



Charter Renewal Petition

**Submitted to the Contra Costa County
Board of Education on September 1, 2020**

For the term July 1, 2021 through June 30, 2026

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Neil McChesney, hereby certify that the information submitted in this renewal petition for a California public charter school named Contra Costa School of Performing Arts (“SPA” or the “Charter School”), and to be located within the boundaries of the Mt. Diablo Unified School District (“MDUSD” or the “District”), and authorized by the Contra Costa County Board of Education with oversight by the Contra Costa County Office of Education (collectively referred to as the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the Charter School’s charter is renewed, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

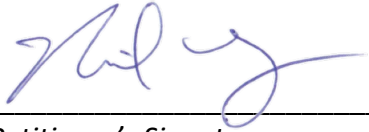
- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- ChartHouse Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression,

nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil is an English learner, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605(e)(3)(C)]
- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004..
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Section 47605(l) and 47605.4(a)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, unless exempted by applicable law, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently

expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Per 5 C.C.R. Section 11967.6.1, the signature requirement set forth in Education Code section 47605(a) is not applicable to this petition for renewal.



09/01/2020

Lead Petitioner's Signature

Date

Introduction



INTRODUCTION

Contra Costa School of Performing Arts is now in our fifth year of operation. Our school has become an integral part of the educational landscape in Contra Costa County and has enjoyed strong success and student achievement in our first charter term. Our grand accomplishments as much as our daily operations, reflect this community's unwavering commitment to our core values, which will continue to guide our evolution in the second term of the charter.

In many ways, the SPA graduate profile reflects not only the skills and characteristics we aim to see in our students, but it also captures the spirit of our organizational culture and can be used to benchmark our short history. The SPA graduate profile is also a profile of SPA.

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

RIGOR - Thinks critically and creatively to solve problems

- SPA earned initial accreditation from WASC subsequent to our opening and then, after completing our first self-study in 2019, earned our first full 6 year term of accreditation. Among the accolades from the visiting team, it was noted that the SPA WASC action plan was so accurate, insightful, and informed by an inclusive process that it was approved as originally presented and lauded as an exemplar.
- SPA has developed and implemented a progressive and impactful pedagogy. Data clearly shows that students who come into the SPA program and that stay with the school for multiple years outperform and outpace the District and State in academics as their learning curve accelerates over time. The SPA approach is creative and dynamic and has already shown success in addressing the achievement gap.

RIGOR - Listens actively and responds respectfully to constructive criticism, feedback and the perspectives of others

- SPA regularly solicits feedback from stakeholders and uses this critical information to inform its evolution. SPA's qualitative and quantitative record on stakeholder engagement and satisfaction remains strong, in large part because individuals feel heard and included.
- SPA welcomes visitation and feedback from the broader community and has implemented a series of dynamic school engagement opportunities. These include school tours led by our student SPAmbassadors, learning tours where our administration take parents and community members through a real-time experience of our program, academic panels and project judging opportunities, and myriad interactive arts exhibitions and performances where the audience is very much a part of the creative and evaluative process.

RIGOR - Analyzes, evaluates, and integrates information and concepts across disciplines

- SPA continues to build its integrated and project based model and has shown strong success in achieving curriculum, instruction, and student outcomes that reflect this work. Moreover, SPA's conscious and intentional scope and sequence builds on interdisciplinary student programming and culminates in a defense of student achievement.
- SPA has created a conservatory arts training program that is unparalleled in the public education system within our greater community and that informs our goals as an academic and cultural institution. The artist-scholar nomenclature that has now become part of our lexicon is a testament to the integrated nature of our mission and its realization in the day to day programming.

RELEVANCE - Develops personal, academic, and technical skill sets to adapt to change

- SPA has had two graduating classes, both with graduation rates and college and career readiness indicator rates ("CCI") higher than the District and State average. SPA graduates truly represent the highest pinnacle of achievement - these students have been with us for all years of operation and exhibit an incredibly robust skill set that will enable them to persist and succeed in years to come. SPA will track this data as another means of sharing our success with the community at large.
- SPA program has become richer with the onset of a Career Technical Education (CTE) program development. Not only will this be a path to CTE credentialing for our Teaching Artists, but upon full implementation will guarantee 100% CCI readiness for all SPA graduates.
- SPA's robust production and performance component provides authentic and meaningful experiences for students to develop personal and technical skill sets. Through high quality productions, students collaborate as members of ensemble and build important, career worthy teamwork skills.
- SPA scaffolds the development of executive functioning skills in our students through intentional curriculum, instruction, and a robust mentoring/advising model. The objective is to develop self directed learners who will have the requisite skillset to persist in post secondary goals. SPA success here is evidenced in our strong 11th grade performance metrics and also through qualitative feedback from our graduates, many of whom have reported a strong sense of direction and function in the college and career environments.

RELEVANCE - Applies 21st century skills (learning, literacy, and life) throughout various disciplines to participate and prepare for a globalized world

- SPA has attracted and retained incredibly talented and capable educational leaders. This team consistently demonstrates the strongest work ethic and commitment to student outcomes and schoolwide mission achievement.
- SPA has embraced cutting-edge "next practices," leveraging educational technology and software to meet the needs of 21st century students. SPA continues to be a model of dynamism, which is paramount to achieving success in today's world. Not only do we embrace change, but SPA maintains focus on the mission while constantly collecting data, engaging with stakeholders, and testing new approaches and programs.
- SPA students have opportunities to study under practicing, professional artists, guiding a rich experience in the school's conservatory style training.
- SPA has prioritized a culturally responsive education that brings social justice and diversity, equity, and inclusion to the fore of our work. SPA engages in audits of our curriculum and instruction to ensure alignment, regular professional development to prepare our staff, and intentional community engagement to assess our progress and fidelity.

RESILIENCE - Demonstrates a willingness to embrace failures and to persist in the face of adversity

- SPA is now the owner of a "forever" campus; a 42,000sf building in the heart of a burgeoning business and recreation district located in the center of Contra Costa County. This achievement comes after two very challenging temporary locations and a three year construction/renovation project. SPA opened it's doors in a basketball gymnasium; the journey to where we are now is a case study in persistence in the face of adversity.
- As a community supporting a diverse student body and faculty, SPA undertook a schoolwide initiative to build a Diversity, Equity and Inclusion committee that plays an integral function in school decisions. Through the committee's vision and guidance, SPA has begun a process of training educators, recruited a diverse set of new hires, and ensured the school's approach during school closure was equitable and robust. The DEI committee continues to guide SPA's development through regular evaluation of school systems and structures.
- SPA found success and achievement even in the midst of a pandemic. In March of 2020 the world of public education in our community (and the world) was turned upside down. SPA closed it's campus doors on a Friday, held a previously scheduled Professional Development on the following Monday, and opening a full distance learning model with robust synchronous and asynchronous learning for all students the next day. SPA maintained 95% engagement from students over the remainder of the 2019-20 school year.

RESILIENCE - Uses resources to advocate for self and others in order to make choices based on integrity and self-reflection across disciplines

- SPA has successfully brought in more than \$2,000,000 in grants and philanthropy. This is a direct result of strong community belief in and support for the SPA mission and vision.
- SPA has shown strong fiscal responsibility and growth. As a startup, SPA was faced with incredible challenges that impacted the school financials. However, stalwart fiduciary oversight, strong partnerships, and creative allocation of resources ensured that the student and staff experience was optimized. SPA's most recent financials, and its multiyear projections, show long term stability and strength.
- SPA acknowledges that as a new school, it still has much to improve and is engaged in a constant cycle of reflection, planning, and implementation. As an example, the SPA math program has not yet yielded the formative schoolwide results that are demonstrative of our student's ability and our teachers instruction. While there are examples of strong work and outcomes, SPA has focused on this area of curriculum and instruction since our first year, partnering with CCCOE, providing additional layers of professional development for our team, and most recently, SPA is the recipient of a grant that will begin a four year relationship with The New Teacher Project (TNTP). This professional partnership brings support and training to our teachers with a specific focus on math.

RELATIONSHIPS - Embraces diversity to create cross-cultural understanding

- SPA was designed to not only meet a clear and missing educational need within our community, but to attract a diverse and dynamic student body. SPA's charter outlined an enrollment procedure that did not require auditions prior to admission, something that was incredibly important to our vision and yet very different from most arts schools. This equity of access to our program has yielded important and impactful results in terms of demographics, geographic footprint, and school culture.
- SPA's performing arts curriculum and productions reflect a culturally diverse and relevant repertoire. SPA Arts Directors work hard to ensure all cultures and communities are represented in our classes and in our performances.
- SPA has implemented student behavior and family engagement systems that are deeply informed by a restorative approach. This shift in program and policy has yielded significant reductions in suspension rates, chronic absenteeism, and other measures of school climate and culture.
- SPA has repeatedly been described as a place of refuge, belonging, and safety for students and families that have experienced a sense of othering and seclusion in other school settings.

RELATIONSHIPS - Engages effectively within diverse teams as contributors and leaders

- SPA is a family. Our stakeholders use this word often and it captures the essence of the community we have built. Survey data confirms again and again that there is a strong connection to our school where individuals feel safe and supported.
- SPA has cultivated numerous organizational relationships that have and will continue to enhance the programs we can offer our students and families. In addition, SPA takes seriously its role as a change agent for good within the broader community and leverages existing synergy to promote our values and the integration of our artist-scholars. As an example, SPA's Black Student Union has been invited to perform at the Contra Costa County Supervisors Martin Luther King Jr. Celebration for the past three years. Our contributions have included spoken word, song, and dance highlighting both original student and historical/professional work.
- SPA Arts classes provide ensemble experiences where students learn to effectively work together as a team. Relationship building and team building are essential components of our production process.
- SPA has successfully cultivated a strong governance model. This includes a diverse Board with professional backgrounds and experience that inform a constructive and responsible decision making process. In addition, the Board has established multiple standing committees that focus on the organization priorities and that provide further opportunities for rich stakeholder engagement.

The famous educational reformer John Dewey once said, “If we teach today as we taught yesterday, we rob our children of tomorrow.”

The chartering cycle is one of the great strengths of the legislation that guides charter schools. It forces evolution, it heightens accountability, and it produces better outcomes. Within our first term, SPA has shown without doubt that it is important, impactful, and worthy. SPA commits to be even better, to never stop improving, and to always maintain focus on students.

SPA is deeply appreciative of the support and partnership of our authorizer and wishes to continue to make the Contra Costa County Board and Office of Education proud to share part of its name with the Contra Costa School of Performing Arts.

We request approval of our renewal petition for a second five-year term.

Renewal Standard



Hila Barnir



Matthew Brooks



Penelope Brown



Jordan Carabelas



Andersen Davis



Alina DeLaRea



Xyla Dominguez



Megan Geyer



Walnut Creek, California
Class of 2019



Anthony Michel



Jasper Grenier



Deseree Pardini



RENEWAL STANDARD

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), a chartering authority shall evaluate a charter school's eligibility according to the standard associated with its performance on the state and local indicators reported the California School Dashboard ("Dashboard"). In July 2020, the California Department of Education determined that based on SPA's Dashboard performance during the last two years for which Dashboard data is available, that SPA is a "middle tier" school for renewal purposes¹, and subject to the renewal standard articulated in Education Code Section 47607.2(b) (the "Renewal Standard").

Section 47607.2(b) provides that:

- (1) ... [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

The following table displays SPA's, the State's, and the District's performance on state and local indicators for the 2018 and 2019 Dashboard². While the Renewal Standard does not specifically evaluate SPA's performance relative to the State or the District, as discussed more fully below, these additional datapoints may help contextualize SPA's data.

Indicator	2018 State	2018 District	2018 SPA		2019 State	2019 District	2019 SPA
Statewide Indicators							
CAASPP ELA							
CAASPP Math							

¹ See <https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx> at row 664.

² As a result of the COVID-19 pandemic during the 2019-2020 school year and the suspension of statewide testing, Dashboard performance indicators for ELA and math will not be available for 2020.

Suspension Rate							
Chronic Absenteeism							
Local Indicators							
Basics: Teachers, Instructional Materials, Facilities		Standard Met	Standard Met			Standard Met	Standard Met
Parent and Family Engagement		Standard Met	Standard Met			Standard Met	Standard Met
Local Climate Survey		Standard Met	Standard Met			Standard Met	Standard Met
Access to a Broad Course of Study		Standard Met	Standard Met			Standard Met	Standard Met
Implementation of Academic Standards		Standard Met	Standard Met			Standard Met	Standard Met

The following table displays SPA's Dashboard performance levels in CAASPP ELA and CAASPP Math for numerically significant subgroups in the 2017-18 and 2018-19 school years, compared to the performance levels assigned to the State and the District in those same indicators.

Indicator – CAASPP ELA 2019	State	District	SPA
Students with Disabilities			
Socioeconomically Disadvantaged			
Hispanic			
White			

Indicator - CAASPP Math 2019	State	District	SPA
Students with Disabilities			
Socioeconomically Disadvantaged			
Hispanic			
White			

The above table summarizing SPA's schoolwide Dashboard performance demonstrates that SPA met the standard for all local indicators in 2018 and 2019. Of the four statewide indicators reported in 2018 and 2019, on a schoolwide basis, SPA met or exceeded the State's performance level on two of those levels in 2018, and met or exceeded three of those levels in 2019. As compared to the District, on a schoolwide basis, SPA grew from exceeding the District's

performance level on only one indicator in 2018 to meeting or exceeding the District's performance level on all four indicators in 2019.

On a subgroup basis, SPA's performance levels in 2019 on academic indicators show that of the eight performance levels assigned to SPA, SPA met or exceed the District's performance levels in four of those same indicators.

Performance on Statewide Testing

While SPA continues to work to grow its performance on the measures assessed by the Dashboard, the Dashboard color levels do not, on their own, provide a complete picture of SPA's academic performance on standardized testing.

Specifically, because the Dashboard color levels on academic indicators are driven by a formula that combines the extent of year-to-year *change* in testing performance (upwards, downwards, or flat) and students' average distance from the standard ("DFS") tested on CAASPP – that is, how far the average score was from the targeted numerical baseline standard of proficiency – the colors do not provide a clear picture of academic performance in a given year. Specifically, the colors do not capture the percentage of students who are achieving at or above the standards tested on CAASPP.

Furthermore, State and District-level performance indicators on the Dashboard incorporate all grades tested on different test content, i.e., grades 3 through 11, whereas SPA only serves students in the 6th grade and above. Accordingly, comparing Dashboard performance between the State and the District and SPA to interpret SPA's performance is somewhat limited in value.

CAASPP – ELA

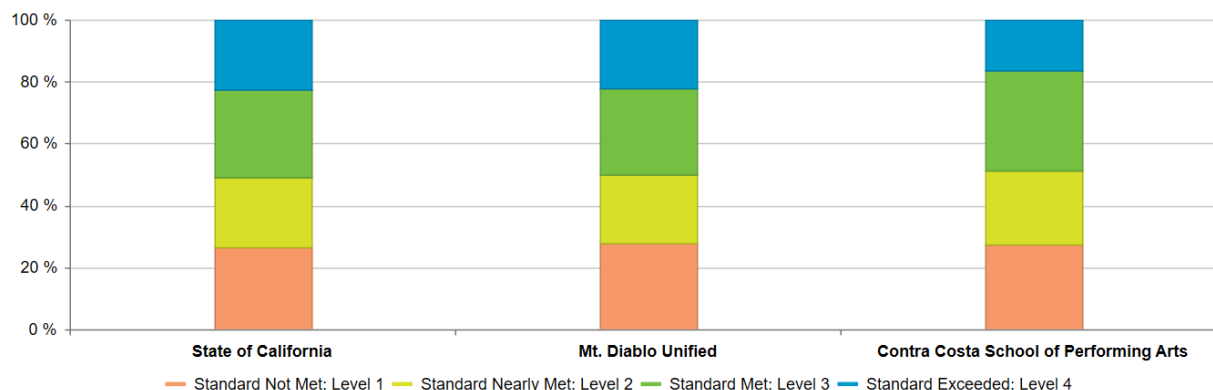
Given these factors, SPA invites the County to consider SPA's academic performance based on CAASPP data underlying the Dashboard. Specifically, analysis of ELA CAASPP data from 2019 demonstrates that SPA performed well in ELA.

English Language Arts performance has been a strength of SPA for the duration of our first term. Most importantly, the data shows that our students who persist through middle school and into high school, achieve at levels that surpass most other public schools in our community as well as the District and State averages.

This strength is a direct result of a school wide focus on literacy, one that appears in all subjects and the arts. In addition, SPA's work on integrated, project-based curriculum and instruction is grounded in ELA standards and objectives as the keystone for other subjects to build upon.

2019 CAASPP ELA Results – All Students/All Grades

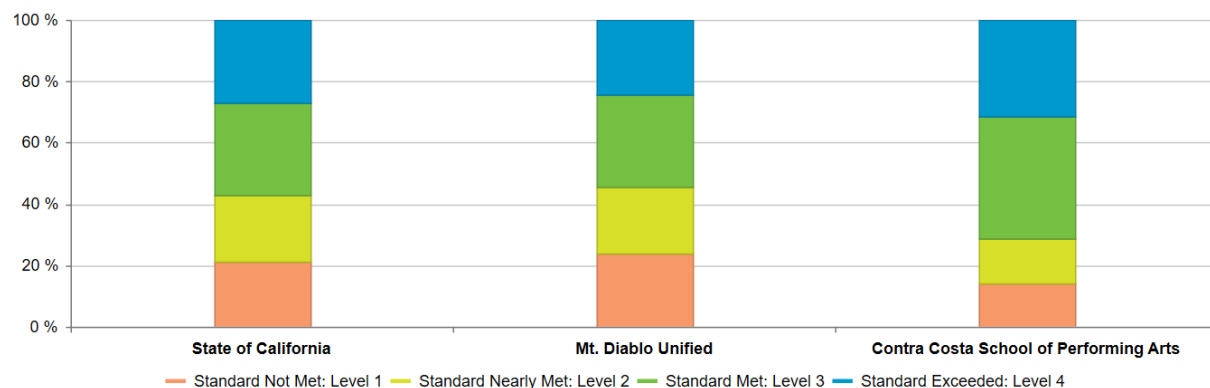
CAASPP ELA data for 2019 demonstrates that across all grades, SPA is performing on par with the State and the District as measured by the percentage of students meeting or exceeding the standard tested:



	State	District	SPA
Standard Exceeded or Met	51.1%	49.92%	48.72%
Standard Exceeded: Level 4	22.48%	21.99%	16.58%
Standard Met: Level 3	28.62%	27.93%	32.14%
Standard Nearly Met: Level 2	22.28%	22.0%	23.7%
Standard Not Met: Level 1	26.63%	28.08%	27.6%

2019 CAASPP ELA Results – 11th Grade Students

However, in disaggregating CAASPP ELA data from 2019 for 11th grade students only, testing data demonstrates that SPA far exceeds the State and the District in performance, as measured by the percentage of students meeting or exceeding the standard tested. This data supports that SPA is preparing its students to graduate from SPA with reading and writing competencies necessary for success in college and their careers.

