLP also outlines a mastery learning model - students may resubmit projects to receive higher scores, and students must resubmit projects that are not yet passing.</p> <p>Educators have put several scaffolds and programs in place to help students succeed and be fulfilled. All teachers schedule weekly office hours where students can drop by or make appointments to</p>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Syllabus and Credo Example</a></li> <li>• <a href="#">Summit Learning Mastery Learning Description</a></li> <li>• <a href="#">"Saturday Spotlights"</a></li> <li>• <a href="#">Mandatory Office Hours</a></li> <li>• <a href="#">Youth Educator Program</a></li> <li>• <a href="#">Youth Council referral form</a></li> <li>• <a href="#">SPAmbassadors</a></li> <li>• <a href="#">mindful moment</a></li> <li>• <a href="#">Restorative Practices Manual</a></li> <li>• <a href="#">Student Services Website</a></li> <li>• <a href="#">SEEDS</a></li> <li>• <a href="#">Circle Up</a></li> </ul>

get guided help towards their goals. Teachers also host monthly "Saturday Spotlights" where they invite students who need extra support to come to school, get teacher help, and reach academic goals.

In addition to Saturday Spotlights, SPA has implemented "Mandatory Office Hours." At these Office Hours, all 4 core academic teachers are in attendance to drill into all the missing areas in curriculum and work towards completion. Students fill out a Task Card and may come home with a more detailed catch up plan to implement at home.

Not only are there teacher supports in place, student mentoring has also grown over the past four years. This year, we have a Youth Educator Program, where high school students come into Middle School Spotlights to coach students on executive functioning, problem solving, and goal setting.

While SPA has several programs in place to implement rigor and access to a challenging curriculum for all students, administration, counseling services, and teachers all work together to promote a restorative justice program utilizing restorative emotional support as well as disciplinary practices. In student's Spotlight classes, teachers lead a restorative justice community circle each Monday - with the goal meaning for students to have a home community at school they are connected to. Each Spotlight, all teachers lead a "mindful moment" at the beginning of each class before students engage in their student directed learning goals. Students are taught the benefits of core mindfulness practice on their focus, well-being, and ability to handle anxiety.

SPA also provides access and support for those in need of mental health support. For students who experience anxiety, our school has a purple pass for students to feel comfortable being able to take the break they need. Our Student Services team also has office hours and a website dedicated to resources for our families.

This school year, two new student groups were created to further the goals of school. The Youth Council acts as an early intervention for escalating behaviors and works to help mediate peer conflict. The purpose of Youth Council is to repair harm and build competencies that help create safer schools. The SPAmbassadors act as tour guides, technology trainers and community ambassadors at various events both at school and in the community. They spread positive message about the school and support all stakeholders (current and potential) in understanding SPA's pedagogy, values and technology platforms.

Our school also encourages starting and engaging in clubs to increase involvement in communities. Clubs such as, Interact, BSU and QSA offer opportunities for students to build community, and encourage awareness and allyship for underrepresented populations. Student Leadership has helped put on rallies such as



the Pride rally and a sequence of community rallies for middle school grades - focusing on fostering relationships and restorative justice.	
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### Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Contra Costa School of Performing Arts is committed to strong relationships with all stakeholders. This is expressed within the core values of our mission statement (rigor, relationships, relevance, resilience) and informs many of the programs and systems that we have implemented over time. We have had explicit focus in annual professional development on stakeholder relations and offer teacher and other staff coaching support that build on this work. The school has designed a schedule of parent engagement opportunities to both build culture and engagement. This is in addition to our arts performance season which is a meaningful way for families to engage with the school.</p> <p>In addition, we have implemented a transparent and highly accessible learning management system (Summit) which allows parents, students, and staff to engage meaningfully in the student learning experience through real time achievement data and coursework. The school offers multiple layers of parent education to support the use of this tool and to acclimate parents to our general pedagogy.</p> <p>The Contra Costa School of Performing Arts is an independent LEA governed by ChartHouse Public Schools, 501c3. This is the only school that ChartHouse Public Schools Governs so the Board work is exclusively about the single school. In its bylaws, ChartHouse Public Schools stipulates that at least one Trustee will be the parent of a currently enrolled student. The design intent was to include parent perspective and input in decision making at the highest level. This reflects our core belief that parents are partners in our efforts to educate children. ChartHouse Public Schools has been operating with two parents on the Governing Board (exceeding the minimum) for some time. As a result, these parents are heavily involved in our school community. In addition, they will act as spokespersons for the Board and bring information back to the parent community, especially in specific groups like our school parent organization (Ensemble, 501c3).</p> <p>The school leverages a variety of communication systems to maintain regular and accessible dialogue with the community. This</p>	<ul style="list-style-type: none"> <li>● Student Survey Results <ul style="list-style-type: none"> <li>○ <a href="#">MS Results</a></li> <li>○ <a href="#">HS Results</a></li> <li>○ <a href="#">Parent Responses</a></li> <li>○ <a href="#">8th grade survey</a></li> </ul> </li> <li>● <a href="#">Math Newsletter</a></li> <li>● <a href="#">Family Newsletter</a></li> <li>● <a href="#">Website</a></li> <li>● <a href="#">LCAP</a></li> <li>● <a href="#">Social Media</a></li> <li>● <a href="#">Parent Education Series</a></li> <li>● <a href="#">Learning Tours</a></li> <li>● <a href="#">School Messenger</a></li> <li>● <a href="#">Board minutes</a></li> </ul>

<p>includes the following:</p> <ul style="list-style-type: none"> <li>• Newsletter</li> <li>• Social Media</li> <li>• Website</li> <li>• School Messenger (email, phone, text)</li> <li>• Parent Education Series</li> <li>• Student orientation</li> <li>• Learning Tours</li> <li>• Tech Sessions</li> <li>• Staff Open Office Hours</li> <li>• Various stakeholder focus groups as needed</li> <li>• Annual stakeholder feedback surveys</li> </ul> <p>While the school does not take the Title funding associated with a SPSA (and therefore does not complete this document), it does complete the annual LCAP process. This includes meeting with all stakeholders groups in a cycle of data analysis, plan assessment, and revision that culminates in an approved update at the Board level each spring. Staff, parents, and students are all consulted as part of the annual update process, but the school does recognize that growth is needed in this area. Specifically, the frequency and authenticity of stakeholder engagement can improve in order to support a meaningful impact on decision making.</p>	
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### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Indicators with Prompts

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>SPA has a variety of academic and personal support services accessible to all students and specific support services available to students with demonstrated need.</p> <p>All students are organized into Spotlight classes based on their grade level, which operates as an academic and social-emotional homeroom. Students begin the week in Spotlight doing community building activities including circles and check-ins. The Spotlight teacher then guides their personalized learning time in the Spotlight period throughout the week by helping students set academic goals, learn organizational skills and study habits, and accomplish assignments in a prioritized order. As a staff, we have struggled with</p>	<ul style="list-style-type: none"> <li>• <a href="#">Spotlight Redesign</a></li> <li>• <a href="#">EF Committee Goals</a></li> <li>• <a href="#">Office Hours List 2019-2020</a></li> <li>• <a href="#">Academic Changes Letter (discusses Sat Spotlight)</a></li> <li>• <a href="#">Summer School Email Templates</a></li> <li>• <a href="#">Mandatory Office Hour Assignment List</a></li> <li>• <a href="#">Guest Artist Photo</a></li> <li>• <a href="#">Behavior Support PD</a></li> </ul>

<p>its effectiveness and as a result, the format of this period changes every year based on staff and student reflections on how we can improve its effectiveness, which includes the development of the EF Committee.</p> <p>SPA organized an Executive Functioning Committee over the summer of 2019 to help redesign our Spotlight program and ensure we implement a more structured and supportive environment, especially in our Middle School spotlights. We are continuing to iterate on our ideas and revise our program throughout the year. Our 6th and 7th grade spotlight team currently meets together on Mondays to set weekly goals and priorities based on student data.</p> <p>All of our academic teachers offer outside of class time support that students can choose to access. Every teacher offers weekly office hours that are open to any student. Teachers are also accessible via email and through our online learning platform. Other academic resources that are available to all students include our study hall and shine club held after school for MS students (staffed by our veteran Instructional Aides), our Independent study program for students who may have to miss multiple days of school, and our mentoring program where students have check ins with assigned adults.</p> <p>For students who are behind in their academic work, we have a monthly program we implemented in the 2019-2020 school year called Saturday Spotlight. Each month, teachers make lists of students who have not turned in all their work. The school administrative team organizes the list and sends invitations out to all parents/students included on the list. Students come in on the Saturday and work on their missing assignments with support from their teachers. The administrative team follows up with communication home for students who attended and for students who were invited but could not attend.</p> <p>Each summer, we've also offered a 4-week completion-model summer school where students who did not finish their coursework can come to finish their projects and focus areas. This model is based on our mastery-learning approach where students can edit and improve their work at any point to demonstrate mastery of the concept.</p> <p>In November of 2019, as a result of data and observation, we implemented a new program called Mandatory Office Hours. Every other week for 6th, 7th and 8th grades, 20-25 students who are behind in all 4 classes are invited to office hours where all of the grade level academic teachers are together in one room. Parents are invited to attend with their students. Students rotate to each teacher and get support with assignments and focus areas.</p> <p>Arts teachers also offer a range of accessible supports to help students excel in their art major. They all hold office hours outside of class time. Each art teacher serves as a mentor to their art</p>	<ul style="list-style-type: none"> <li>• <a href="#">Student Services Team Website</a></li> </ul>
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students and rotates through an individualized check in process. Arts teachers also hold parent conferences and individual tutoring sessions. The department chairs bring in outside arts as guest artists and mentors for students to access the professional artistic world. Art teachers have also held audition workshops to help students prepare for performance auditions for both in school and outside of school opportunities.

When a student has demonstrated academic or socio-emotional needs, we have a well-supported SST process. Teachers document the interventions they've implemented in class and detail how each have worked. Our school counselor then calls an SST meeting where parents and teachers meet together to determine next steps. Sometimes those escalate to a 504 plan creation or an assessment for an IEP. Other times, the team agrees on more interventions to try and our school counselor continues to track the student's performance.

Once a student has a 504 plan, our 504 coordinator conducts an annual meeting and ensures that all of the student's teachers implement the accommodations in the plan. The 504 coordinator also continues to track the student's progress.

If a student qualifies for IEP services, we have a very robust team of professionals to provide academic and mental health services. This includes a school psychologist, an ERHMS counselor, a speech therapist, an occupational therapist, four case managers/teachers, and five Instructional Assistants. SPED students receive service time in a variety of ways: in small English/math classes, in small Spotlight classes, in Special Day classes, with IAs in general education classes, and in small reading groups.

Students with IEPs and 504s and students in General Education can access a variety of mental health supports. Students can request a check in with a counselor and either our school counselor, a counseling intern, our school Psychologist or our ERHMS counselor will conduct the check in. Some general education students receive a series of counseling sessions and some IEP students receive ongoing counseling as part of their services. We also have quarterly counseling groups that include topics like boundaries, friendship, grief and healthy relationships.

There is one counselor for the school. The counselor meets with each senior to review transcripts to ensure that students have completed courses required to be on track for graduation and to be A-G eligible. The counselor will develop credit progress and recovery plans as needed. Due to counselor turnover and maternity leaves, this planning has often fallen on administration and senior teachers. Therefore, a formalized 9th through 12th grade system has not been fully developed.

### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>SPA school leadership and faculty have developed and employ a variety of intervention and alternative instructional options to support student learning and offer personalization.</p> <p>When students express interest in taking a course beyond what we offer at SPA, they are encouraged to explore online and community college options. SPA has many students taking ASL as an alternative to the Spanish program for their world language requirement. We also have students taking advanced math courses and advanced art courses independently. Students who take online courses are offered a period at school where they can work in the administrative offices on their courses. Many students also taking community college and online courses over the summer.</p> <p>SPA has a robust student services staff that provides intervention when students exhibit needs academically and emotionally. They have developed a tracker tool for teachers to document interventions, in leading to an SST meetings. Our school counselor organizes SST meetings once teachers have not seen enough improvement after classroom based interventions. From there, students can be referred to a 504 plan or an IEP assessment.</p> <p>Once a student qualifies for an IEP, the SPED team offers many alternative education settings and interventions. There is a team of instructional assistants (IAs) who support students with learning needs in General Education classes. Some of these IAs offer individual support to students who need help transitioning from one class to the next. Our Educational Specialists also teach small setting English, Math and Spotlight classes for students who qualify as needing them. This is in addition to their case management work. Our ERHMs counselor and our School Psychologist provides important mental health interventions for our students with IEPs. We also have a speech and occupational therapist on staff for students with services as part of their plan.</p> <p>For all incoming students, we conduct a New Student Orientation. This is an important tool to help students understand what resources and interventions are available to them as they join the SPA community. While they receive a robust program of fun and facts, we do need to create a Family/Parent portion to orientation so that all stakeholders are ready to engage in our community.</p> <p>We are working this year on improving our interventions in our</p>	<ul style="list-style-type: none"> <li>• <a href="#">Personalized Learning</a></li> <li>• <a href="#">Student Services Website</a></li> <li>• <a href="#">MTSS Meeting Notes</a></li> <li>• <a href="#">Summer PD Schedule with Orientation</a></li> <li>• <a href="#">New Student Orientation letter and schedule</a></li> <li>• <a href="#">New Student Orientation activities folder</a></li> <li>• <a href="#">SPARs Q3 Schedule</a></li> <li>• <a href="#">Independent Study Contract</a></li> </ul>