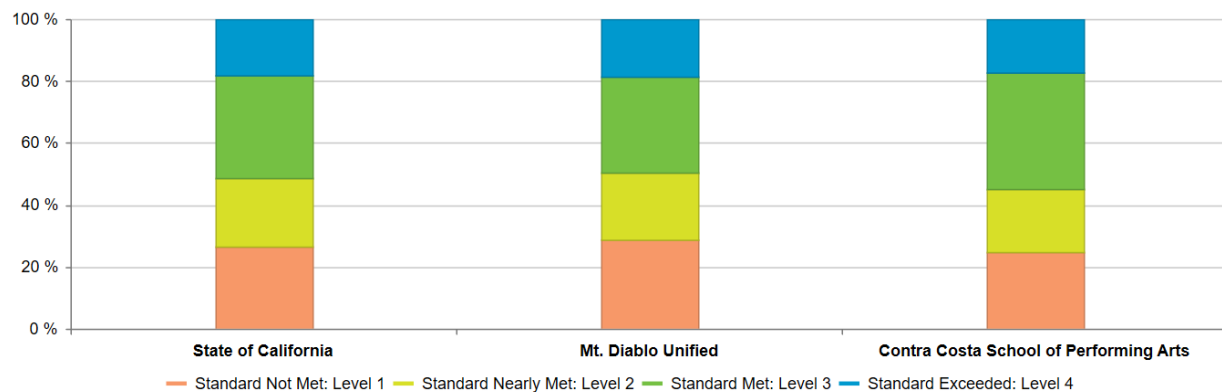


	State	District	SPA
Standard Exceeded or Met	57.27%	54.62%	71.43%
Standard Exceeded: Level 4	27.10%	24.46%	31.43%

Standard Met: Level 3	30.17%	30.16%	40.0%
Standard Nearly Met: Level 2	21.38%	21.36%	14.29%
Standard Not Met: Level 1	21.35%	24.02%	14.29%

2019 CAASPP ELA Results – 7th Grade Students

CAASPP ELA data from 2019 measuring the performance of 7th grade students only, also demonstrates that SPA outperformed the State and the District, as measured by the percentage of students meeting or exceeding the standard tested:

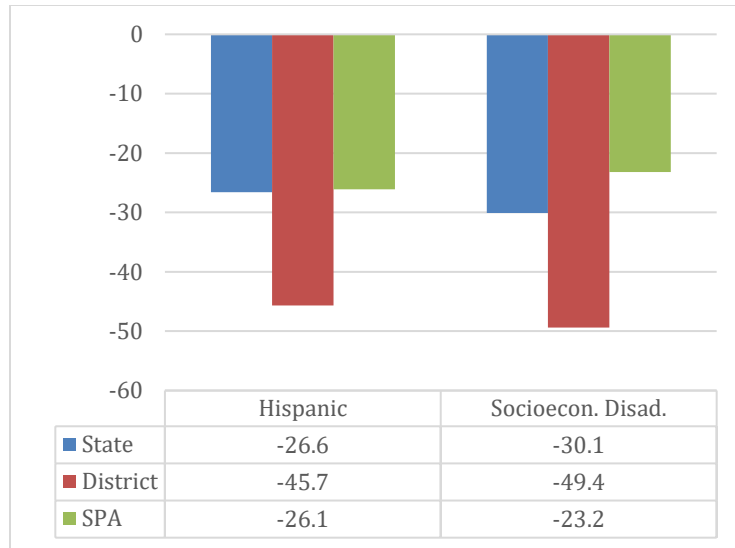


	State	District	SPA
Standard Exceeded or Met	51.37%	49.42%	54.83%
Standard Exceeded: Level 4	18.17%	18.72%	17.2%
Standard Met: Level 3	33.2%	30.7%	37.63%
Standard Nearly Met: Level 2	22.23%	21.86%	20.43%
Standard Not Met: Level 1	26.39%	28.72%	24.73%

Notwithstanding SPA’s performance on CAASPP ELA in 2019, the State received a “green” color level on the Dashboard and SPA received an “orange” color level.

2019 CAASPP ELA – Subgroup DFS Performance

SPA’s historically disadvantaged subgroups, Hispanic and socioeconomically disadvantaged students, also had strong performance on CAASPP ELA in 2019 relative to the State and the District. As measured by the DFS values reported on the Dashboard, as discussed above, SPA exceeded the State and the District in ELA:



CAASPP – Math

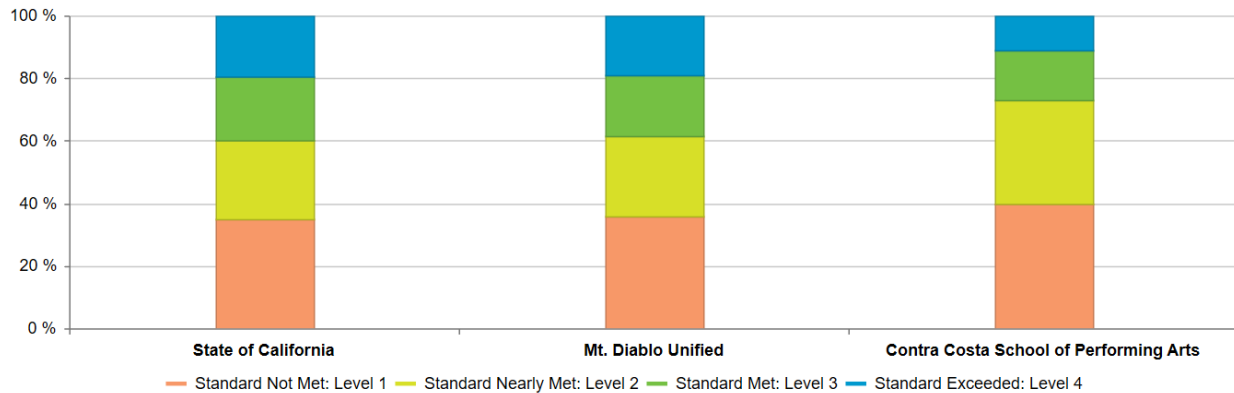
SPA recognizes that student performance on CAASPP Math is an area that requires additional focus and intervention and has committed to this work over the course of its first term. SPA’s focus on math student outcomes has manifested in professional development, instructional coaching, curriculum audits and updates, and influential external partnerships including the Contra Costa County Office of Education, Summit Learning, and others. Most recently, SPA was awarded a grant to partner with The New Teacher Project (TNT) to provide support to our teachers and administration with a specific focus on math. The goals of this partnership include:

- Ensuring core math instruction reflects the instructional shifts and provides all students consistent access to grade level content
- Providing differentiation, scaffolding, and/or intervention to students based on their unique needs
- Adapting school leadership and teacher support practices to best support a strong math program
- Improving student math proficiency on CAASPP 10% by School Year 2022-23

This work over the first term has yielded demonstrable, as indicated in SPA’s continuing improvement in CAASPP Math performance.

2019 CAASPP Math Results –All Students

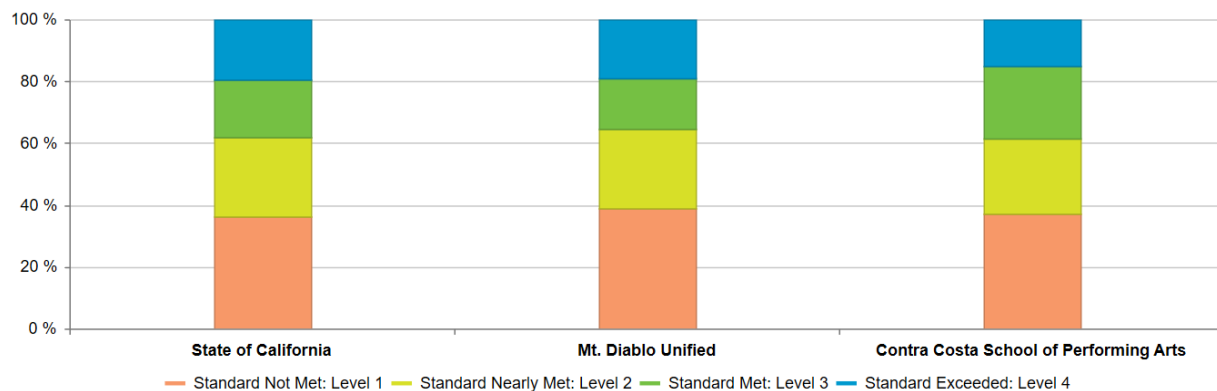
While on schoolwide basis, the percentage of students meeting or exceeding the standard on CAASPP Math in 2019 was 27.1%, or approximately 10% lower than the State and District, in 2017, only 22% of SPA students met or exceeded the standard, indicating SPA’s upward growth in this area.



	State	District	SPA
Standard Exceeded or Met	39.73%	38.51%	27.1%
Standard Exceeded: Level 4	19.69%	19.23%	10.97%
Standard Met: Level 3	20.04%	19.28%	16.13%
Standard Nearly Met: Level 2	25.41%	25.49%	33.23%
Standard Not Met: Level 1	34.86%	35.99%	39.68%

In addition, CAASPP Math results in 2019 for 7th grade students demonstrate that SPA's efforts to improve achievement in math is working, as SPA's 38.29% of students meeting or exceeding the standard tested was higher than that of the State and District.

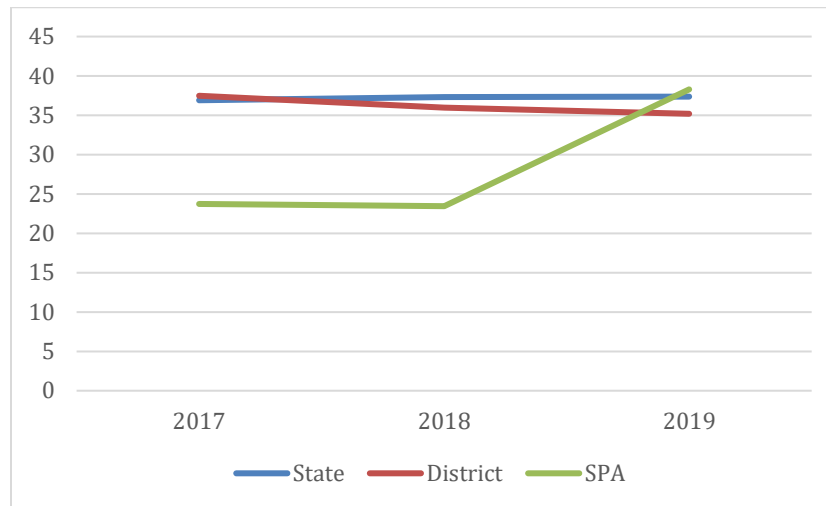
2019 CAASPP Math Results –7th Grade Students



	State	District	SPA
Standard Exceeded or Met	37.84%	35.19%	38.29%
Standard Exceeded: Level 4	19.37%	18.87%	14.89%
Standard Met: Level 3	18.47%	16.32%	23.4%
Standard Nearly Met: Level 2	25.7%	25.55%	24.47%
Standard Not Met: Level 1	36.45%	38.95%	37.23%

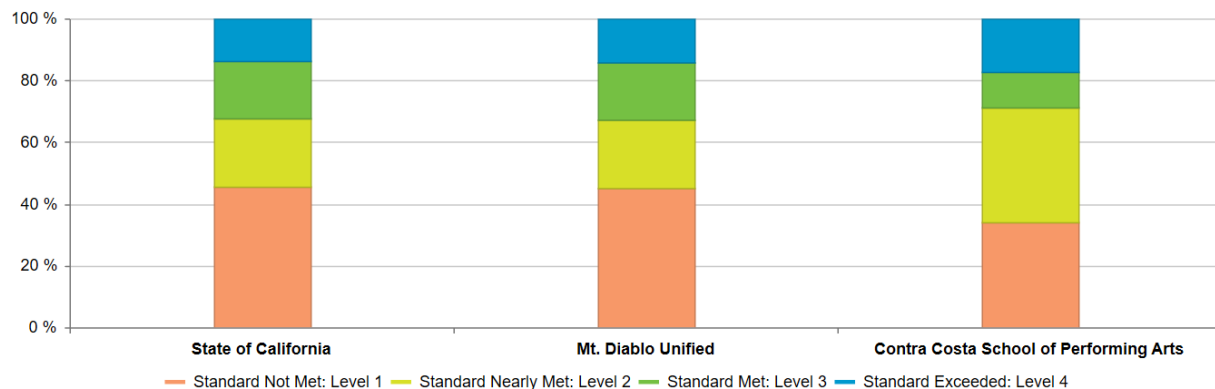
SPA's upward growth trajectory is also demonstrated by the increase in the percentage of its 7th grade students meeting or exceeding the standard on CAASPP Math since 2017, relative to performance by the State and the District:

Change in Percentage of 7th Grade Students Achieving at or Above the Standard Tested on CAASPP Math Between 2017 and 2019



2019 CAASPP Math Results –11th Grade Students

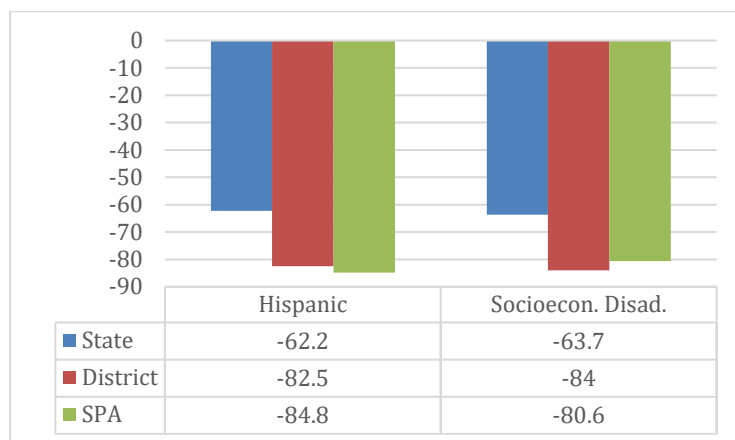
Moreover, as of 11th grade, that deficit in relative performance with the State and the District on CAASPP Math in 2019 decreases to a spread of approximately 4.25% points:



	State	District	SPA
Standard Exceeded or Met	32.24%	32.83%	28.57%
Standard Exceeded: Level 4	13.85%	14.31%	17.14%
Standard Met: Level 3	18.39%	18.52%	11.43%
Standard Nearly Met: Level 2	22.28%	22.0%	37.14%
Standard Not Met: Level 1	45.48%	45.17%	34.29%

2019 CAASPP Math – Distance from the Standard

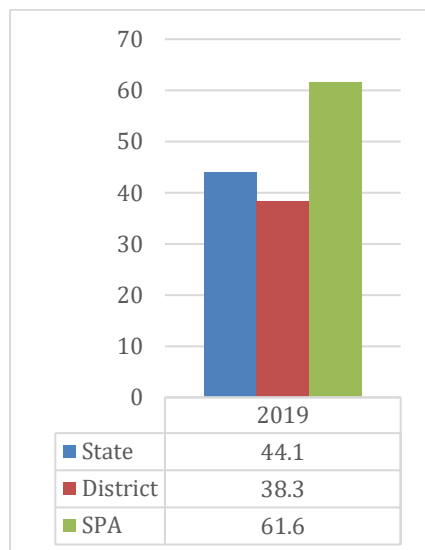
Finally, as measured by DFS as reported on the Dashboard, SPA's historically disadvantaged subgroups, Hispanic and socioeconomically disadvantaged students, performed on par with the District in CAASPP Math in 2019:



Other Dashboard-Related Measures of Performance

College/Career Preparation

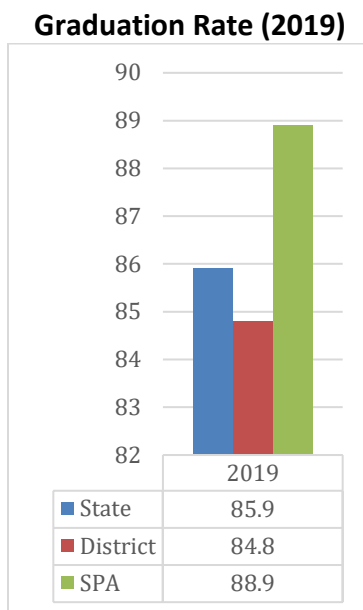
SPA had insufficient student data to generate a performance color level for the College/Career Preparation indicator on the Dashboard in 2019, or in any prior year (2019 was the first graduating class for SPA). However, the Dashboard indicates that 61.1% of SPA students were at the “prepared” level, compared to 44.1% Statewide and 38.3% at the District.



Graduation Rate

SPA also had insufficient student data to generate a performance color level for the Graduation Rate indicator on the Dashboard in 2019, or in any prior year. However, the Dashboard indicates

that SPA's graduation rate was 88.9% in 2019, as compared to the Statewide graduation rate of 85.9%, and the District's graduation rate of 84.8%. SPA's graduation rate improved in 2020 to 90%. In both 2019 and 2020, the students in each cohort not counted as graduates all passed the California High School Proficiency Examination ("CHSPE") as an alternative to completing graduation requirements. These students remain in the cohort totals but are not included as graduates in the rate calculation. SPA has maintained a 0% dropout rate.