<p>Spotlight program. The Executive Functioning Committee developed a specific approach to ensuring all students are building study skills. They've also placed an importance on creating strong communities within the spotlight structure.</p> <p>In the 2019-2020 school year, we implemented a mid-day intervention program for all students called SPARS (SPA Reads and Solves). Each quarter we've implemented different intervention programs as a pilot to discover which programs are most effective for all of our students. Programs we've implemented include Khan academy for math, an online typing program, Prodigy for math and we are currently piloting a reading strategies program. We've also developed culture building student clubs that happen once a week during this intervention time. These clubs range from Cooking Club to Green Teens (Environmental) to BSU (Black Student Union).</p> <p>Independent Study is offered for students when they have expected absence from school. A contract is implemented by the registrar and acknowledged by students, parents, and teachers. Individual teachers provide alternative assignments to be completed independently. Students return this work to the office who then distributes the work to teachers for validation of completion.</p> <p>While there are many and varied intervention approaches to learning and alternative instruction, there are still a significant portion of the student body off track academically. There is still work to do around academic urgency and deciding which intervention models are working for our artist-scholars.</p>	
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### Support Services – Multi-Tiered Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>SPA's leadership and staff provide ongoing support and services within the classroom and outside of the classroom, identified in various professional learning committee meetings.</p> <p>An MTSS Roles and Responsibilities was developed last school year to create a clear and transparent support system. Principal deals with disciplinary at highest tier while the Dean of Students works on restorative justice (in partnership with the Youth Council), attendance, paths of discipline and SHINE Club. The Guidance Counselor is the primary middle school counselor and deals with IEP counseling for some middle school students, crisis counseling and sits on the Disciplinary Team. The School Psychologist focuses</p>	<ul style="list-style-type: none"> <li>• <a href="#">MTSS Tiers</a></li> <li>• <a href="#">Administrative walk-through observations</a></li> <li>• <a href="#">Spotlight plans</a></li> <li>• <a href="#">MDTP Results 2018-2019</a></li> <li>• <a href="#">MDTP Results 2019-2020</a></li> <li>• Mentoring <ul style="list-style-type: none"> <li>○ <a href="#">Database v3</a></li> <li>○ <a href="#">PLP example</a></li> </ul> </li> <li>• Youth Educators <ul style="list-style-type: none"> <li>○ <a href="#">Prep form</a></li> <li>○ <a href="#">Invite letter</a></li> </ul> </li> </ul>

on assessment for SPED, IEP counseling while also doing crisis counseling and sits on the disciplinary team. The ERMHS Counselor's focus is IEP counseling for ED students identified at the highest tier with come high school IEP counseling and crisis counseling as well. In addition, our counseling interns deal friendship issues (mostly in the middle school), 8th grade counseling for transition to high school and other low level counseling matters.

While SPA has several programs in place to implement rigor and access to a challenging curriculum for all students, administration, counseling services, and teachers all work together to promote a restorative justice program. In student's Spotlight classes, teachers lead a restorative justice community circle each Monday - with the goal meaning for students to have a home community at school they are connected to. Each Spotlight, all teachers lead a "mindful moment" at the beginning of each class before students engage in their student directed learning goals. Students are taught the benefits of core mindfulness practice on their focus, well-being, and ability to handle anxiety.

Each week in Spotlight, teachers ask students set goals based on individual work needs, which include seeking teacher support during office hours. In the past, teachers would mentor students in regards to their progress and other needs. However, this year the school has taken a different approach and moved mentoring to the Arts teachers. The staff needs to develop a more formalized process for mentoring students.

Acceleration at SPA within the academic occurs most frequently in Math at the middle school level. The Mathematics Diagnostic Testing Project (MDTP) assessment is given to 6th and 7th grade math students to advance a grade at the end of the year. Math teachers look at a student's MDTP score, grade, MAP and CAASPP score and offer advancement if the student reaches or exceeds the cut points. In addition, students who wish to challenge themselves can meet with the counselor and craft a schedule that double blocks academic courses or take online/community college courses for advancement.

The Student Service Team and Special Education department meet weekly on Fridays to discuss the students with special needs and programming. As a result of these discussions in previous year, this year there is an SDC class to meet the needs of those students that qualify, in addition to small Math and English classes. The ERMHS counselor is at these meetings to address those students that need Tier 3 level support in mental health services. The Sped case managers work very collaboratively with all staff to ensure that modifications and accommodations are being handled for the benefit of those students.

Not only are there teacher supports in place, student mentoring has also grown over the past four years. This year, we have a Youth



<p>Educator Program, where high school students come into Middle School Spotlights to coach students on executive functioning, problem solving, and goal setting. In two Spotlights, there are rostered YEPs, while in the other Spotlights, YEP push in twice a week for support and tutoring.</p> <p>Other academic resources that are available to all students include our Study Hall and SHINE club held after school for MS students. Middle School students have the opportunity to attend study hall after school Monday-Friday (1:30pm-3:00pm on Mondays; 2:35pm-4:00pm on Tuesdays-Fridays) while high school is still in session. Study Hall is staffed by one of our Instructional team members and is intended for students who want quiet time to catch up or work ahead. In addition, Middle School students have the opportunity to participate in SHINE Club after school Monday-Friday while high school is still in session (1:30pm-3:00pm on Mondays; 2:35pm-4:00pm on Tuesdays-Fridays). Under the supervision of our Dean of Students, SHINE club participants help to build school culture, work on campus beautification, and run school spirit activities.</p> <p>As SPA's artist-scholar population grows and changes, we will need to continue to iterate the support services and related activities for the success of all populations.</p>	
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### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>SPA has designed and implemented what is often called a "reduce and prescribe" model. Unlike traditional comprehensive middle and high schools that provide for various choices in student schedules and course selection, the SPA program is very prescriptive. All students take the same academic courses up through graduation requirements. All students take the same scope and sequence within their arts major. The meaningful choice students make is to declare an arts major upon entry to the school. The only variation from our standard course requirements is as a result of accommodations or modifications made jointly by a 504 or IEP team or choosing one of the 5 AP course offerings. As a result, there is virtually no opportunity for disproportionality in terms of distribution of students within the master schedule.</p> <p>As a school, we are dedicated to providing students with opportunities to learn and to access curriculum. One major factor is that all students can opt into AP/Honors courses if they wish. There are 5 AP courses offered on campus:</p> <ul style="list-style-type: none"> <li>• AP Language and Composition</li> <li>• AP Literature and Composition</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Master Schedule</a></li> <li>• <a href="#">Scope and Sequence</a></li> <li>• <a href="#">Family handbook</a></li> <li>• <a href="#">Spotlight plans</a></li> <li>• <a href="#">AP Language Syllabus</a></li> <li>• <a href="#">AP Literature Syllabus</a></li> <li>• <a href="#">AP US History Syllabus</a></li> <li>• <a href="#">AP Government Syllabus</a></li> <li>• <a href="#">High School Credit Plan</a></li> <li>• <a href="#">Edgenuity tracking 2019-2020</a></li> </ul>

<ul style="list-style-type: none"> <li>• AP US History</li> <li>• AP Government</li> <li>• AP Environmental Science</li> </ul> <p>Our curriculum is designed around project based and student directed learning models. Each class has a variety of group and individual projects, allowing students to progress at their own pace. However, arts integrated projects are still minimal at this time.</p> <p>In student's Spotlight classes, they practice goal setting and reflection each week, meeting with their mentor and spotlight teacher to help them progress during their challenging goals, and to remediate when they do not yet meet their goals. Students actively set up action plans to help them access coherent curriculum.</p> <p>After school, students are able to attend office hours for teachers to get extra support on assignments. Student can also attend the cross-curricular study hall and find a space to work quietly or in collaboration with other students. The 6th and 7th grade teaching teams do bi-weekly mandatory office hours, inviting students who are 3 or more academic classes off track. All the academic teachers are present and lead workshop stations, where students spend 25 minutes with each teacher completing work and getting extra academic support in the class.</p> <p>In addition, Saturday Spotlight is an intervention time for students where they can come work with teachers in a guided setting to catch up.</p> <p>Within the academic classroom, teachers offer differentiated instruction, such as mild, medium, and spicy essay-writing scaffolds for different levels.</p> <p>In arts classes, students audition and are placed at various levels to meet the challenge they need. In several cases, middle school students are invited to stay later to attend the high school classes so they can access the rigor necessary for their artistic growth.</p> <p>Teachers of arts courses also provide connections for students with outside organizations - for example, students have received paid technical jobs for San Francisco theaters as an extra step outside their work at SPA.</p> <p>The master schedule is dominated by the arts class scheduling. Therefore some classes are predominantly heavy in students of one arts major rather than an even dispersal. As arts classes are only provided once, this continues to be an issue within the master schedule.</p> <p>All students that need credit recovery work with the counselor to create a plan that is personalized to each student. Some students use Edgenuity (an online platform) for credit recovery, while others opt for community college courses or double up on PLP courses</p>	
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<p>during the school day.</p> <p>SPA staff recognizes that even with the many and varied supports for all students, there is a need to analyze the congruence and coherence of all curriculum to assure access to an inclusive, challenging, relevant and rigorous program for all.</p>	
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### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>The Contra Costa School of Performing Arts has worked diligently over its initial term to create a robust student culture that includes curricular, co-curricular and extracurricular activities. These activities are almost always rooted in the arts, often manifesting in performance opportunities. In addition, student leadership and other student clubs and organizations have been empowered to develop events, activities, and other traditions to galvanize school pride and engagement.</p> <p>Performance opportunities in the 2019-2020 school year included:</p> <ul style="list-style-type: none"> <li>○ Chillin' In Autumn</li> <li>○ Middle School Fall Workshop</li> <li>○ Fall Play: <i>Picasso at the Lapin Agile</i></li> <li>○ Fall Visual Arts Show</li> <li>○ Dance: Fall Works</li> <li>○ Vocal: Supper Time Follies</li> <li>○ MS Play: <i>She Kills Monsters</i></li> <li>○ Winter Chamber Orchestra Concert</li> <li>○ Winter Vocal Concert</li> <li>○ Winter Jazz Concert</li> <li>○ High School Winter Arts Retreat</li> <li>○ Overnight Write-In</li> <li>○ Classics Unleashed: <i>Antigonick</i></li> <li>○ Vocal: So Cal Spring Trip</li> <li>○ Exploring Chance Theatre: <i>The New Galileos</i></li> <li>○ Spring Art Show</li> <li>○ Instrumental: New Orleans Jazz Trip</li> <li>○ Theatre &amp; PD: Taste of Denver</li> <li>○ Vocal: DVC Choral Invitational</li> <li>○ Spring Musical: <i>Into the Woods</i></li> <li>○ Vocal: Senior Recitals</li> <li>○ Dance: Spring Concert</li> <li>○ Spring Chamber Orchestra Concert</li> <li>○ Spring Vocal Concert</li> <li>○ Spring Jazz Concert</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Performance Calendar</a> <ul style="list-style-type: none"> <li>○ <a href="#">Theater Season</a></li> <li>○ <a href="#">Dance Season</a></li> <li>○ <a href="#">Instrumental Season</a></li> <li>○ <a href="#">Production Design Crew Schedule</a></li> <li>○ <a href="#">Vocal Season</a></li> </ul> </li> <li>● <a href="#">Leadership Activities Calendar</a></li> <li>● <a href="#">HS Club list</a></li> <li>● <a href="#">MS Club list</a></li> <li>● <a href="#">Spotlight competitions</a></li> <li>● <a href="#">Slam the Exam</a></li> <li>● <a href="#">Directors Awards</a></li> <li>● <a href="#">Field Trips</a></li> </ul>