Suspension Rate

The Dashboard indicates that between 2018 and 2019, SPA's Suspension Rate color indicator level improved from "red" to "green," reflecting a significant decrease in SPA's suspension rate from 6.5% to 2.6%. This improvement on this Dashboard outcome metric is a direct result of a schoolwide shift around school culture and student engagement. Most specifically, SPA embraced a new paradigm grounded in restorative practices and dedicated significant resources and time to managing this shift. SPA estimates that if the 2020 Dashboard had been produced, the school would show a "green" or possibly "blue" performance level for this indicator.

Chronic Absenteeism

The Dashboard indicates that between 2018 and 2019, SPA's Chronic Absenteeism Rate color indicator improved from "orange" to "yellow," reflecting a significant decrease in SPA's chronic absenteeism rate from 18.3% to 13.2%. This is another Dashboard outcome related to SPA's evolution in areas of culture and engagement. In addition to restorative systems and increased student body activities, clubs, and leadership, SPA hired a Dean of Students and implemented more robust tracking and accountability systems. SPA also engaged with the CCCOE SARB process which has proven to be an impactful and important relationship.

While the 2020 Dashboard was suspended, SPA estimates that the school would have produced a “green” performance level for this Dashboard indicator with a further reduction in chronic absenteeism of at least 3.2%.

Additional Data for Consideration at Renewal

The applicable renewal standard also requires SPA’s renewal petition to satisfy the following additional criteria:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Year-over-Year Progress

A consistent data trend that emerges from both the primary student performance data in CAASPP as well as the secondary data provided in this section is that SPA student academic growth increases the longer a student stays enrolled at SPA. In other words, not only does the SPA program produce year over year progress for students, that progress accelerates over time, especially once students move into the high school grade span.

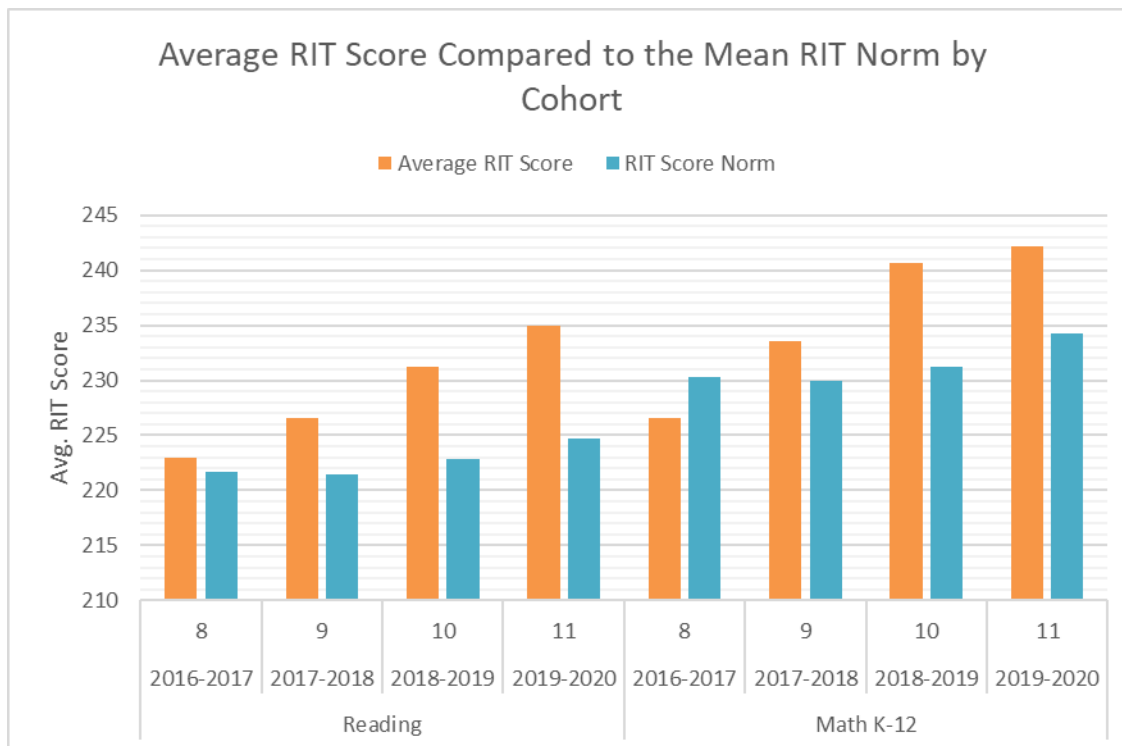
Pursuant to Education Code Section 47607.2(b)(3)(A), SPA submits the verified data below to show that students are making at least one year’s progress over the duration of the charter term. This verified data is extrapolated from annual NWEA Measurement of Academic Progress (“MAP”) assessments, which are administered twice annually (Fall and Spring) for all SPA students.

SPA Academic Results Outperforming and Outpacing National Norm

When students finish their MAP Growth test, they receive a number called a RIT score for each area in which they are tested. This score represents a student’s achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level.

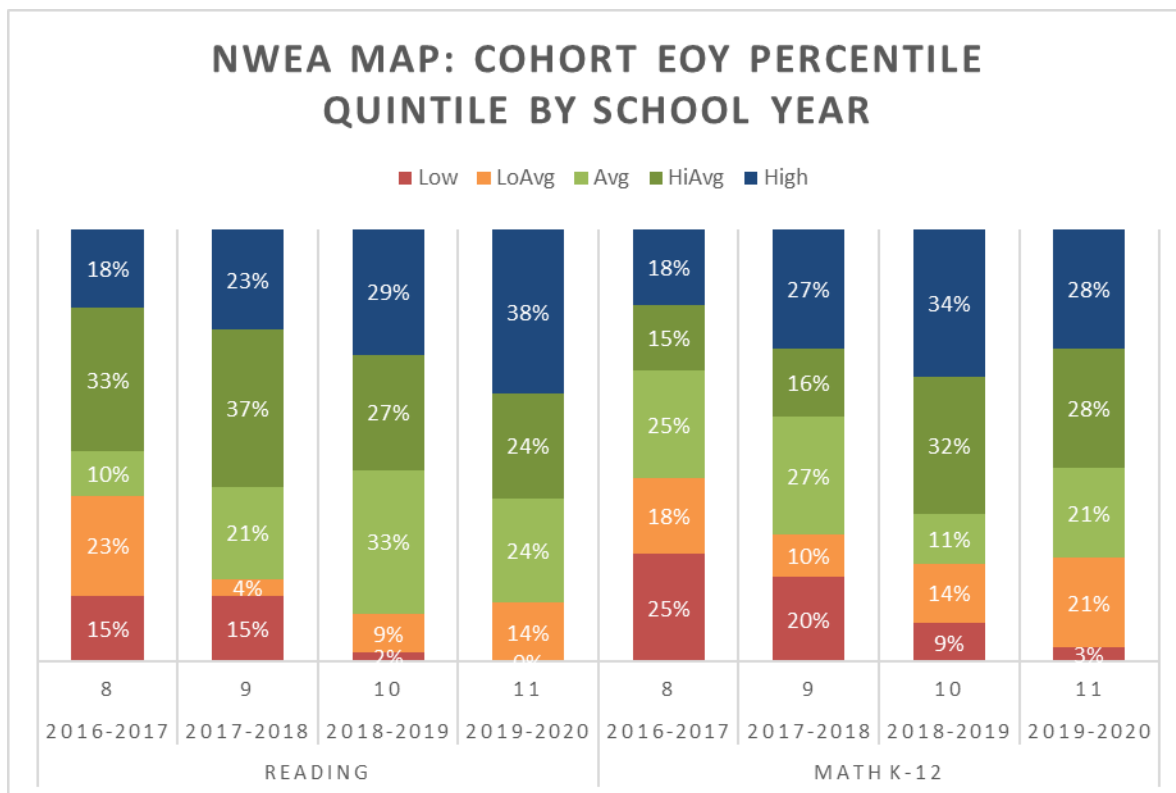
In the chart below, SPA cohort achievement/growth over time is represented by the orange bars and compared to the national RIT norm (this is the average score for students in the same grade across the country who took the MAP assessment for that content area). It clearly

demonstrates that SPA performance exceeds the national norm and SPA student growth year over year is significantly accelerated in math and English.



SPA Academic Performance Growth Over Time

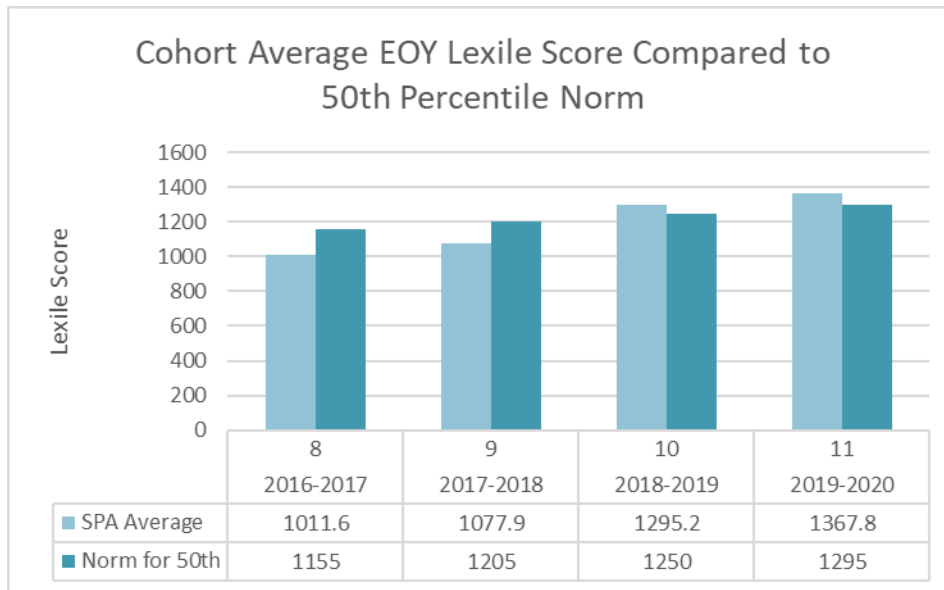
Under MAP Growth, student performance is broken down by quintile and designated as low, low average, average, high average, and high. The goal for student growth is to have performance over time reflect upward movement in the quintile breakdown. The chart below tracks the same cohort of students and shows consistent and meaningful year over year improvements as more students move into the high average and high categories.



SPA Reading and Writing (“Lexile”) Levels Show Accelerated Growth

An important data point that is measured through MAP assessments is student Lexile Levels. Lexile measurement is a scientific approach to measuring both reading ability and the text complexity of reading materials on the same developmental scale. There is strong evidence that this metric can be one important corollary for college and career readiness.

The chart below once again follows the same cohort of students at SPA over the last four years and tracks the cohort average Lexile score based on the Spring Map assessment administration (administered in February or March annually and logged as “end of year” scores). It is clear that SPA students often come into the school with Lexile levels below the national average (based on the 50th percentile Norm) and then accelerate over time, eventually surpassing the norm.

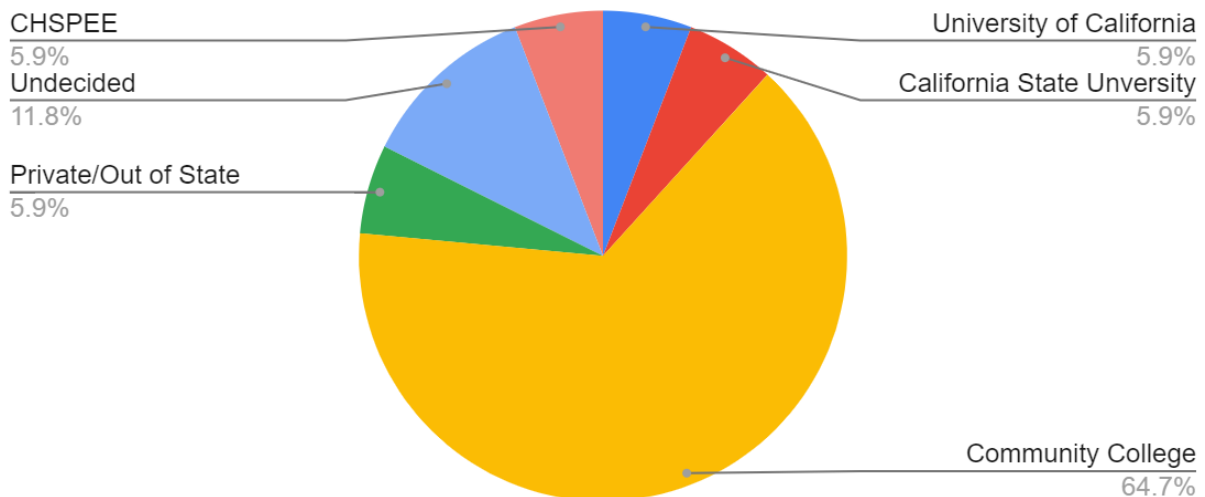


Strong Postsecondary Outcomes

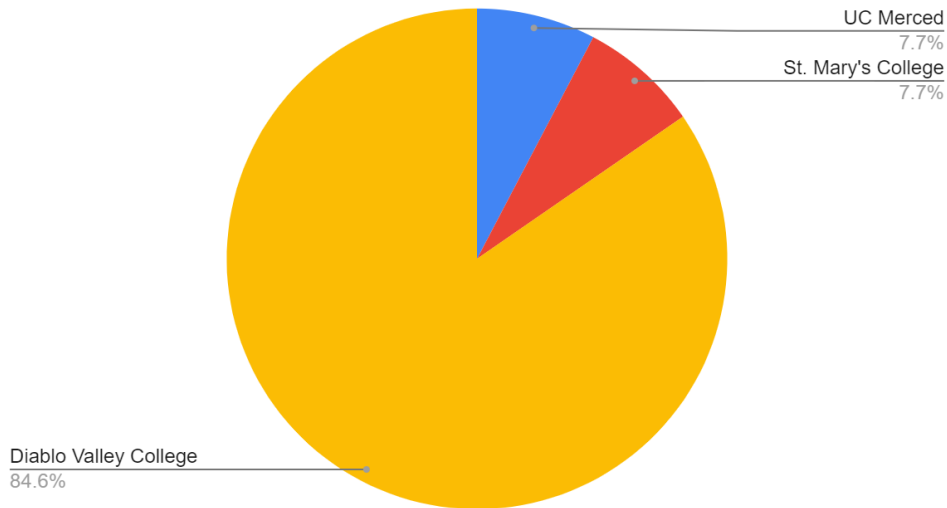
While SPA has only had two small graduating classes thus far, the data shows our students are being accepted at all levels of post-secondary institutions and pursuing college educations both in and out of the arts. SPA will continue to track admission, enrollment, and persistence data for all graduates in order to provide a clearer picture of postsecondary success over time.