<p>○ Theatre &amp; PD: New Works</p> <p>Co-Curricular activities are also prevalent at our school. These include academic competitions, collaborative project based activities, and academic rallies. Field Trips are planned that supplement and complement course curriculum and that help our students prepare for applying to various colleges. Some of the field trips include visits to museums, plays, operas, ballets, symphonies, Federal Reserve, LA Theatre trip, movies, Denver Theatre trip, LA Music trip, etc. Our Director of Curriculum and lead teachers work together to facilitate the annual calendar on this regard.</p> <p>SPA has an active Leadership club with students from both the middle school and high school in its membership. They plan dances, rallies, spirit weeks, fundraisers, Homecoming, I Wish weeks, Grad Nite and Prom to name just a few of their activities.</p> <p>At the end of the year, the Directors' Awards highlights over 100 students and their accomplishments in academics and arts based on our Graduate Profile (SLOs). The highlight of the event is the announcement of the top school prizes: Excellence in Character, Perseverance, Staff member of the year, Teacher of the year, Volunteer of the year, Star teacher and Star Student.</p> <p>As with all initiatives, the design and implementation of activities is tested for alignment with the SLOs at inception. On the back end, the respective committees or individuals also assess the impact and sustainability of activities and related programming. As the school grows and matures, each year will produce more traditions as pilots are vetted.</p> <p>The school must continue to build systems to both cultivate activities and cultural hallmarks as well as assess their impact in a data-driven fashion.</p>	
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## **ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

The SPA student body and community embrace an accepting and warm school culture among our growing population. Students, parents and community stakeholders have important voices and roles in shaping school culture and building support programs within the school's infrastructure. SPA's faculty provides a diverse range of support offerings in academic, artistic, mental health and college and career counseling for our student body. The faculty is constantly iterating on these programs, evaluating how they meet different learner needs and experimenting with new designs. The school has made it a priority to grow our practice in supporting students in learning executive functioning skills, to promote success in both academics and arts. We have made some progress in the 2019-2020 school year and will continue to address this critical learner need going in to the following school year. SPA has also launched a campaign to evaluate our systems with a lens towards diversity and equity by kicking off a Diversity Equity and Inclusion committee in the winter of the 2019-2020 school year. This committee will address our school culture and our practices and help ensure a more equitable approach to many of our systems.

**Prioritize the strengths and areas for growth for Category E.**

### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- SPA has an accepting and warm culture among students and teachers. We have a diverse population in terms of race, ethnicity, gender, learning abilities, income, religion, and cultural background. Teachers make it a priority to make curricular choices that allow students to build connections with each other and strengthen school culture.
- There are a variety of ways that students have an important voice within the school. When school leaders and teachers make decisions, student input and feedback have an important role in those decisions.
- Leadership and Youth Council groups play a vital role in cultivating school culture and creating student-run systems that build school morale and community.
- Performances and Production Crew offer important professional opportunities for students and they are an integral part of SPA's school culture and community.
- Clubs such as Yearbook, Interact and Green Teens provide collaborative leadership opportunities for students.
- Clubs such as BSU (Black Student Union) and QSA (Queer Straight Alliance) provide safe spaces for groups of students and their allies.
- SPA provides a wide variety of Academic Support interventions for students at all levels including Spotlight, office hours, Saturday Spotlight, after school study hall, shine club, mentoring, peer tutoring, SST meetings, Youth Educators, and clear parent notification practices.
- SPA has a robust counseling staff and program including a School Psychologist, an ERHMS counselor, counseling interns, a Dean of Students, and a School College/Guidance Counselor.

- The school's counseling program is multi-faceted. The college counselor has individual meetings with all 11th and 12th grade students to guide their application process. Seniors participate in college days with community resources. There are college tours where each of the art departments take students on college visits. 11th/12th Grade Economics and English use curriculum opportunities to help students write their essays and plan for financial aid.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- SPA's mentoring system needs to be re-designed to ensure every students has access to a mentor meeting periodically.
- While SPA has many counselors and mental health supports, students do not always know how to access them. There needs to be a more transparent process.
- Although SPA is more diverse in the middle school, the older grades tend to lose our more diverse populations to other schools.
- With a mastery-based approach, there is a culture of procrastinating and students tend to get behind in their academics. SPA needs to improve its approach in helping students learn study habits and keeping them on track.
- When students are in performances and on crew, there is not a lot of support for helping them learn how to balance and academic and artistic responsibilities.

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- SPA will increase communication and education around school policies, practices, governance and vision to ensure the success of our artist-scholars and school.
- SPA will formalize and invigorate the process of capturing the intake to post-graduate progression of our artist-scholars throughout academic and conservatory programming.
- SPA will develop a shared vision of project based and personalized learning within our educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor and relationship.
- SPA will formalize the process for collecting and analyzing student performance data to identify areas for growth and create practices to promote artist-scholar growth in arts and academics.
- SPA recognizes the urgent need to define, develop, and implement social justice practices to ensure equitable inclusion of all stakeholders.

## Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

### **Area of Growth #1:**

**SPA will increase communication and education around school policies, practices, governance and vision to ensure the success of our artist-scholars and school.**

The Contra Costa School of Performing Arts recognizes that a common theme across all categories is the need to develop practices to increase communication and education for all stakeholders around SPA practices to better promote engagement and transparency. For example, various stakeholder groups are made aware of the LCAP in an annual presentation, but are not able to articulate its role and importance to SPA as a guiding document. As the school has developed over the past four years, the staff is seeking clarity and ways to become more aware of administrative policies, governance, roles, and vision. Additionally, staff has found that families and community members are unclear of the vision and pedagogy at SPA that lead to the creation of school policies, pedagogy, and governance. Due to these factors, SPA would like to develop systems and procedures for informing and engaging all stakeholders in the practices that lead to the success of our school and artist-scholars.

### **Area of Growth #2:**

**SPA will formalize and invigorate the process of capturing the intake to post-graduate progression of our artist-scholars throughout academic and conservatory programming.**

In discussion of our programming, focus groups identified the need to address student preparation for attending and graduating from the Contra Costa School of Performing Arts. Since the efforts of the founding year, there has been a real need to improve upon the practices of outreach and recruitment to enroll arts students at SPA both from potential feeder schools within the boundaries of Mount Diablo Unified and from the county at large. It was also found that individual staff members have various ways to prepare students for college and conservatory through mentorship, jobs, internships, and field trips. Some of the arts majors have implemented opportunities for internships and even employment, but it is not a school-wide practice across all 5 majors. In addition, there is no consistent messaging or systems for all artist-scholars to develop clear paths for college and career. Additionally, as SPA has just had its first graduating class, there is no tracking system of our alumni for the school to see how these graduates are doing and the ways the school can better prepare current students for life post-SPA. Through the development of a college/conservatory/career committee, the institution commits to strengthening the practices of supporting all artist-scholars' trajectory towards continued education and/or professional placement post graduation.

### **Area of Growth #3:**

**SPA will develop a shared vision of project based and personalized learning within our educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor and relationship.**

Focus groups identified the need to develop consistency and congruency of curriculum to promote clearer expectations around project based learning and personalized learning. Project-based art integration was a goal and focus from the founding of the Contra Costa School of Performing Arts. However, over the years of development, maintaining this focus has been difficult due to staff turnover and other curricular and



community needs. SPA staff needs to realign their curricular goals to ensure rigorous expectations, vertical alignment of skills and curricula, and arts integrated PBL. This would also mean redefining personalized learning and mentorship, and creating school-wide strategies to promote academic urgency and consistent expectations of excellence. Several intervention models have been developed since the school's founding and the staff needs to continue to reiterate those strategies based on data, both within content classrooms and intervention spaces (Spotlight, SPARS, office hours, study hall, Saturday Spotlight, etc).

**Area of Growth #4:**

**SPA will formalize the process for collecting and analyzing student performance data to identify areas for growth and create practices to promote artist-scholar growth in arts and academics.**

After reviewing evidence across categories, there is an identified need to develop a consistent way to collect, reflect, review and share student data from CAASPP, MAP, Summit and other local assessments in order to identify areas to promote student growth and school culture. Although SPA has created an Executive Functioning committee to develop many strategies to assist student growth, the process and effort of reviewing data to promote student growth is limited. SPA would like to develop instructional initiatives based on data to improve artist-scholar performance and engage in productive data discussions. Additionally, there is a desire to review professional development practices and look for ways to provide more meaningful opportunities for staff to engage in philosophical and practical discussions about meeting the needs of all artist-scholars.

**Area of Growth #5:**

**SPA recognizes the urgent need to define, develop, and implement social justice practices to ensure equitable inclusion of all stakeholders.**

Staff, students, and parents at the Contra Costa School of Performing Arts seek an increased look at diversity and social justice practices at SPA. The staff have sought and promoted social justice practices within classrooms and community spaces. Trainings have been held yearly to continue to improve upon those practices and the creation of the Student Services Team in year three brought about more focused work in this area. However, social justice was not written or defined by SPA's vision and mission nor the charter. Additionally, as SPA enrolls artist-scholars from all over Contra Costa County, stakeholders seek equitable practices to include all voices. This requires SPA to define social justice practices within our community and develop measurable goals for equitable practices across all curriculum and disciplinary measures.

## Chapter V: Schoolwide Action Plan

Area of Growth #1: SPA will increase communication and education around school policies, practices, governance and vision to ensure the success of our artist-scholars and school.				
	Specific Steps	Persons Responsible	Timeline	Assessment and Reporting
1.1	SPA instructional staff will clarify, codify and implement a shared vision for project based, personalized learning, arts integrated and conservatory training.	<ul style="list-style-type: none"> <li>Administration</li> <li>Instructional Leadership</li> <li>Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2020 - ongoing</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Website</li> <li>Charter Renewal</li> <li>LCAP</li> <li>Staff handbook</li> <li>Family handbook</li> <li>Promotional materials</li> </ul>
1.2	In order to increase transparency and provide support to families and staff, the SPA team will develop explicit and detailed communication systems for: <ul style="list-style-type: none"> <li>Mid-year enrollees</li> <li>Disciplinary Practices</li> <li>Field trips</li> <li>Guest artists</li> <li>Maintaining written and digital records from staff meetings (i.e. meeting minutes)</li> <li>Onboarding for new staff</li> </ul>	<ul style="list-style-type: none"> <li>Student Services Team</li> <li>Administration</li> <li>Registrar</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 - annual review</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Staff handbook</li> <li>Field Trip Guidelines</li> <li>Guest Artist Guidelines</li> </ul> Developed: <ul style="list-style-type: none"> <li>New Enrollee checklist</li> <li>New Staff Training Modules</li> <li>Agenda/Minutes template</li> </ul>
1.3	Build a more robust new family onboarding program to ensure that all new students and families become integrated into the SPA community.	<ul style="list-style-type: none"> <li>Student Services Team</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 - ongoing</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Agenda</li> <li>Presentation</li> <li>Exit Survey</li> </ul>
1.4	Develop an organizational chart in order to provide a clear role and job description for staff.	<ul style="list-style-type: none"> <li>Executive Director</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 - annual review</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Job descriptions</li> </ul> Developed: <ul style="list-style-type: none"> <li>One page sheet with detailed roles</li> </ul>