Class of 2019 – 18 Students

Class of 2019

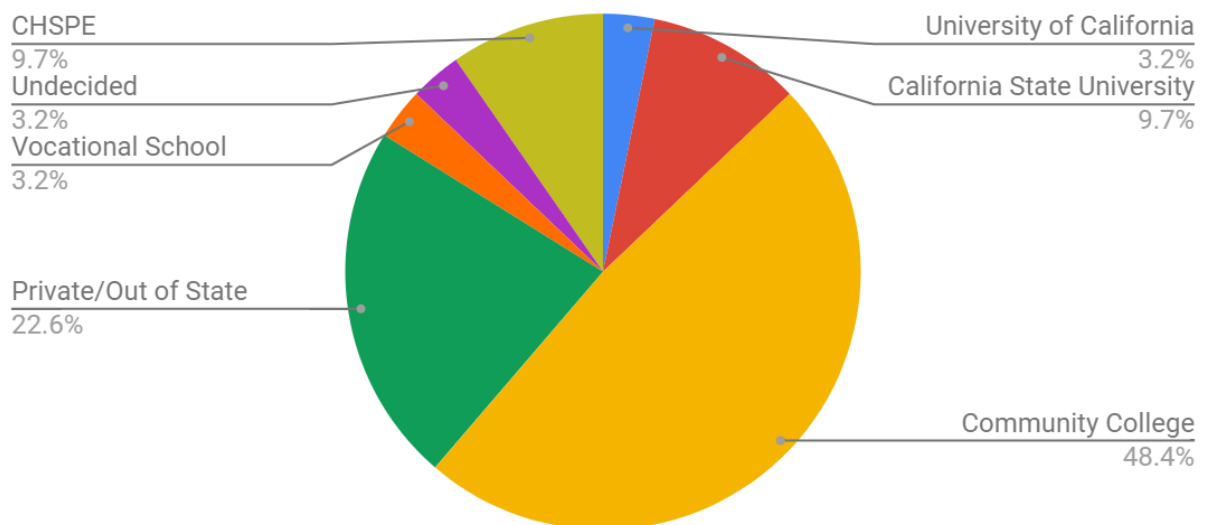


Institutions

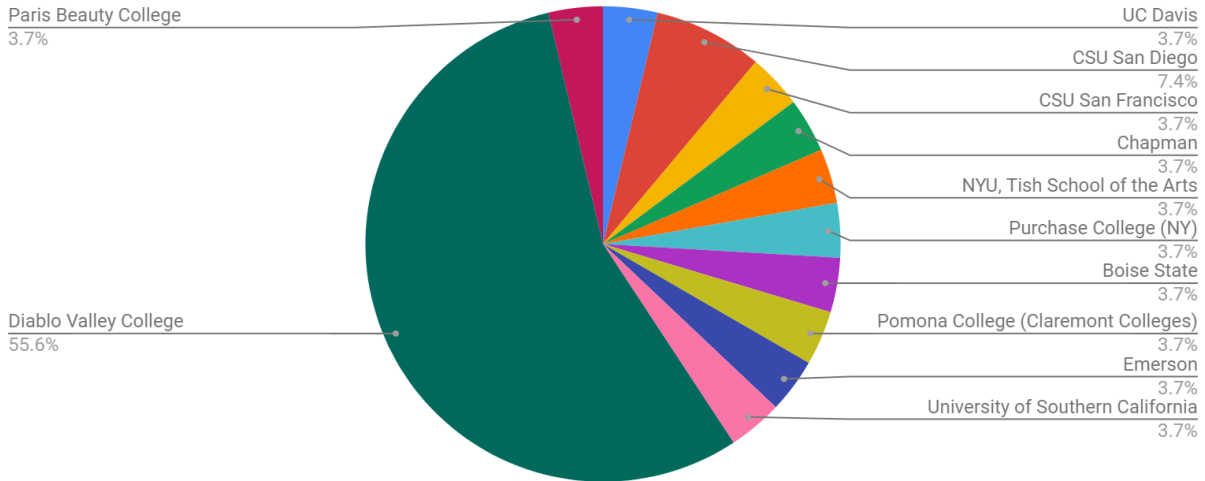


Class of 2020 – 31 Students

Class of 2020



Institutions

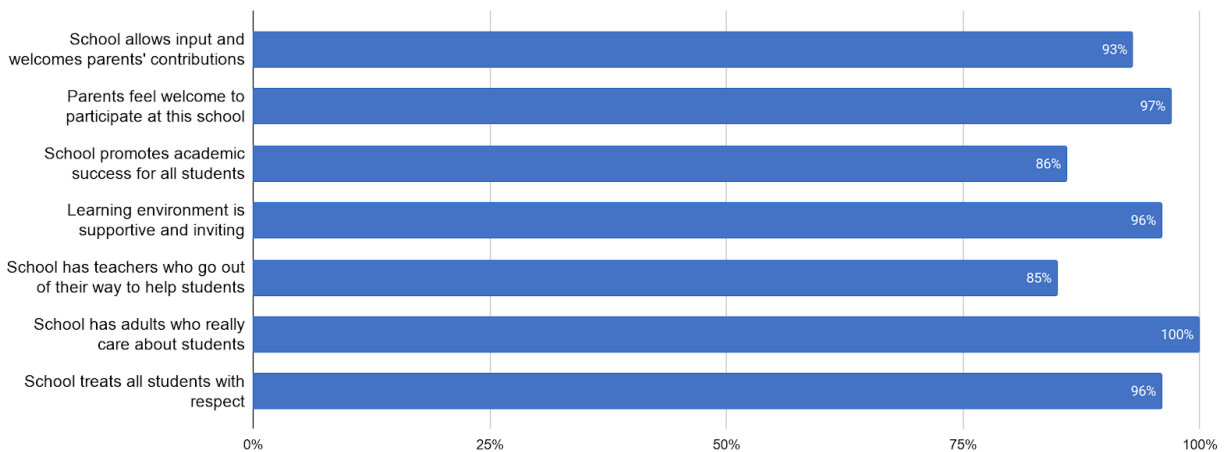


Stakeholder Survey Data

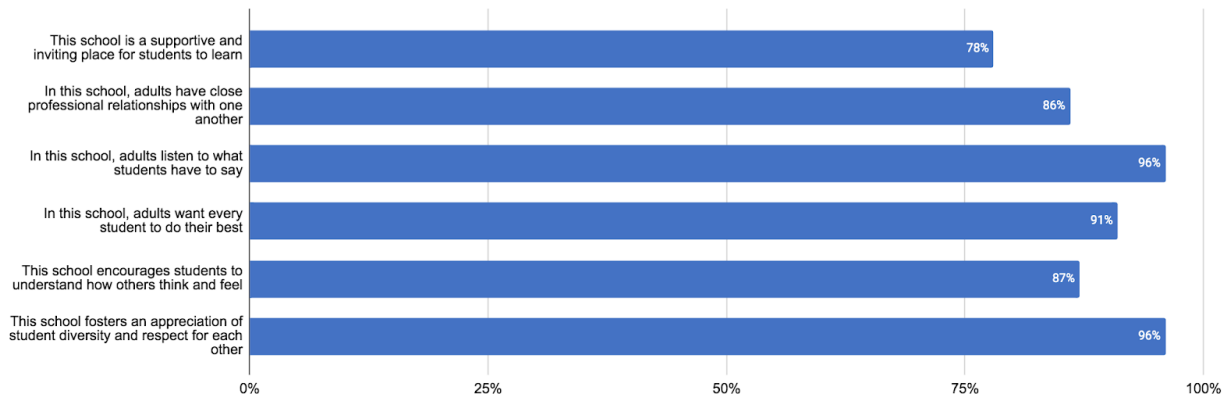
SPA has administered stakeholder feedback surveys annually to collect data on satisfaction, engagement, and focus areas for growth. For the 2019-20 school year, SPA moved to using the California Healthy Kids Survey due to its breadth of covered content and its ability to compare annual data over time.

As shown in the graphs below, SPA received high praise from students, staff, and parents/guardians when it came to issues of school environment and socio-emotional support. In addition, all agree that SPA has staff that care deeply about student success and wellbeing.

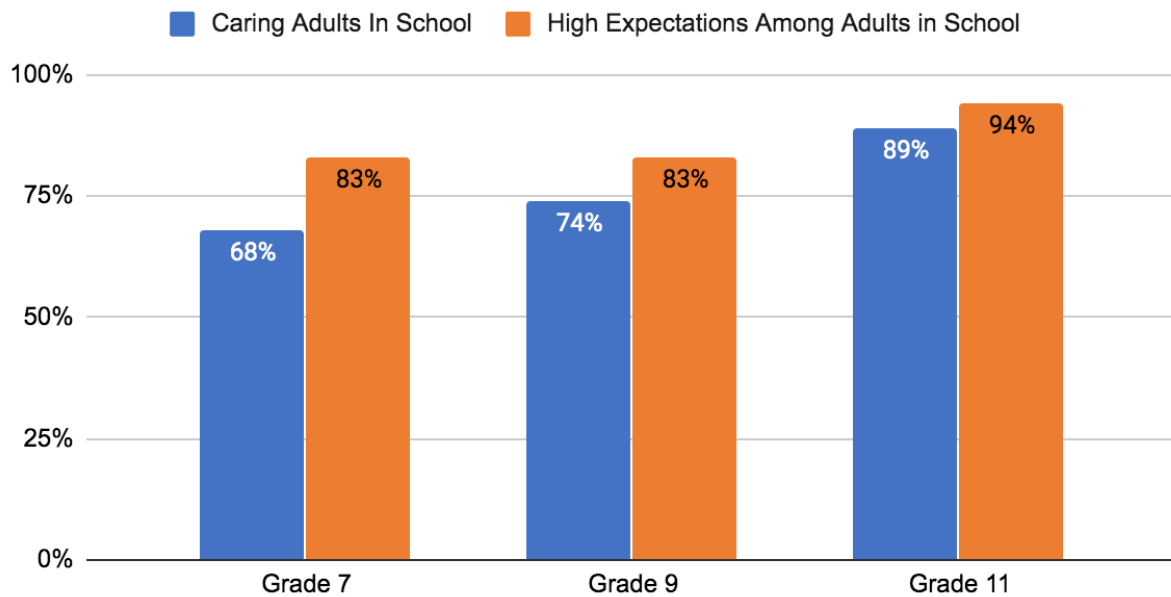
Percent of Parents who Strongly Agree or Agree with Each Statement



Percent of Staff who Strongly Agree or Agree with Each Statement



Percent of Students Who Say that It Is Very True or Pretty Much True that Each Subject Exists in their School



In summary, SPA has demonstrated success as an educational organization since its founding. SPA's program has yielded positive academic outcomes for our students that show growth over time and that lead to strong post-secondary outcomes. SPA has proven its commitment to engaging and supporting a diverse and dynamic community and it has become an important part of the County's educational landscape.

Of course, this does not adequately take into account the sum total of our school's value. The Dashboard cannot capture the impact of our program on each family and the community at large. Most importantly, SPA's achievements in the arts are incredibly difficult to quantify with the same simple tables and objective data points. Our program is truly unparalleled in the area and the testimony of our students, staff, and families will serve as the best assessment of that claim.

A charter petition eligible for renewal pursuant to Section 47607.2(b) must be granted a renewal term of five (5) years. As demonstrated by the evidence above, SPA meets the renewal criteria under Section 47607.2(b), and should be granted a renewal term of five years.

Element 1

Educational Program



ELEMENT 1

Educational Program:

The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

General Information

The name of the charter school shall be the Contra Costa School of Performing Arts.

The contact person is Lead Petitioner, Neil McChesney.

The grade configuration is 6-12.

The approximate number of students at capacity will be 700.

The original opening date was in August 2016.

The charter renewal petition will be effective from July 1, 2021 through June 30, 2026.

Mission

The mission of Contra Costa School of Performing Arts is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting. We believe in fostering a culture of excellence with the core values of ***RIGOR, RELEVANCE, RESILIENCE, & RELATIONSHIPS.***

Vision

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

Whom the Charter School Shall Educate

SPA aims to nurture the artistic and academic aspirations of students from throughout Mt. Diablo Unified School District and Contra Costa County. Students will undoubtedly be attracted to SPA due to its specific educational focus: a unique and exceptional integration of performing arts and rigorous, college and career preparatory curriculum. As the sole option for an arts-integrated secondary program, SPA aims to become the school of choice for those students seeking this unique type of education.

SPA’s educational program will be accessible to all students, including mid-range students, students achieving at a level significantly below their peers, students achieving at a level significantly above their peers, students with disabilities, English Learners, socioeconomically disadvantaged students, homeless and foster youth, and students who are members of ethnic groups under-represented in colleges and universities.

The intended growth of the Charter School is as follows:

	2021-22	2022-23	2023-24	2024-25	2025-26
6 th Grade	95	99	99	99	99
7 th Grade	99	99	99	99	99
8 th Grade	99	99	99	99	99
9 th Grade	86	90	99	99	99
10 th Grade	75	76	80	90	99
11 th Grade	35	65	66	72	80
12 th Grade	30	30	60	60	70
Total	519	558	602	618	645

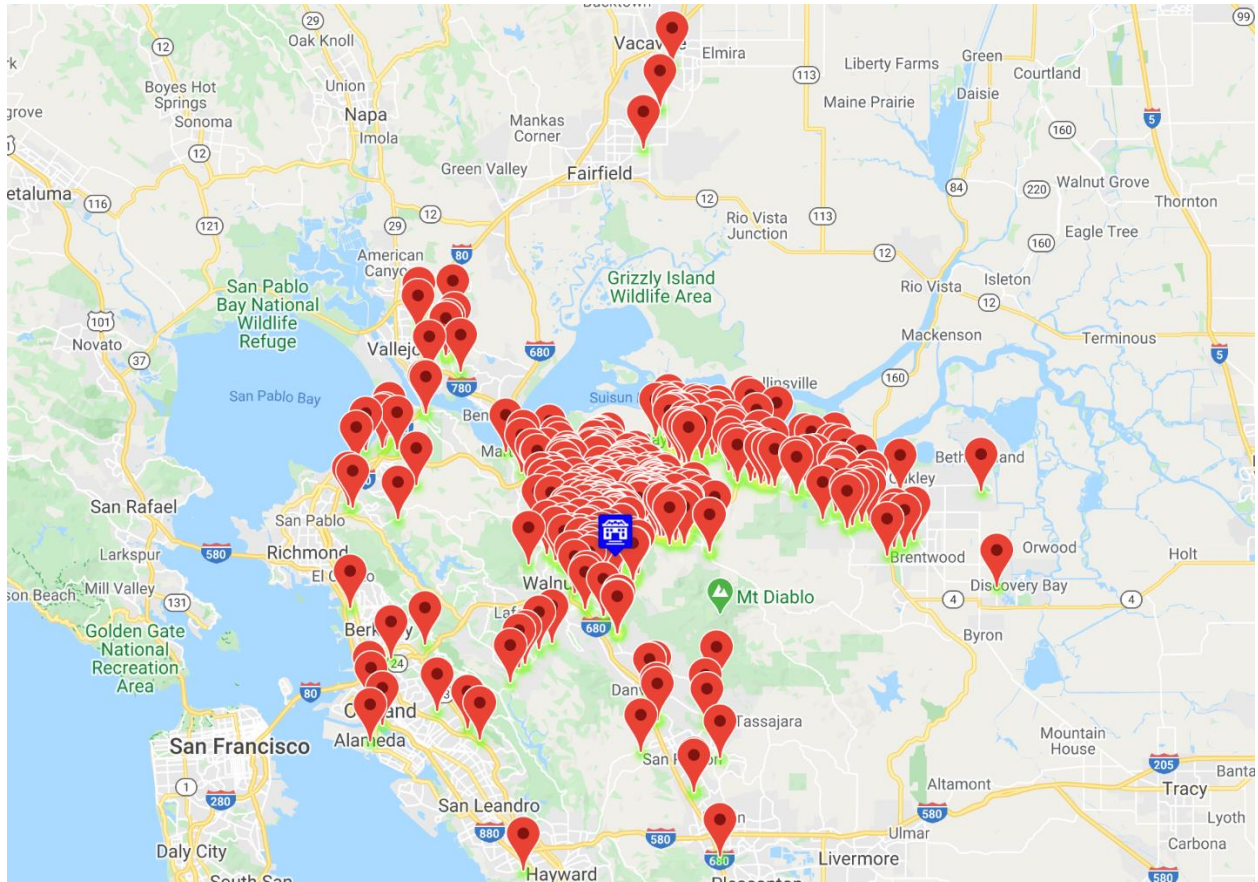
Target Population Demographics

MDUSD is a large 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.

The following chart includes detailed information about the demographics of the students enrolled in MDUSD (source: MDUSD and CDE DataQuest) and SPA in 2019-20:

Group	MDUSD	SPA
Socioeconomically Disadvantaged	43.9%	27%
English Learners	19.9%	2%
Native American	0.1%	1.1%
Asian	7.8%	2%
Pacific Islander	0.6%	0.4%
Filipino	4.6%	3.3%
Hispanic	42.8%	29.3%
African American	3.3%	9.3%
White	29.5.0%	43%
Multi/No Response	11.3%	11.5%
Students with Disabilities	12.5%	14%

It should be noted that as the only arts school in Contra Costa County as well as one of very few public schools of choice within regions of the County and beyond, SPA draws students from a very large geographic footprint. See below for a recent map of where families are coming from.

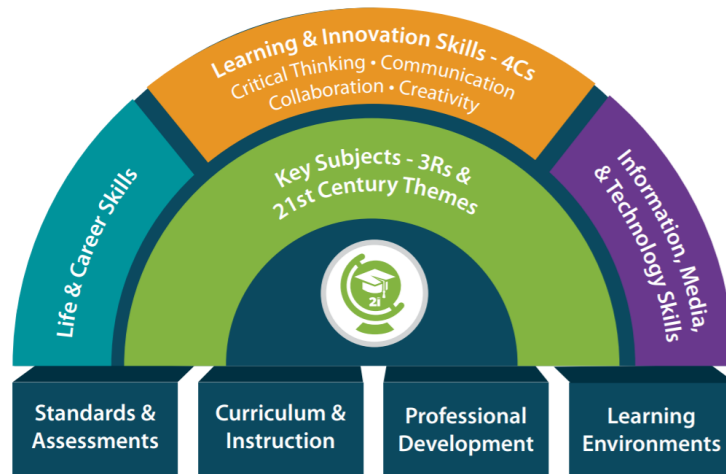


Community Interest

Contra Costa School of Performing Arts a unique and powerful program for our community. Both our general pedagogical approach to learning and the specific focus on conservatory arts training offer something that families cannot find otherwise in our area. Moreover, even traditional arts programming vary radically within MDUSD and other surrounding school districts; depending upon which schools a family will be designated to by zip code, the access to arts instruction, art educators, arts supplies, and arts facilities may be robust or even non-existent in some cases. SPA represents equity of access in a community that clearly demonstrates interest in arts training but does not always provide a free and public option.

As demonstrated by our continual growth in enrollment since opening and the diverse and dynamic student population who attend our school, SPA is clearly in demand. Interest will continue to increase with the school's evolution and success. As a result, SPA clearly provides for expanded choice and supports the creation of vigorous competition in public education, including by modeling a well-executed public school arts education program that is academically-rigorous, college preparatory, and accessible to students of all backgrounds .