**Contra Costa School of Performing Arts ACS WASC/CDE Self-Study Report**

<b>1.5</b>	In order to expand and improve SPA's parent education programming and outreach, SPA will continue to offer and develop programs such as Wake up Wednesday, Education Evenings, and the optimization of Family, Arts, and grade level newsletters.	<ul style="list-style-type: none"> <li>• Student Services Team</li> <li>• Administration</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2020 - ongoing</li> </ul>	<p>Developed:</p> <ul style="list-style-type: none"> <li>• Grade level newsletters</li> </ul> <p>Updated:</p> <ul style="list-style-type: none"> <li>• Family newsletter</li> <li>• Arts newsletter</li> <li>• Parent education offerings</li> <li>• Wake Up Wednesday</li> </ul>
<b>1.6</b>	Continue to iterate and build our teacher observation and evaluation processes in order to support the SPA educational team in providing exceptional instruction.	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review</li> </ul>	<p>Updated:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Observation and Coaching practices</li> </ul>
<b>1.7</b>	Create opportunities and systems (space, time and resources) for all staff to participate in SPA decision making to ensure shared understanding and buy-in with regard to school operations.	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2021 School year - ongoing</li> </ul>	<p>Developed:</p> <ul style="list-style-type: none"> <li>• Schedule for faculty brainstorming sessions</li> </ul>
<b>1.8</b>	Ensure that SPA stakeholders have regular opportunities to be involved in the LCAP process so that all voices can impact school decision making.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Executive Director</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2020 - annual review</li> </ul>	<p>Updated:</p> <ul style="list-style-type: none"> <li>• LCAP</li> </ul> <p>Developed:</p> <ul style="list-style-type: none"> <li>• Calendared meetings</li> </ul>
<b>1.9</b>	Improve the accessibility and quality of our school website, especially our teacher pages and resources available to ensure that all stakeholders have access to necessary information.	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Arts Directors</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Summer and Fall 2020-ongoing</li> </ul>	<p>Updated:</p> <ul style="list-style-type: none"> <li>• School Website <ul style="list-style-type: none"> <li>○ Teacher webpages</li> <li>○ Parent resource bank</li> </ul> </li> </ul>
<b>1.10</b>	To build relationships and connections, the SPA School Board will increase their presence	<ul style="list-style-type: none"> <li>• School Board</li> <li>• Executive Director</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2021 - ongoing</li> </ul>	<p>Developed:</p> <ul style="list-style-type: none"> <li>• Schedule of opportunities for board - staff, board</li> </ul>

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	with staff, students, and families.			<ul style="list-style-type: none"><li>- family and board</li><li>- student interactions</li></ul>
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Area of Growth #2: SPA will formalize and invigorate the process of capturing the intake to post-graduate progression of our artist-scholars throughout academic and conservatory programming.				
	Specific Steps	Persons Responsible	Timeline	Assessment and Reporting
2.1	SPA will develop a College/Conservatory/ Career (C3) committee in order to provide students with multiple resources to support them in the process.	<ul style="list-style-type: none"> <li>• C3 Committee</li> <li>• School Counselor</li> <li>• Arts Directors</li> <li>• Student Services Team</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2021-2023</li> </ul>	Developed: <ul style="list-style-type: none"> <li>• Diverse, representative group of committee members</li> <li>• Regular meetings</li> <li>• Action Plan</li> </ul>
2.2	SPA will expand and develop a more robust approach to outreach in order to improve recruitment and increase enrollment.	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Registrar</li> <li>• Arts Directors</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2024 - ongoing</li> </ul>	Updated: <ul style="list-style-type: none"> <li>• Enrollment materials (accessible in Spanish)</li> </ul> Developed: <ul style="list-style-type: none"> <li>• Recruitment and outreach plan</li> <li>• Feeder school articulation plan</li> </ul>
2.3	In order to improve our relationships with community organizations, SPA will increase its efforts to reach out to build community, arts and feeder school partnerships.	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Arts Directors</li> <li>• C3 Committee</li> <li>• Staff</li> <li>• Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2024-ongoing</li> </ul>	Updated: <ul style="list-style-type: none"> <li>• List of community partners</li> <li>• Community partner event attendance</li> </ul>
2.4	In order to provide students with college and career resources, and a place to curate their art, SPA will develop and introduce a digital arts portfolio in all arts majors.	<ul style="list-style-type: none"> <li>• C3 Committee</li> <li>• Arts Team</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot 2021-2022</li> <li>• Schoolwide 2022-2023</li> </ul>	Developed: <ul style="list-style-type: none"> <li>• SPA Digital Arts Portfolio</li> </ul>
2.5	In order to increase student access to college and career opportunities, SPA will increase our participation in College Fairs and	<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• C3 Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2020-2023 - ongoing</li> </ul>	Updated: <ul style="list-style-type: none"> <li>• College fair offerings</li> <li>• Annual schedule of college rep visits</li> </ul>

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	arrange a more expansive list of College Rep Visits.			
<b>2.6</b>	The Arts program will continue to build SPA's Internship opportunities and will develop a more cohesive approach to career training in the arts.	<ul style="list-style-type: none"> <li>• C3 Committee</li> <li>• Arts Staff</li> </ul>	<ul style="list-style-type: none"> <li>• 2021-2022 - ongoing</li> </ul>	Developed: <ul style="list-style-type: none"> <li>• An expansive list of internship opportunities for SPA students</li> <li>• A collaborative, clear process for career training across the art majors</li> </ul>
<b>2.7</b>	In order to better reflect on how our programs serve our students and community, SPA will create an Alumni tracking system.	<ul style="list-style-type: none"> <li>• School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-2021 - ongoing</li> </ul>	Developed: <ul style="list-style-type: none"> <li>• Alumni college and career progress report</li> </ul>

Area of Growth #3: SPA will develop a shared vision of project based, conservatory arts and personalized learning within our educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor and relevance.				
	Specific Steps	Persons Responsible	Timeline	Assessment and Reporting
3.1	In order to meet the diverse needs of our population and program, we will annually iterate on our allocation of time (master schedule and bell schedule)	<ul style="list-style-type: none"> <li>Administration</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Spring and Summer 2020 - annual review</li> </ul>	Developed: <ul style="list-style-type: none"> <li>New 2020-2021 Bell Schedule</li> </ul>
3.2	In order to develop academic urgency in all instructional spaces, SPA will create a unified vision around deadlines and student progress towards mastery.	<ul style="list-style-type: none"> <li>EF Committee</li> <li>Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 and 2021-2022 School Year - annual review</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Deadline system by department</li> <li>Academic urgency PD</li> </ul>
3.3	In order to improve the executive functioning skills and practices of our students, we will continue to develop robust intervention programs and differentiated scaffolding.	<ul style="list-style-type: none"> <li>EF Committee</li> <li>Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 and 2021-2022 School Year - annual review</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Intervention programming</li> </ul> Developed: <ul style="list-style-type: none"> <li>Scaffolding system by department</li> </ul>
3.4	In order to better support our students in becoming self-directed learners, SPA will update and define its approach to mentoring.	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 and 2020-2021 School Year - annual review</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Mentoring system</li> <li>Staff commitment to mentoring</li> </ul>
3.5	In order to better integrate our arts and academic programs, we will create one arts integrated project per grade level.	<ul style="list-style-type: none"> <li>Arts and Academic faculty (organized by grade level teams)</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 - 2022-2023 School Year</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Project guides and outlines for one project per grade level</li> </ul>
3.6	Create vertical and horizontal curriculum maps to ensure the	<ul style="list-style-type: none"> <li>Instructional Leadership team</li> <li>Department</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 through 2022-2023</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Skill-based vertical curriculum map for</li> </ul>