Description of an Educated Person in the 21st Century



In recognition of the complex nature of this question and the importance the answer has on the vision for a school, SPA has adopted the “Framework For 21st Century Learning” as articulated by the Partnership for 21st Century Skills. The Partnership is a national organization that advocates for 21st century readiness for every student. We believe this is the most comprehensive description of what constitutes an educated person in the 21st century. The framework is included in detail below:

21st Century Student Outcomes

The elements described in this section as 21st century student outcomes (represented as the arches of the “rainbow” in the image above) are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

Content Subjects and 21st Century Themes

Mastery of content subjects and 21st century themes is essential for all students in the 21st century. Content subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to mastery of these subjects, SPA will also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core

academic subjects:

- Global Awareness
 - Using 21st century skills to understand and address global issues
 - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
 - Understanding other nations and cultures, including the use of non-English languages
- Financial, Economic, Business and Entrepreneurial Literacy
 - Knowing how to make appropriate personal economic choices
 - Understanding the role of the economy in society
 - Using entrepreneurial skills to enhance workplace productivity and career options
- Civic Literacy
 - Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
 - Exercising the rights and obligations of citizenship at local, state, national and global levels
 - Understanding the local and global implications of civic decisions
- Health Literacy
 - Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
 - Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
 - Using available information to make appropriate health-related decisions
 - Establishing and monitoring personal and family health goals
 - Understanding national and international public health and safety issues
- Environmental Literacy
 - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
 - Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
 - Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
 - Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

Learning and Innovation Skills

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century,

and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Creativity and Innovation

- Think Creatively
 - Use a wide range of idea creation techniques (such as brainstorming)
 - Create new and worthwhile ideas (both incremental and radical concepts)
 - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Work Creatively with Others
 - Develop, implement and communicate new ideas to others effectively
 - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
 - Demonstrate originality and inventiveness in work and understand the real - world limits to adopting new ideas
 - View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Implement Innovations
 - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

- Reason Effectively
 - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking
 - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
 - Effectively analyze and evaluate evidence, arguments, claims and beliefs
 - Analyze and evaluate major alternative points of view
 - Synthesize and make connections between information and arguments
 - Interpret information and draw conclusions based on the best analysis
 - Reflect critically on learning experiences and processes
- Solve Problems
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

- **Communicate Clearly**
 - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
 - Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
 - Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
 - Communicate effectively in diverse environments (including multi-lingual)
- **Collaborate with Others**
 - Demonstrate ability to work effectively and respectfully with diverse teams
 - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media, and Technology Skills

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Information Literacy

- **Access and Evaluate Information**
 - Access information efficiently (time) and effectively (sources)
 - Evaluate information critically and competently
- **Use and Manage Information**
 - Use information accurately and creatively for the issue or problem at hand
 - Manage the flow of information from a wide variety of sources
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

- **Analyze Media**
 - Understand both how and why media messages are constructed, and for what purposes
 - Examine how individuals interpret messages differently, how values and points of

- view are included or excluded, and how media can influence beliefs and behaviors
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- Create Media Products
 - Understand and utilize the most appropriate media creation tools, characteristics and conventions
 - Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Information, Communications and Technology Literacy

- Apply Technology Effectively
 - Use technology as a tool to research, organize, evaluate and communicate information
 - Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility and Adaptability

- Adapt to Change
 - Adapt to varied roles, jobs responsibilities, schedules and contexts
 - Work effectively in a climate of ambiguity and changing priorities
- Be Flexible
 - Incorporate feedback effectively
 - Deal positively with praise, setbacks and criticism
 - Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-direction

- Manage Goals and Time
 - Set goals with tangible and intangible success criteria
 - Balance tactical (short-term) and strategic (long-term) goals

- Utilize time and manage workload efficiently
- Work Independently
 - Monitor, define, prioritize and complete tasks without direct oversight
- Be Self-directed Learners
 - Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - Demonstrate initiative to advance skill levels towards a professional level
 - Demonstrate commitment to learning as a lifelong process
 - Reflect critically on past experiences in order to inform future progress

Social and Cross-cultural Skills

- Interact Effectively with Others
 - Know when it is appropriate to listen and when to speak
 - Conduct themselves in a respectable, professional manner
- Work Effectively in Diverse Teams
 - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - Respond open-mindedly to different ideas and values
 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Productivity and Accountability

- Manage Projects
 - Set and meet goals, even in the face of obstacles and competing pressures
 - Prioritize, plan and manage work to achieve the intended result
- Produce Results
 - Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

Leadership and Responsibility

- Guide and Lead Others
 - Use interpersonal and problem-solving skills to influence and guide others

- toward a goal
 - Leverage strengths of others to accomplish a common goal
 - Inspire others to reach their very best via example and selflessness
 - Demonstrate integrity and ethical behavior in using influence and power
- Be Responsible to Others
 - Act responsibly with the interests of the larger community in mind

21st Century Support Systems

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

- 21st Century Standards
 - Focus on 21st century skills, content knowledge and expertise
 - Build understanding across and among subjects as well as 21st century interdisciplinary themes
 - Emphasize deep understanding rather than shallow knowledge
 - Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
 - Allow for multiple measures of mastery
- Assessment of 21st Century Skills
 - Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
 - Emphasizes useful feedback on student performance that is embedded into everyday learning
 - Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
 - Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
 - Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills
- 21st Century Curriculum and Instruction
 - Teaches 21st century skills discretely in the context of core academic subjects and 21st century interdisciplinary themes
 - Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
 - Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
 - Encourages the integration of community resources beyond school walls
- 21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development
- 21st Century Learning Environments
 - Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
 - Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
 - Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
 - Allow equitable access to quality learning tools, technologies and resources
 - Provide 21st century architectural and interior designs for group, team and individual learning
 - Support expanded community and international involvement in learning, both face-to-face and online

Educated people must become self-motivated, competent and lifelong learners who recognize that learning is a lifelong process not restricted to the classroom. The staff at SPA will model what it means to be an educated person in the 21st century through its commitment to the Student Outcomes and integration of the Support Systems of the “Framework For 21st Century Learning.”

How Does Learning Best Occur?

Aligned to the State Standards and grounded 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) to further enhance the personalized learning opportunities during the school day. In addition, students are supported in personalized learning through a mentor or advisor relationship with a staff member, who works to coach and facilitate student progress and executive functioning development.
- **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, high school students at SPA engage in a pre-conservatory level arts preparation program. The entire seven-year program of study is detailed below.

Academics	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
English	English 6	English 7	English 8	English 9 CP	English 10 CP	English 11 CP or AP Language and Composition	English 12 CP or AP Literature and Composition
Social Science	Social Science 6	Social Science 7	Social Science 8		World History	US History or AP US History	AP Government and Politics
Science	Science 6	Science 7	Science 8	Biology	Chemistry	Environmental Science or AP Environmental Science	The Senior Process
Math	Math 6	Math 7	Math 8 or Algebra I	Algebra I or Geometry	Geometry or Algebra II	Algebra II	Econ: Artist as Entrepreneur
Physical Education	Mind and Body	Mind and Body	Health and Wellness	Health and Wellness			
World Languages				Spanish I or Spanish II	Spanish II or Spanish III	Spanish III	

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, conservatory style training in five 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.

	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Theatre	Introduction to Theatre	Introduction to Scene Study	Deepening the Ensemble	Introduction to Devised Theater	Intermediate Scene Study	Musical Theater	Senior Monologue
			Introduction to Meisner	Voice and Movement 1	Voice and Movement 2	Acting the Classics	The World of the Play
					Chance Theater	Adapting and Devising	Directing and Dramaturgy

- 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.

	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Dance	Dance I or Dance II Curriculum comprised of ballet, modern, and/or contemporary techniques	Dance I or Dance II Curriculum comprised of ballet, modern, and/or contemporary techniques	Ballet III, IV, or V	Ballet III, IV, or V	Ballet III, IV, or V	Ballet III, IV, or V	Ballet III, IV, or V
			Modern and Contemporary technique III, IV, or V	Modern and Contemporary technique III, IV, or V	Modern and Contemporary technique III, IV, or V	Modern and Contemporary technique III, IV, or V	Modern and Contemporary technique III, IV, or V
					Composition and Repertory III, IV, or V Includes improvisation, somatic practices, and production specific rehearsals	Composition and Repertory III, IV, or V Includes improvisation, somatic practices, and production specific rehearsals	Composition and Repertory III, IV, or V Includes improvisation, somatic practices, and production specific rehearsals

- 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.

	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Vocal Music	Introduction to Vocal	Introduction to Vocal	Introduction to Repertoire	Introduction to Repertoire	Opera Workshop I	Opera Workshop II	Opera Workshop III
			Conservatory Chorale I	Conservatory Chorale I	Conservatory Chorale II	Conservatory Chorale II	Conservatory Chorale III
					Bel Canto 1	Bel Canto 2	Senior Recitals

- 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.

	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Instr. Music	Jazz Band I or Chamber Orchestra I	Jazz Band I or Chamber Orchestra I	Jazz Band II or Chamber Orchestra II	Jazz Band II or Chamber Orchestra II	Jazz Ensemble I/II or Chamber Ensemble I/II	Jazz Ensemble I/II or Chamber Ensemble I/II	Jazz Ensemble I/II or Chamber Ensemble I/II
			Contemporary Combos I	Contemporary Combos I	Contemporary Combos II	Contemporary Combos II	Contemporary Combos III
					Secondary Instruments	Secondary Instruments	Secondary Instruments

- 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.

	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Production and Design	Into the Illustration	Into to Design	Into to Production & Film	Art History II	Artist Techniques (Prereq: Art History)	Film Technologies I	Film Technologies II
			Art History I	Stagecraft I	Stagecraft II (Prereq: Stagecraft I)	Performance Seminar I (Prereq: Stagecraft II)	Performance Seminar II (Prereq: Stagecraft II)
					Stagecraft II (Prereq: Stagecraft I)	Performance Seminar I (Prereq: Stagecraft II)	Performance Seminar II (Prereq: Stagecraft II)

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
<ul style="list-style-type: none"> Fall Play: <i>Metamorphosis</i> Winter Instrumental/Vocal Concert Winter Arts Retreat Winter Dance show Spring Musical: <i>Big River</i> 	<ul style="list-style-type: none"> Fall Visual Arts Show Middle School Bootcamp Fall Play: <i>The Crucible</i> Scene-Splosion Winter Visual Arts Show Winter Instrumental/Vocal Concert Winter Arts Retreat Winter Dance show Overnight Write-in Spring Instrumental/Vocal Concert Spring Dance Show Spring Visual Arts Show Spring Musical: <i>Secret Garden</i>

2018-2019	2019-2020
<ul style="list-style-type: none"> • 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 & 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 	<ul style="list-style-type: none"> • Chillin' In Autumn • Middle School Fall Workshop • Fall Play: <i>Picasso at the Lapin Agile</i> • Fall Visual Arts Show • Dance: Fall Works • Vocal: Supper Time Follies • MS Play: <i>She Kills Monsters</i> • Winter Chamber Orchestra Concert • Winter Vocal Concert • Winter Jazz Concert • High School Winter Arts Retreat • Overnight Write-In • Classics Unleashed: <i>Antigonick</i> • Vocal: So Cal Spring Trip • Exploring Chance Theatre: <i>The New Galileos</i> • Spring Art Show • Instrumental: New Orleans Jazz Trip • Theatre & PD: Taste of Denver • Vocal: DVC Choral Invitational • Spring Musical: <i>Into the Woods</i> • Vocal: Senior Recitals • Dance: Spring Concert • Spring Chamber Orchestra Concert • Spring Vocal Concert • Spring Jazz Concert • Theatre & PD: New Works

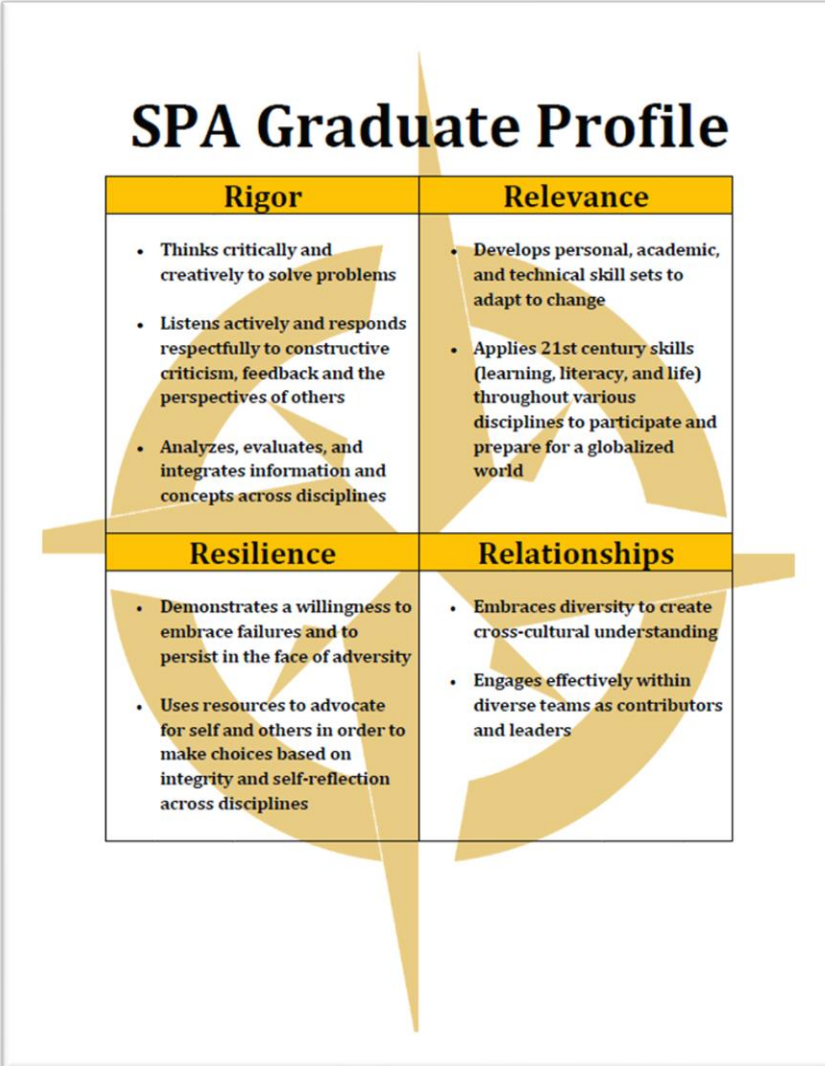
The 4 Rs: Rigor, Relevance, Resilience, Relationships

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

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:

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- I humble myself by entering each space with the mind of the beginner.
 - I believe that talent is not a substitute for training.
 - I understand that disappointment and discomfort can lead towards mastery and self-discovery.
 - I commit myself to the creation of meaningful, shared experiences.
 - I am always auditioning.

Career Technical Education

Career Technical Education (CTE) makes education relevant and important. According to the Association for Career and Technical Education, CTE programs currently serve more than 14 million students in 26,000 public high schools, 10,000 private secondary schools, and 1,200 two-year community and technical colleges nationwide (U.S. Dept. of Ed). At its core, the Career Technical Education mission is to prepare students for high-skill, high-demand careers. The SPA mission and vision aligns well with CTE:

- Relevance - Industry experience, work study, internships
- Rigor - Integrated PBL
- Relationships - Teamwork crucial in all careers
- Resilience - Completing CTE pathway at SPA is one indicator of College/Career Readiness

The CTE Pathways provide academic, technical, and employment skills designed to help students bridge the skills and opportunity gap and lead to employment. CTE classes give students the ability to learn the skills in order to help us gain and maintain a job in the future. They are given real-world examples to help them understand their academic classes, and CTE courses give them a chance to work as part of a team, which is a crucial element of any career.

The CTE Pathways at Contra Costa School for Performing Arts are in the Arts, Media & Entertainment sector:

- Performing Arts Pathway
 - Dance
 - Instrumental Music
 - Theatre
 - Vocal Music
- Production and Managerial Arts Pathway
 - Production and Design

SPA is working with the Contra County Office of Education to review the course progression in each SPA art major that align with CTE course progression. SPA graduation requirements now include the minimum CTE course progression, in addition to 20 more units. Furthermore, SPA is working with the Alameda County Office of Education's CTE Credential program. SPA will be supporting all arts teachers in earning their CTE credential.

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">• Walk Through Registrations• Teacher appreciation events• Family Communications• Campus Beautification Day• Volunteering for Choice Lunch program• Back to School night	<ul style="list-style-type: none">• Open House• Facilitated various fundraisers• Supporting all arts productions• Annual Gala• Promotion• Graduation/Grad Nite
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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 11th/12th grade Internships with various local venues.

Our current list of partners include:

<ul style="list-style-type: none"> • California Charter Schools Association • Silicon Schools Fund • The New Teacher Project • Oakland School for the Arts • Arts Schools Network • Concord Pavilion 	<ul style="list-style-type: none"> • Center for Community Arts • California Shakespeare Festival • American Conservatory Theater • Walnut Creek Rotary • Ultimate Field House • Leshner Center for the Arts
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Student Clubs and Service Organizations

Student generated clubs at SPA currently occur during SPARS (SPA Reads and Solves) 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 form with Student Leadership.

Current clubs include:

High School <ul style="list-style-type: none"> • Black Student Union • Green Teens • Interact • QSA (Queer/Straight Alliance) • Leadership • Yearbook • Drawing Club • Spanish Club 	Middle School <ul style="list-style-type: none"> • 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
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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 from grades 8-12 and is run by five student editors. Our editors are juniors and seniors who have been part of the club for at least three 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.

Bell Schedule

As a charter school, SPA has the opportunity to offer flexibility in scheduling so that our students can engage in a variety of activities to support their individualized instructional programs and extra-curricular activities. By addressing their individualized needs, SPA will be striving to curtail the drop-out rate and prevent the loss of students whose needs go unmet in traditional educational spheres.

While SPA believes that altering the time structure at SPA in and of itself will not improve classroom practices and student learning, SPA recognizes that it is an important factor and believes that alternative models of time should be continually examined in order to find the model most conducive to meeting the diverse and evolving needs of our community.

SPA also believes that in order for educators to learn from one another, time must be set aside during the school day for certificated personnel to meet and reflect both in smaller learning communities for interdisciplinary study and collaboration as well as within departments for vertical teaming, curriculum discussion, and professional development.

These priorities, in addition to the grade span instructional minute requirements established in education code, inform the annual adoption of the bell schedule.

Calendar

SPA is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered per Education Code Section 47612.5 (unless exempted by applicable law) and Title 5 California Code of Regulations Section 11960, respectively.

SPA will be very open to non-traditional calendar models based on the academic and performance programs as well as the needs and input of our families and community. SPA will also consider the calendars from surrounding school districts in order to optimize alignment for our families that have children in feeder schools.

Summer School

SPA has and may continue to operate its own summer school in a format that runs between four to six weeks as determined by the Administration. SPA will consider options ranging from direct, in-class instruction to online learning to a blended model depending on the needs of our student population, the effectiveness of the adopted model, and any budgetary or programmatic constraints.

Educational and Operational Software Platforms

SPA leverages vetted educational software to ensure the program is dynamic, customizable, and highly effective. The following is a list of currently deployed tools:

- PowerSchool – Student Information System
- Summit Learning Platform – Learning Management System
- Overgrad – College and Career Readiness System
- Edgenuity – Online, self-contained curriculum (credit recovery or acceleration)
- Google Apps for Education – Educational software suite
- Overdrive – Digital Library
- School Messenger – Community Communication Program (email, phone, sms)

Graduation Requirements

Contra Costa School of Performing Arts: Graduation Requirements					
	A-G: UC/CSU admission requirements	CTE: Career & Technical Education	SPA	SPA Honors	SPA High Honors
History / Social Science	"A" = 20 units <ul style="list-style-type: none"> • World History • US History 		40 units <ul style="list-style-type: none"> • World History • US History • Government/AP Gov • Economics 	40 units <ul style="list-style-type: none"> • World History • US History • Government/AP Gov • Economics 	40 units <ul style="list-style-type: none"> • World History • US History • Government/AP Gov • Economics
English	"B" = 40 units		40 units	40 units	40 units
Mathematics	"C" = 30 units <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II 		30 units <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II 	30 units <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II 	30 units <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II
Laboratory science	"D" = 20 units <ul style="list-style-type: none"> • Biology • Chemistry OR Environmental Science 		30 units <ul style="list-style-type: none"> • Biology • Chemistry • Environmental Science/AP 	30 units <ul style="list-style-type: none"> • Biology • Chemistry • Environmental Science/AP 	30 units <ul style="list-style-type: none"> • Biology • Chemistry • Environmental Science/AP
Language other than English	"E" = 20 units <ul style="list-style-type: none"> • 2 consecutive years of same language 		30 units <ul style="list-style-type: none"> • 3 consecutive years of same language 	30 units <ul style="list-style-type: none"> • 3 consecutive years of same language 	30 units <ul style="list-style-type: none"> • 3 consecutive years of same language
Visual & performing arts	"F" = 10 units	10 units <ul style="list-style-type: none"> • Introductory 20 units <ul style="list-style-type: none"> • Concentrators 10 units <ul style="list-style-type: none"> • Capstone 	60 units <ul style="list-style-type: none"> • CTE • Additional 20 units from any category 	80 units <ul style="list-style-type: none"> • CTE • Additional 40 units from any category 	110 units <ul style="list-style-type: none"> • CTE • Additional 50 units from any category
SPA Electives or College-prep elective	"G" = 10 units		10 units <ul style="list-style-type: none"> • Economics • The Senior Process • Other A-G approved arts 	10 units <ul style="list-style-type: none"> • Economics • The Senior Process • Other A-G approved arts 	10 units <ul style="list-style-type: none"> • Economics • The Senior Process • Other A-G approved arts
Physical Education			10 units	10 units	10 units
TOTAL	150 units	40 units	250 units	270 units	300 units

Credit may be earned only in classes not previously passed. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking honors or Advanced Placement Baccalaureate courses will earn extra grade points as determined by administrative policy.

Graduation requirements may change as determined by the Board of Directors, without need for material revision of the charter.

Accreditation, Transferability of Courses, and Eligibility of Courses to meet College Entrance Requirements

The Charter School earned initial accreditation from the Western Association of Schools and Colleges (“WASC”) which is a term of three years. SPA completed a full self-study and hosted a visiting team from WASC in March of 2020 and earned a full 6 year term of accreditation in July of 2020. The Charter School has also obtained “a-g” course approval from the University of California Regents for all eligible courses offered by the Charter School and continues to add new courses on an annual basis.

The Charter School will inform parents of course transferability of courses accredited by WASC through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public high schools and that outlines Charter School policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be designated as such in the parent/student handbook. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the “a-g” approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the “a-g” list and transferability of classes will be updated on an annual basis. A high school diploma will be issued to all students who meet the Charter School’s graduation requirements.

Professional Opportunities for Teachers

The founding and growth of SPA has created new professional opportunities for teachers in our community. Given the unique nature of SPA’s academic and art programs, teachers attracted to this pedagogy can employ their existing skillset as well as grow professionally as part of our team.

Since our inception, teacher voice has heavily informed the creation and evolution of our learning program. Each teacher on the SPA team has had the opportunity to put their individual fingerprints on our school design (a rare level of impact as compared to more traditional school environments and systems) and the success and growth of SPA has shown us how meaningful and beneficial that influence has been and will continue to be. Teachers are empowered and trusted leaders at SPA. Most importantly, as is true with students, teachers are at their best

when they are a part of the creative process and find the work relevant and informed by both their needs and expertise.

Professional Development

Professional development helps staff as well as students to attain high levels of achievement. SPA believes that professional development is an integral part of the Charter School and takes place in many forms and settings. In-service meetings, off-site professional conferences, workshops, hands-on technology demonstrations, and guest speakers in all disciplines will be used to educate, stimulate, and inspire personnel. Collaboration among faculty will be facilitated through the adoption of the Professional Learning Communities model (“PLC”). PLC time will be built into the professional development calendar. There will be a systematic analysis of student achievement data in order to drive programs and practices. There will also be a comprehensive professional development plan on an annual basis in order to create a structured and strategic growth model.

As an example of professional development focus areas, the following list has been identified for the 20-21 school year:

- Re-centering on SPA's foundational Mission, Vision, and Values
- Developing Distributed Leadership and Structures for Collaboration
- Culturally Responsive Education Skills and Practices
- Building Restorative Teaching and Learning Environments
- Enhancing Online Instructional Best-Practices in all Subject Areas
- Supporting a Robust and Positive Online School Community
- Socio-Emotional Learning and Wellbeing
- Special Education in the time of COVID-19
- Data Informed Instruction
- Career Technical Education
- Reframing a Deficit Mindset & Confronting the Opportunity Myth
- Mitigating Learning Loss and Holistic Strategies for Accelerating

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please refer to SPA’s Local Control and Accountability Plan (“LCAP”), attached as Appendix B, for a reasonably comprehensive description of the Charter School’s annual goals and specific annual actions to achieve those goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d).

In addition, attached as Appendix C, please find the WASC Action Plan from the 2019-20 Self Study. SPA had intended to use the goals enumerated in the Action Plan as the new goals for

the new 20-21 LCAP and update actions, services, and expenditures to achieve the State priorities accordingly. SPA was in the midst of the annual stakeholder engagement process in the winter of 2020 when in March of 2020 the LCAP process was interrupted by the COVID-19 pandemic and subsequently suspended by the Governor’s Executive Order and SB 98. When the LCAP process resumes, SPA intends to complete this transition, aligning all three guiding school documents: the LCAP, the WASC Action Plan, and this renewal petition. In compliance with SB 98 and Education Code Section 43509, SPA will prepare a Learning Continuity and Attendance Plan for the 2020-21 school year.

Consulting with Parents and Teachers

SPA believes that regular consultation and feedback solicitation from all stakeholders is critical to our growth and future success. Moreover, engagement and buy-in increases when individuals feel they are seen and heard and that the organization values their input.

SPA provides for ongoing and regular informal opportunities for stakeholder input. In addition, the following is a non-exhaustive list of formal and intentional consultation initiatives:

- Surveys – SPA administers surveys on a regular basis to collect quantitative and qualitative data from stakeholders. As one specific example, SPA administers the California Healthy Kids Survey which has versions for parents/guardians and staff in addition to the student version.
- State of the School Presentation – On an annual cycle, the Executive Director prepares and presents a “State of the School” address primarily targeted for parents/guardians and staff. This presentation covers all aspects of the school’s current state, the changes that have developed over the last year, and the vision for the future. Feedback is welcomed and requested as part of this address.
- Annual LCAP Update – As part of the Annual Update process, each stakeholder group is provided with multiple forums to weigh in on the LCAP and provide opinion and perspective on the school’s goals, actions, and expenditures.
- Accreditation Cycle – As part of the ongoing WASC accreditation process, SPA engages stakeholder representatives in a regular cycle of reflection, planning, and implementation.

Ensuring Equal Access to Curricula and Instruction

Research indicates that racial and ethnic minority, economically disadvantaged, English learners, and special education students have been underserved in educational tracking systems, formal and informal, in which expectations for their academic success are low. A diverse environment, comprised of a spectrum of students from the lower-performing to the high-achieving, has been shown to enhance learning for all students when a challenging and enriched curriculum is presented. All students at SPA will be guided through individual learning plan creation and will be supported with equal opportunity to dictate their educational path. While not every student

in heterogeneous classes will perform at the honors level, all students will benefit from exposure to a rigorous curriculum.

SPA's goal will be to:

- Enroll all students in rigorous academic programs that prepare them for success in higher education, career and adult life without the need for remediation
- Strongly encourage parent/guardian participation in intervention for students who drop below a C average
- Provide for flexible scheduling
- Allocate resources to provide the necessary support for academically low-achieving students
- Self-assess intervention plans regularly in order to develop additional programs to meet currently identified and future student needs
- Maintain high expectations that all students can and will learn to read, think critically, and synthesize material from a variety of sources to make informed decisions
- Target instructional resources to raise achievement among historically underrepresented students to achieve proficient or higher in mathematics, to successfully complete upper level mathematics courses
- Provide ongoing professional development and coaching to help certificated personnel understand and use specific instructional strategies to meet the needs of diverse learners, and support certificated personnel as they become reflective practitioners
- Monitor progress through state mandated tests, grades, benchmarks, and other valid assessment programs

SPA will also ensure the learning environment is supported by the following:

- All teachers are qualified and effective in developing and delivering curriculum and instruction in ways that encourage each student to meet and/or exceed proficiency in State Standards.
- All administrators are qualified and effective, as defined by SPA's employment qualifications and the California Professional Standards for Educational Leaders.
- Curricular materials are available, adequate, aligned to the State Standards, and are culturally, linguistically, and developmentally appropriate.
- A variety of interventions are available to meet students' learning and achievement needs and to help students reach and/or exceed proficiency in the State Standards.
- Technology is adequate, available, and supportive of the learning process.
- All students have access to safe and up-to-date classrooms and learning labs.
- Facilities and grounds are safe, clean, and well maintained to ensure access to Charter School resources.
- Materials and other resources are monitored to ensure they are allocated to students for whom they were intended.

- Accurate records are maintained to ensure an accountable and transparent system of resource allocation.
- Stakeholders annually review and reflect upon resources allocated and make adjustments according to student and community needs.
- All students have equal access to resources.

Ensuring Optimal Preparation for Entry into a Rigorous Learning Environment

SPA recognizes and embraces the spectrum of student abilities, learning modalities, and rates of development. The school will establish a “growth mindset” in all students in order to foster a positive and productive outlook on academic ability. SPA believes all students can achieve at high levels given the right time and support and wants to instill that belief in every individual that enters our program.

To this end, SPA conducts a New Student Orientation. This is an important program to help students integrate into the SPA community and culture and be prepared for success on day one of the new school year by understanding what tools, resources, and interventions are available to them. In addition, we have added important whole family and parent/guardian support programs that come with that start of the new school year and are interwoven through the calendar (these include Family Orientation, Learning Tours, Tech Support Sessions, etc.).

MTSS/RtI

SPA employs a Multi-tiered Systems of Supports (“MTSS”) approach to all aspects of educational programming that impact student performance in behavior, attendance, and grades (BAGs). The approach articulates a robust Tier 1 of universal, research-based, and data-driven structures, systems, and practices intended to comprehensively meet the educational needs of the majority (or at least 80%) of students.

SPA’s universal Tier 1 includes:

- Quality research-based Core Curriculum instruction for all students.
- Robust and ongoing compliance with the IDEA, IEP/504 Planning, Implementation, and Progress Monitoring, and the delivery of education and education related services.
- The utilization of NWEA Map for universal screening, progress monitoring, and diagnostic assessment in English, Math, and Science.
- A school-wide approach to Character Development and Socio-emotional Learning.
- The recruitment and retention of a diverse, highly trained, and appropriately certified staff.
- A proactive, frontloaded system for robust communication with and engagement of families, and broader school stakeholders.
- Comprehensive onboarding, induction, and ongoing professional development for staff which emphasizes proactive capacity-building in:
 - DEI/Culturally Responsive Education Sustaining Practices

- PL/DDI Strategies
- Pedagogy Centered on sustaining vibrant, inquiry-driven teaching and learning environments
- Restorative Approaches for sustaining positive school culture, climate, and discipline

Tier 2 of the MTSS utilizes diverse BAGs data to determine the need for rapid response interventions and supports to students who evidence the need for an additional layer of targeted educational programming.

Tier 3 of the MTSS utilizes progress monitoring data to determine the need for an additional layer of intensified educational programming characterized by weekly one-to-one or small group research-based supports.

Diversity Equity and Inclusion (DEI)

SPA faculty developed and instituted a Diversity, Equity and Inclusion committee. In the short time since its beginning, the DEI committee has taken on an integral role in the school community through:

- The drafting of a DEI Vision Statement
- Establishing initial DEI priorities; and
- Focusing on prioritizing DEI in hiring and recruitment practices

Due, in great part to these efforts, SPA recruited its most diverse group of new hires at SPA yet for the 2020-2021 school year.

Through the onset of the COVID-19 pandemic and with the challenge of school campus closure, the DEI committee became an important sounding board for the creation of all school virtual learning policies. The committee helped develop equitable language around grading, attendance and other operating policies to ensure we supported all of our students and families through this crisis. Our success in reaching and engaging all of our students during this unprecedented time is largely credited to the thoughtful approach the DEI committee took in crafting outreach efforts.

The DEI committee also pushed SPA to create professional development opportunities and focus on Culturally Responsive Pedagogy. Much of our 2020-2021 PD work will focus on realizing the vision espoused in the DEI statement and ensuring our teachers have the tools they need to be culturally responsive educators.

Culturally Responsive Education

SPA's approach to Culturally Responsive Education prioritizes building a strong and resilient restorative teaching and learning communities and informs all levels of its work. The SPA approach is characterized by the intentional building of systems, structures, skills, and practices

to, with increasing efficacy, respectfully engage a more diverse cross-section of the SPA community in highly relevant and student-centered teaching and learning. Building on a CRE tradition that focuses heavily on broad issue-sensitization to the impacts of history, educator mindset, behavior, and personal and institutional bias, SPA's work has emphasized the building of a wide array of CRE and Restorative Practices skills and practices highlighted in the works of Ladson-Billings (1994), Gay (2002), and Chalwell (2018). This ongoing teacher development is embedded in a year-long professional development plan for the 2020-2021 school year and beyond.

Academically High-Achieving Students

SPA believes that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary opportunities. We are as committed to meeting the special needs of academically high-achieving students as we are to other special needs groups. High-achieving students may be identified through data analysis by their teachers due to consistent achievement that is beyond the typical bell-curve and refer them for counseling; however, these types of students also often self-identify. Differentiated instruction will be a core principal of every classroom, but students at SPA also have the ability to work with their counselor to design a high school plan that meets their needs.

The academic program will also implement instructional technology in classes that will have adaptive qualities. Research supports the efficacy of "smart" educational programs and their ability to assess, differentiate, and drive results in ways that surpass individual teacher ability. Time is a factor that contributes to the achievement gap. When content and pacing become dynamic (which is the key factor these programs bring to the table) students can excel and also receive additional support as needed and without the constraints of a rigid or static curriculum.

As a charter school, SPA can offer flexible scheduling to allow students to engage in a variety of opportunities to support individualized instructional programs. With the options of honors and AP classes, dynamic and rigorous curricula can be offered to all students at SPA to meet their individual academic needs.

Academically Low-Achieving Students

SPA believes in a pro-active approach to academically low-achieving students in order to facilitate improved student achievement and pre-empt failure. SPA has adopted a Multi Tiered System of Supports ("MTSS") as schoolwide protocol as noted above.

SPA offers intervention to address each student's specific learning need. Cumulative records will be reviewed for incoming students and they will take diagnostic assessments in math and reading. This will aid in the correct identification of and placement for students who demonstrate a lower aptitude in some areas and will enable them to achieve at a level appropriate and consistent with their skills and ability levels. Parents will be notified of diagnostic results.

Student 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. The following is a list of interventions open to all students during the 2019-20 school year:

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 att

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.

Student Success Teams

Students who continue to demonstrate a consistent pattern of low academic achievement may be reviewed by a student success team (“SST”) comprised of parent(s), administrator, and teachers, and referred for intervention or assessment as appropriate.

The SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST identifies and clarifies problems and issues; develops strategies, and organizes resources; provides a system for support accountability; and serves to assist and counsel the student and their family. SSTs are a general education program of the school as all types of students can benefit from engaging in this process including, but not limited to, those students performing below or above grade level, students who have experienced emotional or social trauma, students who have behavioral issues, and those that have language barriers. Anyone who has concern for a student can refer that student for SST consideration (teacher, counselor, administrator, parent, student themselves). The generally accepted steps for an SST meeting are as follows:

- 1) Team members introduce themselves and their roles
- 2) The coordinator states the purpose and process of the SST meeting
- 3) A timekeeper is appointed
- 4) Student strengths are identified, recorded, and discussed
- 5) Student concerns are identified, recorded, and discussed
- 6) Any other pertinent information is shared (previous meetings, modifications, etc.)
- 7) Concerns are synthesized and foci are chosen
- 8) Strategies to support the foci are brainstormed
- 9) The team chooses actions
- 10) Individuals make commit to accountability for pertinent actions
- 11) Responsibilities are delineated and timelines are established
- 12) Follow-up meeting date is set

After implementation of an SST plan and follow up, the efficacy of the support system is evaluated. Adjustments and/or additional supports may be added to the plan. If necessary and appropriate, a referral for special education or Section 504 assessment may be deemed necessary.

In order to facilitate student achievement, SPA may implement advisory periods, essentially assigning every teacher with a caseload of students. This will ensure proper monitoring of student progress as well as a vehicle for delivering supports and interventions as needed. Students will also have an assigned counselor who will run SSTs and develop Individualized Learning Plans (“ILP”) as needed. SPA will also hold summer, weekend, and after school interventions to address each student’s specific learning needs as needed.

SPA will implement a summer transition program for incoming students. The length of transition program will be based on need. For example, students who are assessed as below grade level expectations may be placed in summer academic intervention programs focused on developing and strengthening math and reading skills in addition to instruction in successful student

practices and study skills such as time management and organization. Diploma requirements will also be previewed so that students understand the credit-building goal to graduation. Students will continue to receive proactive intervention through additional learning supports including before and after school and Saturday tutoring and classes.

Additional instructional strategies will be employed in order to maintain a high level of support for low-achieving students. Students lacking necessary skills to succeed in their courses will be enrolled in an intervention program best fitting their individual needs as determined by an assessment conducted by qualified personnel. They will be enrolled in classes better aligned to their ability levels, in mandatory intervention or acceleration programs simultaneously with their ongoing course schedule, or in intervention/acceleration skills courses during winter or summer session breaks.

As mentioned above, the academic program will also implement instructional technology in classes that will have adaptive qualities. Research supports the efficacy of “smart” educational programs and their ability to assess, differentiate, and drive results in ways that surpass individual teacher ability. Time is a factor that contributes to the achievement gap. When content and pacing become dynamic (which is the key factor these programs bring to the table) students can excel and also receive additional support as needed and without the constraints of a rigid or static curriculum. Not only do these programs provide personalized instruction, but they also are constantly disaggregating and pushing data. SPA teachers will be trained in how to analyze this data and provide appropriate interventions. Data driven decision-making is imperative for supporting student achievement.

As a charter school, SPA can expand and enhance the many intervention opportunities possible for students.

English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Under the management of the Executive Director, SPA will ensure that all teachers providing EL instruction have the appropriate credential or authorization to teach in their assignment.