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	school offers an aligned and appropriate scope and sequence.	<ul style="list-style-type: none"> <li>teams</li> <li>Grade level teams</li> </ul>	School years	<ul style="list-style-type: none"> <li>each department</li> <li>Grade level scope and sequence</li> </ul>
<b>3.7</b>	Conduct an audit of all courses on Summit Learning Platform to ensure all courses provide a complete curriculum scope.	<ul style="list-style-type: none"> <li>Instructional staff</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 and 2020-2021 School Year - annual review</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Audit tracker of all required components:               <ul style="list-style-type: none"> <li>EQ</li> <li>EU</li> <li>Description</li> <li>Skills required</li> <li>Deadlines</li> <li>Scaffolded resources in checkpoints</li> </ul> </li> </ul>
<b>3.8</b>	SPA will regularly evaluate the engagement and performance of special populations in order to design and implement efficient and effective support systems in order to ensure all students are successful.	<ul style="list-style-type: none"> <li>Administration</li> <li>Student Services Team</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2020 and 2020-2021 School Year - annual review</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Tier 1 - 3 support systems</li> </ul> Developed: <ul style="list-style-type: none"> <li>Evaluation system (data driven)</li> </ul>



Area of Growth #4: SPA will formalize the process for collecting and analyzing student performance data to identify areas for growth and create practices to promote artist-scholar advancement in all education spaces.				
	Specific Steps	Persons Responsible	Timeline	Assessment and Reporting
4.1	SPA will build our practice in interpreting and using data from MAP, CAASPP, and other external and internal assessment systems to inform our instructional choices.	<ul style="list-style-type: none"> <li>Instructional Leadership Team</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 - 2022-2023 school year - annual review</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Training sessions for faculty on interpreting data</li> <li>System for regular data review</li> </ul>
4.2	SPA will implement regular professional learning communities for data discussions to inform interventions and instruction.	<ul style="list-style-type: none"> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 school year - ongoing</li> </ul>	Developed: <ul style="list-style-type: none"> <li>Agenda and process for data review</li> <li>MTSS/RTI model</li> </ul>
4.3	To better gather school culture and environment data, the School Culture survey will be systematized and implemented annually.	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2020 - annual review</li> </ul>	Updated: <ul style="list-style-type: none"> <li>School culture survey</li> <li>Survey distribution and analysis practices</li> </ul>
4.4	The Executive Functioning Team will continue to build on this year's initiatives in order to improve our approach in helping students develop study habits.	<ul style="list-style-type: none"> <li>EF Committee</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2020 - ongoing</li> </ul>	Updated: <ul style="list-style-type: none"> <li>Spotlight procedures</li> <li>SPARS program</li> <li>Study habit goals and strategies</li> </ul>

Area of Growth #5: SPA recognizes the urgent need to define, develop, and implement social justice practices to ensure equitable inclusion of all stakeholders.				
	Specific Steps	Persons Responsible	Timeline	Assessment and Reporting
5.1	SPA will develop and implement a Diversity, Equity and Inclusion (DEI) committee that will begin the process of defining and codifying our approach to social justice.	<ul style="list-style-type: none"> <li>Administration</li> <li>DEI committee: Faculty representatives from all departments, along with other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 school year - ongoing</li> </ul>	<p>Updated:</p> <ul style="list-style-type: none"> <li>Messaging in all of our foundational documents (i.e. Charter, job postings)</li> </ul> <p>Developed:</p> <ul style="list-style-type: none"> <li>DEI mission and vision statement</li> </ul>
5.2	SPA staff will develop a collective vision on SPA's definition of social justice in order to have common SPA language and practices.	<ul style="list-style-type: none"> <li>DEI committee</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 school year - ongoing</li> </ul>	<p>Updated:</p> <ul style="list-style-type: none"> <li>Charter</li> <li>Staff handbook</li> <li>Promotional materials</li> </ul>
5.3	Continue our Professional Development training on Restorative Justice and refine our RJ based approach to discipline and school culture in order to ensure we have an equitable and inclusive environment.	<ul style="list-style-type: none"> <li>Student Services Team</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 school year - ongoing</li> </ul>	<p>Updated:</p> <ul style="list-style-type: none"> <li>SPA's RJ Manual</li> </ul>
5.4	Create, evaluate and implement comprehensive schoolwide systems for equity in order to ensure all our students are being seen and served.	<ul style="list-style-type: none"> <li>Administration</li> <li>Student Services Team</li> <li>DEI committee</li> <li>Staff</li> <li>Youth Council</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2020 - 2022-2023 School Year - ongoing</li> </ul>	<p>Developed:</p> <ul style="list-style-type: none"> <li>Clear systems that evaluate equity in classroom environments</li> <li>A shared lens for equity in school decision making processes</li> </ul>
5.5	Create, evaluate and implement curriculum instruction in order to ensure that a comprehensive social justice curricula is	<ul style="list-style-type: none"> <li>Administration</li> <li>Student Services Team</li> <li>DEI committee</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2020 - 2022-2023 School Year - ongoing</li> </ul>	<p>Developed:</p> <ul style="list-style-type: none"> <li>Accessible social justice curriculum aligned both vertically and</li> </ul>

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	reflected as an integral part of our school's mission.			horizontally across arts and academics
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## Appendices:

- A. Charter
- B. Local Control and Accountability Plan (LCAP)
- C. Results of student questionnaire/interviews
  - a. HS student individual teacher results
  - b. MS student individual teacher results
- D. Results of parent/community questionnaire/interviews
  - a. HS aggregate parent results
  - b. MS aggregate parent results
- E. Master schedule
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
  - a. 2018-2019
  - b. 2019-2020
- G. UC a–g approved course list
- H. Scope and Sequence
- I. California School Dashboard performance indicators
  - a. 2019 Dashboard presentation
- J. School accountability report card (SARC)
- K. CBEDS school information form
- L. Graduation requirements
- M. NWEA MAP scores (Fall 2019)
  - a. 6th
  - b. 7th
  - c. 8th
  - d. 9th
  - e. 10th
  - f. 11th
  - g. 12th
- N. Budgetary information
- O. Glossary of terms unique to the school.
- P. Summit Learning Glossary
- Q. Graduate Profile
- R. Artist Credo
- S. Safety Plan