SPA will make support for English Learners a primary focus of the school culture. This will be ensured by translating key parent materials into Spanish, providing Spanish language texts to support core concepts in content areas, providing translators at parent events, meetings, and trainings as necessary according to attendees, and ensuring that all instructional staff

development efforts specifically address the needs of English Learners. Literacy efforts will target the needs of English Learners including writing across the curriculum. SPA will partner with EL parents and empower them to engage in and support their children's education. SPA will also establish an English Learner Advisory Committee ("ELAC") if/when the EL population surpasses the required number of students that, in a school district, would mandate an ELAC.

A. Initial Identification and Assessment

Students with limited English proficiency will receive guidance for proper program placement and support services according to their needs to ensure that the instructional programs are comprehensible and understandable. The Charter School shall timely identify language-minority students who have limited proficiency in reading, writing, speaking, or understanding English and will provide those students with an effective language instruction educational program that also affords meaningful access to the school's academic content, as described below.

Home Language Survey

At the time of enrollment, all parents fill out an enrollment form, which shall include a Home Language Survey ("HLS"). The survey is used to determine the primary language of the student and is on file for each student in the SPA office in the cumulative folder and in the student's English Learner folder. The application and language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA

results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

B. Program Placement Options

English Language Development (“ELD”) shall be a part of each English Learner’s instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be incorporated within the language arts curriculum and is taught daily for a minimum of 30 minutes in grades K-12. The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet the CCSS standards in English Language Arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the

end of the early advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's progress in English, each English Learner is assessed annually with the ELPAC, as described above. Additional assessment obtained from the ELD curriculum and teacher observation are also considered to determine progress.

C. Instruction and Curriculum

To ensure that all students have access to the curriculum, instructional programs for ELs are designed to promote the acquisition of high levels of English language proficiency, as well as access to the curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing ELD instruction by a qualified teacher in conjunction with general education instruction (integrated ELD), or as a separate daily component if general education instruction occurs in the student's primary language (designated ELD). Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

All EL students use a variety of English support materials as well as at least one curriculum specifically designed for ELD instruction. SPA is currently implementing a combination of "Foundations" supports within the Summit Learning Platform and Rosetta Stone "Foundations" program. While both programs share the same title, the Summit Learning Foundations offers integrated ELD with curricular scaffolding and SDAIE strategies to increase access to the base curriculum. The Rosetta Stone Foundations K-12 provides a platform for designated ELD instruction to assist English learners to develop critical English language skills necessary for academic content learning in English. SPA will annually review ELD curriculum and programming and make changes when deemed necessary based on student outcomes and teacher preferences.

D. Reclassification

English Learners who demonstrate English language proficiency comparable to that of the average native English speaker, and who can participate effectively in a curriculum designed for pupils of the same age whose native language is English will be reclassified as Fluent English Proficient (R-FEP). SPA recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation. Once a student has demonstrated that s/he is ready to participate fully in all-English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures, including the reclassification criteria described below: 1) teacher evaluation of the student's classroom performance, 2) parent opinion and consultation, 3) objective assessment of the student's English language proficiency using the ELPAC, and 4) academic achievement as measured by the CAASPP.

E. Reclassification Criteria

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

F. Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring. However, the classroom teacher, administrators, or parents may initiate the process at any time.

SPA personnel will collect objective assessment data and disseminate a list of English Learners who achieved English proficiency as well as basic skills requirements. The Student Records Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in academic content areas, 2) conduct a writing assessment, and 4) recommend or deny the student's reclassification to fluent English proficient.

Consultation of the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation. A certificated teacher holding a credential authorizing instruction of English Learners and SPA administration must review and sign the Student Reclassification Worksheet. The signed documentation must be placed in the student's cumulative file and a copy kept in the Student Records Department.

G. Monitoring of Reclassified Students

SPA staff will use the CAASPP/CMA/CAPA, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than four years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

H. Evaluation of Program Effectiveness

SPA evaluates the effectiveness of its education program for ELs by:

- Adhering to SPA-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students with Disabilities

Overview

SPA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

SPA is its own local educational agency ("LEA") and has secured membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). SPA intends to continue its membership in the El Dorado County Charter SELPA during the term of its charter and will comply with all applicable laws, regulations, and SELPA policies in the event it becomes appropriate to transfer membership to a different SELPA.

SPA's application and acceptance as an independent LEA member of a different SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, SPA shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

SPA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

SPA may request assistance from the SELPA in obtaining contract services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation), subject to SELPA approval and availability. SPA may also provide related services by hiring credentialed or licensed providers

through private agencies or independent contractors. All staff members providing special education services shall be appropriately credentialed.

SPA shall be solely responsible for its compliance with Section 504 and the ADA. SPA shall assume full responsibility for appropriate accommodation to address the needs of any student. All SPA staff members providing services to students pursuant to IDEA and Section 504 will be familiar with the identified needs of the student. SPA acknowledges that it is responsible for providing special education, instruction and related services to the students enrolled in the school SPA regardless of students' district of residence.

The facilities to be utilized by SPA shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

SPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program at SPA. A student who has a physical or mental impairment that substantially limits one or more major life activities has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports

to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the SPA's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

SPA shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

SPA will provide services for special education students enrolled in the school. SPA will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

SPA agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to SPA students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at SPA will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. SPA staff shall participate in SELPA in-service training relating to special education.

SPA will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. SPA shall ensure that all special education staff hired or contracted by SPA is qualified pursuant to SELPA policies, as well as meet all legal requirements. SPA shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to SPA students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

SPA shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. SPA will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

SPA shall have the responsibility to identify, refer, and work cooperatively in locating SPA students who have or may have exceptional needs that qualify them to receive special education services. SPA will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

SPA will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. SPA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. SPA shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

SPA shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPA shall be responsible for having the following

individuals in attendance at the IEP meetings: the Executive Director and/or SPA designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other SPA representatives who are knowledgeable about the general education program at SPA and/or about the student. SPA shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

SPA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible SPA students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

SPA shall be responsible for all school site implementation of the IEP. As part of this responsibility, SPA shall provide parents with timely reports on the student's progress as provided in the student's IEP, at least as frequently as reports are provided for SPA's non-special education students. SPA shall also provide all home-school coordination and information exchange. SPA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

SPA shall comply with Education Code Section 56325 with regard to students transferring into SPA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in SPA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, SPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time SPA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into SPA from a district operated program under the same special education local plan area of SPA within the same academic year, SPA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and SPA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to SPA with an IEP from outside of California during the same academic year, SPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until SPA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by SPA, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

SPA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Specialized Instruction and Services Available at the Charter School

SPA provides, directly or indirectly, instructional and other specialized services for students whose needs have been identified by the Individualized Education Plan (IEP) team as being exceptional. Services are determined by a student's current IEP and any updates documented by the IEP team. SPA ensures that the least restrictive environment is determined and maintained as appropriate; this can include mainstream regular education classrooms with push-in or pull-out supports, special education classrooms by subject or as a generalized resource setting, or a self-contained special day class.

Provision of Designated Instruction and Services (DIS)

SPA shall provide or arrange for Designated Instruction and Services (DIS) to students pursuant to determination by the IEP team, with appropriate consultations and in accordance with applicable laws, regulations, and SELPA policies, as necessary to ensure that the student receives FAPE. See, *e.g.*, <https://charterselpa.org/selpa-policies-and-administration-regulations/>. SPA acknowledges that DIS may include, adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in SPA. In determining the scope of DIS that shall be provided, SPA shall adhere to Education Code Section 56363, which provides that DIS includes, but is not limited to:

1. Language and speech development and remediation
2. Audiological services
3. Orientation and mobility services
4. Instruction in the home or hospital
5. Adapted physical education
6. Physical and occupational therapy
7. Vision services
8. Specialized driver training instruction
9. Counseling and guidance services, including rehabilitation counseling

10. Psychological services other than assessment and development of the individualized education program
11. Parent counseling and training
12. Health and nursing services, including school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program
13. Social worker services
14. Specially designed vocational education and career development.
15. Recreation services
16. Specialized services for low-incidence disabilities, such as readers, transcribers, and vision and hearing services
17. Interpreting services

Transportation

SPA shall not provide or arrange for transportation to and from school, unless required for a student with disabilities pursuant to determination by the IEP team, with appropriate consultations and in accordance with applicable laws, regulations, and SELPA policies, that transportation must be provided in order to ensure that the student receives FAPE. In such case, transportation shall be provided to the student in accordance with the terms of their IEP and applicable state and federal laws and regulations and SELPA policies.

Non-discrimination

It is understood and agreed that all children will have access to and equal opportunity to participate in programs at the Charter School and SPA, including nonacademic and extracurricular services and activities and no student shall be denied admission nor counseled out of SPA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services. SPA will not ask or require students or parents to waive the right to a free appropriate public education in order to attend SPA.

Parent/Guardian Concerns and Complaints

SPA shall adopt policies for responding to parental concerns or complaints related to special education services. SPA shall receive any concerns raised by parents/guardians regarding related services and rights.

SPA's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

SPA may initiate a due process hearing or request for mediation with respect to a student enrolled in SPA if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, SPA shall defend the case.

SELPA Representation

SPA understands that it shall represent itself at all SELPA meetings.

Dispute Resolution Procedures

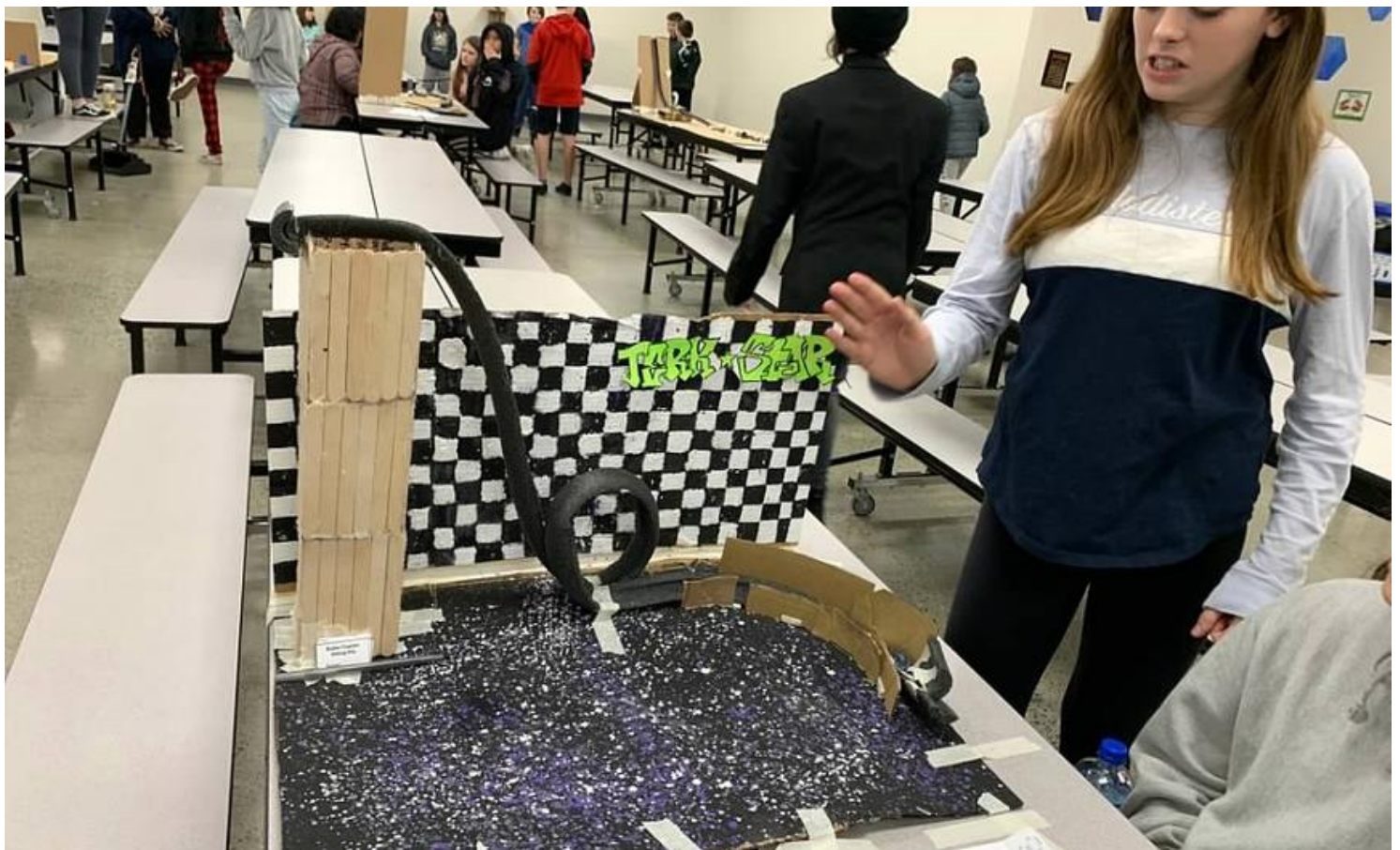
In the event of any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in SPA, SPA shall observe all dispute resolution policies of the SELPA.

Funding

SPA understands that it will be subject to the allocation plan of the SELPA.

Element 2

Measurable Student Outcomes



ELEMENT 2

Measurable Student Outcomes:

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(c)(5)(B)

As a public charter school, we recognize and accept a heightened accountability for reaching ambitious standards for student achievement.

SPA has clearly defined schoolwide and student outcome goals in compliance with California Education Code sections 47605(c)(5)(B) and 52060(d).

SPA will pursue schoolwide and subgroup outcome goals, as measured by multiple and varied interim assessments that are aligned to state and federal standards, including the Common Core State Standards, and reflect proficiency measures required by the CAASPP, as well as grade-level applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

- The subgroup consists of at least 30 pupils each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

Actions intended to ensure that SPA meets its goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.)

Accomplishments in each of the goals and outcomes directly support our mission to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting.

SPA will continue to examine and refine details of student outcomes to reflect any changes to state or local standards and better serve our school mission, students and community.

Goals, actions, and measurable outcomes aligned with the eight state priorities:

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of SPA's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in SPA's LCAP. Each of these goals addresses the unique needs of all students attending SPA, including our numerically significant student subgroups. The metrics associated with these goals help SPA to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

SPA's LCAP identifies the skills, knowledge, and attitudes that reflect SPA's educational objectives and how they are assessed by objective means that are frequent and with sufficient to determine whether pupils are making satisfactory progress. SPA's LCAP includes a discussion of its Dashboard performance. A detailed discussion of SPA's performance on the Dashboard is included in the section on the renewal standard, above.

Pupil achievement measurements will include the following elements:

- (A) Alignment with state priorities 52060 (d)
- (B) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.
- (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,
- (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC or any subsequent assessment of English proficiency, as certified by the state board.
- (E) The English learner reclassification rate.
- (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
- (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.

The current LCAP is on file with the County and is also available on SPA's website and is attached as Appendix B. SPA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. SPA reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. SPA shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by SPA at the school site.

Element 3

Methods of Assessing Pupil Progress



ELEMENT 3

Methods of Assessing Pupil Progress Toward Meeting Outcomes:

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C)

Assessments

SPA will meet all statewide standards and will conduct all pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the LCAP attached as Appendix B for a description of the assessments SPA shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. SPA affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Schoolwide and student subgroup progress at SPA will be objectively measured by state-mandated annual assessments within the CAASPP assessment system for each grade (e.g., the Smarter Balanced Assessments, the California Science Test (“CAST”), the California Modified Assessment (“CMA”), and the California Alternate Assessment (“CAA”), the Physical Fitness Test (“PFT”), and the ELPAC).

Progress is also measured by classroom observations and formal formative and summative assessments, including essay exams, presentations, projects, rubrics, annual participation reports, and peer/teacher feedback. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the Student Information System. Student progress is tracked through portfolio assessment and the SPA online grade book (PowerSchool), which allows for full communication between the classroom teacher, parent, and student.

Use and Reporting of Data

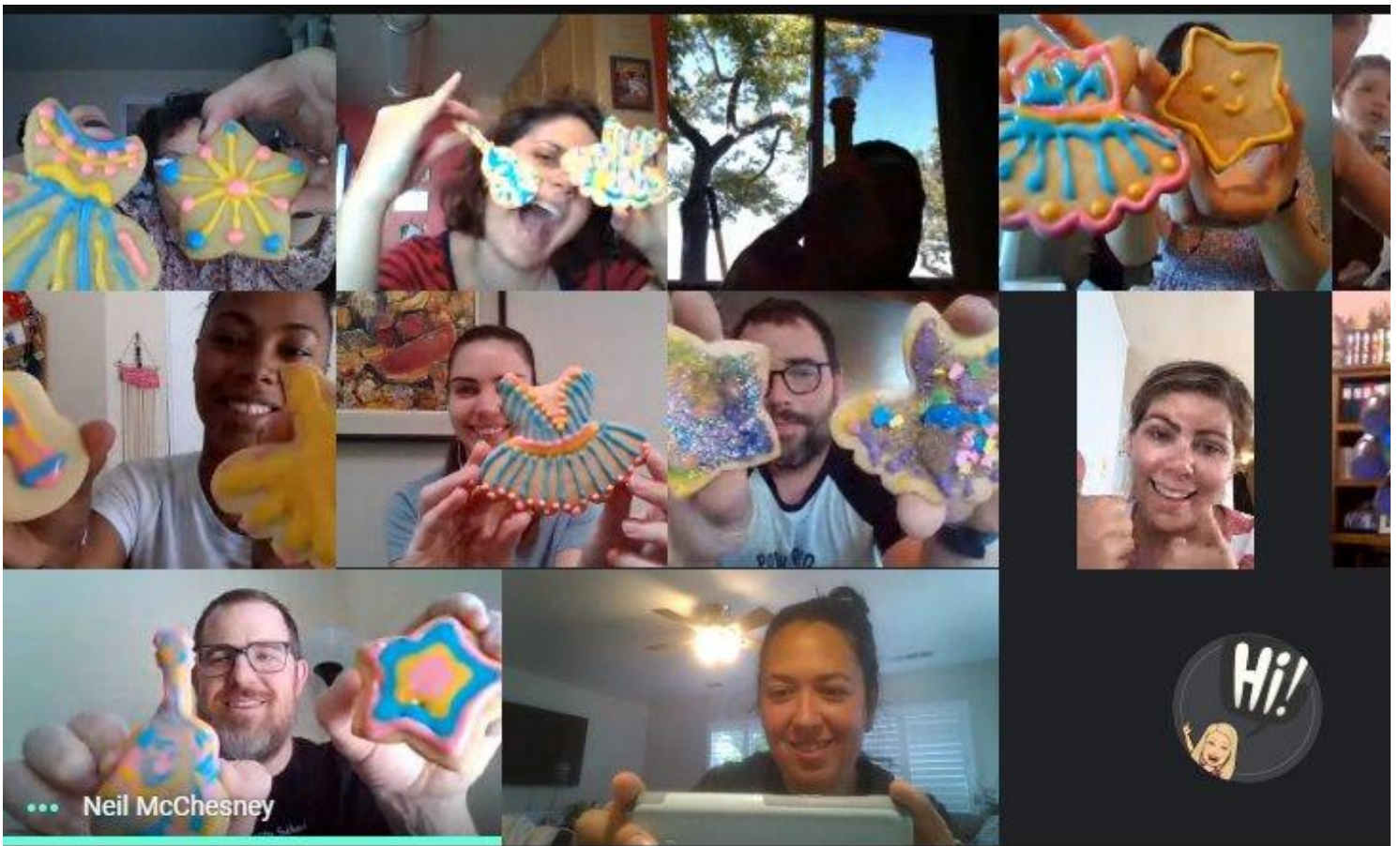
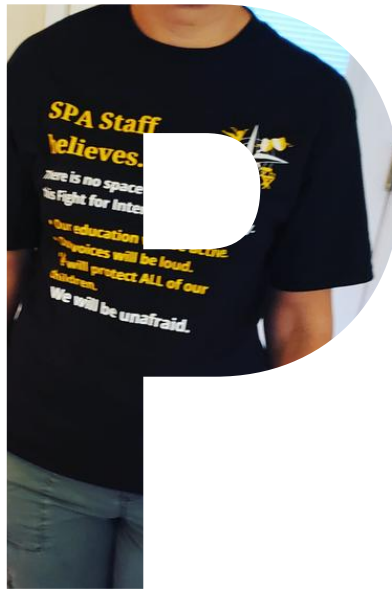
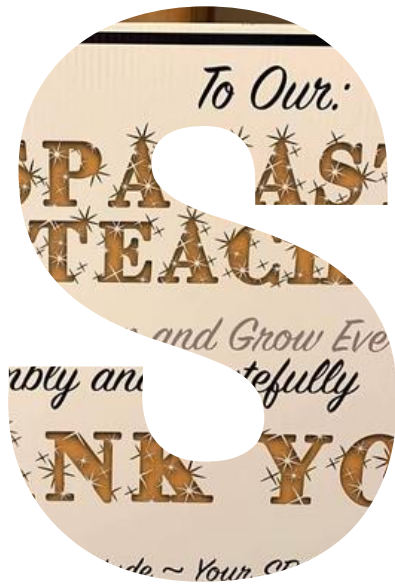
SPA shall be held accountable for meeting state and federal measurable student outcomes within a performance-based accountability system. SPA shall participate in the CAASPP assessment system and utilize the School Accountability Report Card (“SARC”), report cards, parent-teacher conferences and the LCAP as ways for parents to access and participate in SPA’s educational program as a means to be accountable to students, the County, and the public in general. SPA shall utilize PowerSchool Student Information System as a means of evaluating the effectiveness of, and need for, modifying the educational program or adding new program initiatives. Results shall be analyzed amongst teachers and administrators, and shared, explained and discussed through our Board of Directors and with representatives of the County. The Executive Director shall develop a professional development model that outlines when data is shared and reported. Overarching analysis shall be conducted with teaching staff and monthly grade level cohort meetings to discuss student achievement data. The Executive Director shall be responsible for reporting to the Board of Directors on a regular basis on student achievement.

SARC and LCAP

SPA will comply with state mandated requirements applicable to charter schools regarding the SARC and LCAP each year.

Element 4

Governance Structure



ELEMENT 4

Governance Structure:

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

Nonprofit Public Benefit Corporation

SPA will be a directly funded independent charter school and will be operated by ChartHouse Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law.

SPA will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and SPA. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of SPA, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SPA as long as the County has complied with all oversight responsibilities required by law.

Attached, as Appendix A, please find the ChartHouse Public Schools Articles of Incorporation, which have been filed and approved by the Secretary of State. The operative Bylaws and Conflict of Interest Code are also attached. A copy of the Conflict of Interest Code has been submitted to the County Board of Supervisors as required by law.

Board of Directors

SPA will be governed by the nonprofit Board of Directors (or “Board”) of ChartHouse Public Schools, in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board will meet regularly, at least once per month during the school year, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board shall establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings.

The Board is fully responsible for the operation and fiscal affairs of SPA, including, but not limited to, the following:

- Strategic planning
- Annual budget development and approval
- Fiscal oversight
- Hiring (or contracting for), supervision, evaluation, discipline, and dismissal of the Executive Director and hiring, discipline and dismissal of all other employees upon the recommendation of the Executive Director
- Adoption of the school calendar
- Oversight of curricular and extra-curricular programs
- Approval of community service programs
- Approval of graduation requirements
- Oversight and adoption of school policies
- Maintenance of strong Charter School-community relations
- Establishment of ad hoc hiring committees composed of a variety of stakeholder representatives, depending on the position
- Regular measurement of progress toward pupil outcomes
- Approval of all contractual agreements
- Approval and monitoring of the implementation of general policies of the Charter School
- Approval of annual independent fiscal audit
- Appointment of an administrative panel or acting as a hearing body to take action on recommended student expulsions

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of SPA any of those duties with the exception of budget approval or revision, approval of the fiscal audit, hiring and evaluation of the Executive Director, termination of employees, and the adoption of Governing Board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

ChartHouse Public Schools shall abide by an adopted Conflicts of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, Corporations Code conflict of interest rules, and shall be updated with any charter school-specific conflicts of interest laws or regulations applicable in the future. As noted

above, the Conflict of Interest Code is attached within Appendix A. As required, each updated Conflict of Interest Code will be submitted to the Contra Costa County Board of Supervisors for approval.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. A board member orientation training will also be provided to all new members of the Board of Directors.

Composition of the ChartHouse Public Schools Board of Directors

The Board shall have no fewer than five (5) and no more than (9) directors. All directors shall be designated by the Board of Directors. The Board of Directors will reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling SPA's unique mission.

In accordance with Education Code Section 47604(c), the County may appoint a representative to sit on the Board of Directors. If the County chooses to do so, SPA may appoint another director as necessary ensure that the Board is maintained with an odd number of directors.

Each director shall serve two (2)-year terms.

As specified in the bylaws, no persons serving on the Board can be "interested persons."

The Executive Director

The Executive Director will be the leader of the Contra Costa School of Performing Arts. The Executive Director will, among other things, ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Board of Directors, and s/he is responsible for the orderly operation of SPA and the supervision of all employees in SPA.

The Executive Director is assigned to perform assigned tasks directed from SPA Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure SPA enacts its mission and complies with its charter
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of SPA
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants

- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County
- Identify the staffing needs of SPA and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote SPA in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County
- Provide all necessary financial reports as required for proper attendance reporting
- Develop SPA's annual performance report and the SARC and the LCAP
- Present independent fiscal audit to the Board of Directors and after review by the Board of Directors present audit to the County Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of SPA or other appropriate employee or third-party provider.

Parental Involvement in Governance

SPA believes that parent involvement in governance is incredibly important for the success of the organization and that this stakeholder group should be engaged in the highest levels of decision making. As such, the following initiatives are in place:

- The Bylaws of ChartHouse Public Schools requires a minimum of one Board seat to be filled by a current parent or legal guardian.

- The Board has established several standing committees (current committees listed below) and works to encourage and include parent membership.
 - Academic Excellence
 - Finance
 - Governance
 - Renewal
 - Outreach and Enrollment
 - Development
- SPA facilitated the creation of a parent organization called “Ensemble” and works in tandem with them to support the school mission. Ensemble has now been established as an independent 501c3 not-for-profit organization and holds its own elections for parent leadership, manages its own financials, and sets its own annual goals and objectives in consultation with SPA.
- SPA parents/guardians are regularly engaged in the annual LCAP process including the dissemination of school performance data, the assessment of progress, and the development of actions and services aligned with the eight State priorities.
- The Executive Director or designee shall maintain and regularly share a list of parent/guardian volunteer opportunities to promote participation and inclusion. In accordance with Education Code Section 47650(n), no child will be excluded from SPA or school activities due to the failure of his or her parent or legal guardian to participate in volunteering opportunities.

Element 5

Employment Qualifications



ELEMENT 5

Employment Qualifications:

The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E)

Code of Professionalism

All staff members shall recognize the magnitude of the responsibility being accepted in the field of education. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Qualifications of Key Employees

SPA does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California, federal, or local laws and regulations.

Prior to beginning employment, all employees must be fingerprinted and receive background clearance in accordance with Education Code Section 44237 and shall provide proof of tuberculosis risk assessment or examination in accordance with Education Code Section 49406.

Administrative Team

Administrators at SPA should possess:

- An educational vision that is consistent with SPA's mission and educational program,
- A global frame of reference
- Leadership abilities such as public speaking, motivational skills, relationship building, skills in hiring, mentoring, and coaching to maximize their full potential
- Technological and data experience
- Business and legal experience

The most important criteria for administrative candidates include the following qualifications:

- M.A. degree or equivalent
- Teaching credential
- Minimum of five years teaching experience
- Administrative Services Credential
- Positive references from most recent employment, college, or grad school
- Evidence of educational experience after college

Teachers

SPA will hire appropriately qualified teachers. SPA will adhere to Education Code Section 47605(l), which states:

(1) Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

(2) By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

SPA teachers and paraprofessionals shall meet all applicable requirements under the Every Student Succeeds Act.

The most important characteristics of teachers are:

- Professionalism
- Effective classroom management skills
- Commitment to lifelong-learning and professional development
- Ability to work cooperatively and collaboratively with the school community
- Expertise in at least one subject
- Critical constructive thinking
- Demonstrable effectiveness in teaching

- Productive use of technology
- A willingness to take responsibility and exercise leadership for the Charter School as a whole

Although we expect our teachers to have additional qualifications, the minimum criteria for consideration include the following qualifications:

- B.A. or B.S. degree
- Subject matter competence (as evidenced by degree, subject waiver/course work, CSET, or work experience)
- Passing of CBEST and possession of a valid credential or appropriate authorization to teach in their area of assignment
- Completion of a teacher-training program at an accredited university
- Evidence of educational experience after college, if applicable (i.e. fellowships, graduate work, etc.)
- Evidence of successful classroom teaching experience, if applicable

Exceptions to the above qualifications may be made by the Executive Director for hiring staff in special areas as long as Education Code Section 47605(l) is followed.

Credentials will be maintained on site and monitored on an ongoing basis by the Executive Director. The Human Resources Manager (or similar role) will maintain a database. Monthly reports will be generated to check for credential expiration status. Reminder notifications will be sent to individuals three months prior to credential expiration date. The Human Resources Manager will print hard copies of credentials from the California Commission on Teacher Credentialing Website and keep the file on site. Copies will be available for review by the authorizer upon request.

Counselors and Other Non-Teaching Certificated Staff

Non-teaching personnel will possess appropriate credentials for the specific positions, such as Pupil Personnel Services credential for Counselors.

Candidates for these positions will have evidence of adequate professional training and/or experience. A bachelor's degree is required for all positions. Desirable qualifications would include a Master's or higher degree with full clear credentials/licenses for the appropriate field.

In special circumstances, exceptions to the above qualifications may be made by the Executive Director for hiring non-teaching certificated staff such as counselors from another state with adequate professional training who are qualified to receive a California credential within a reasonable amount of time after being employed.

Non-Teaching Employees

Non-teaching employees, who may include office staff, maintenance staff, custodial staff, grounds-keeping staff, food service staff, aides, and paraprofessionals, serve in support roles to keep SPA operating efficiently. If SPA receives Title I funding, it will ensure paraprofessionals are qualified to the extent required under state and federal law applicable to charter schools. The following will be required for all non-certificated position candidates:

- High school diploma or equivalent
- Background/fingerprint/TB clearance

Element 6

Health and Safety Procedures



ELEMENT 6

Health and Safety Procedures:

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282-*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, the ChartHouse Public Schools Board of Directors will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into SPA's family and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and the Board. SPA shall ensure that staff are trained annually on the health and safety policies. These materials have been previously provided to the County. Any further versions will be provided to the County for review.

The following is a summary of the health and safety policies that shall be adopted and maintained by the Charter School:

Procedures for Background Checks

Employees and contractors of SPA will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SPA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of SPA shall monitor

compliance with this policy and report to the ChartHouse Public Schools Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. SPA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

SPA will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. SPA will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by SPA.

Diabetes

SPA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

SPA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. SPA shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

SPA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

To the extent SPA's student population meets or exceeds the 40% federal pupil poverty threshold, SPA will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

SPA shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

SPA shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address SPA's procedures for complying with applicable laws

related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from SPA
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

SPA shall adhere to an School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

SPA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

SPA shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

SPA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. SPA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. SPA shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

SPA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Board of Directors shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at SPA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with SPA's anti-discrimination and harassment policies.

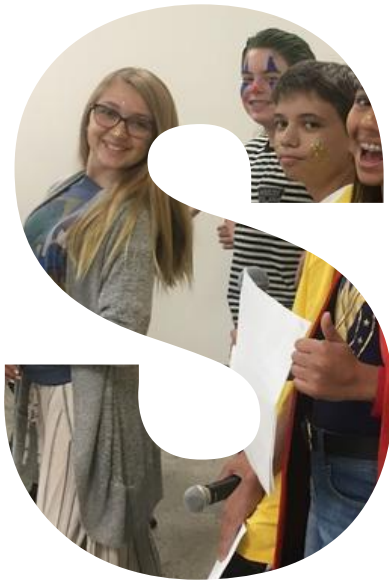
A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. SPA shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

SPA shall adopt procedures for preventing acts of bullying, including cyberbullying. SPA shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Element 7

Student Population Balance



ELEMENT 7

Student Population Balance:

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G)

Subject to the constraints of current state law, which requires admission by public random drawing and without discrimination based on the characteristics set forth in Education Code Section 220, SPA seeks to mirror as closely as possible the diversity of the territorial jurisdiction of the District, including with regard to socio-economic status, race and ethnicity, special education status, and English learner status.

Annual recruitment and outreach efforts to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils reflective of the general population residing within the territorial jurisdiction of the District shall include but is not limited to the following:

Open Houses/Information Meetings – SPA holds multiple events of this kind each year for interested families. These open houses are held at the school site and offer families the opportunity to tour the campus and learn more about the school’s educational program, mission and vision, instructional practices, and accomplishments. Spanish language interpreters are provided.

Print Media – SPA invests annually in advertisement space and/or front-page stickers for local newspapers and other appropriate print media (e.g. *East Bay Times*). The messaging for these media outlets is focused on further promoting our open houses, community informational meetings, and various open community school events (e.g.

arts performances).

Online Media – SPA utilizes online multimedia options for advertisement including *Claycord, Patch, Next Door*, and other public, open-source social media platforms. SPA maintains its own dynamic and user-friendly website. The SPA website includes detailed information including the school’s charter, mission and vision, instructional practices, student registration, upcoming meetings, board members, staff members, policy and procedures, and contact information. Spanish translations are made available. This is a primary source of information for current and prospective families as well as the community at large. SPA also keeps active their own social media accounts including Facebook, Instagram, and Twitter and leverages marketing and advertising tools on these platforms.

Brochures/Fliers – SPA sends out and actively posts in public places fliers in English and Spanish outlining our vision and mission statements for the school, for the purpose of student recruitment. These efforts are widespread and ubiquitous, but additional layers of outreach also target students who are actively involved in community and cultural arts programs outside the public-school system and who are approaching or are of middle or high school age. The fliers and brochures invite families and students to attend the school’s open houses, attend information meetings or performance, or visit the school for more information at any time. SPA invests in direct mail services to support pervasive saturation.

SPA Tours – SPA provides for regular and ongoing school tours to the community. The primary focus of these tours is for recruitment and outreach purposes. Tours are facilitated by students and staff (including Spanish speaking staff and students as needed) and give prospective families as well as the public at large first-hand experience of the SPA program during a regular school day.

Feeder School Articulation – SPA attempts active engagement with all feeder schools in the community in order to ensure all families understand public-school matriculation options.

Parent and Community Involvement – SPA works to increase parent and community involvement in all of the outreach activities, which not only encourage additional student enrollment but also strengthens stakeholder engagement in our school. Our parents, students, and community members are our best marketers and provide first-hand accounts of the successes of our school. Business and non-profit partners throughout the community regularly work with SPA to promote the school and attract new families. Local elected officials and related city or county run systems/organizations also receive information and collaborate on recruitment efforts.

SPA shall maintain an accurate accounting of the balance of students enrolled in the school, according to the characteristics subject to this element. Such data shall be reviewed by

administration at least annually, whereby modifications to the recruitment and outreach efforts described above may be made.

Element 8

Admission Policy and Procedures



ELEMENT 8

Admission Policies and Procedures:

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

The Contra Costa School of Performing Arts will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220, including but not limited to on the basis of academic performance, disability, race or ethnicity, national origin, immigration status, English learner, neglected, delinquent, homeless, economically disadvantaged, foster youth, gender, gender identity, gender expression, religion, or sexual orientation.

SPA shall admit all pupils who wish to attend SPA, who meet the admission requirements. No test or assessment shall be administered to students prior to acceptance and enrollment into SPA. SPA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing (“PRD”), shall not be determined by the place of residence of the pupil or that student’s parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), SPA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), SPA shall not encourage a pupil currently attending the Charter School to disenroll from SPA or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because

the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), SPA shall post a notice developed by the CDE on SPA's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

SPA's admission policies, procedures, and practices shall ensure that:

- Language-minority parents who are not proficient in English receive meaningful access to the same admissions information and other school-related information provided to English-proficient parents in a manner and form they can understand, such as by providing free interpreter and/or translation services.
- Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) must be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities.

SPA's admission requirements are as follows:

- Completion of an application form
- Participation in an Arts Open House

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records³

Public Random Drawing

Each year, the SPA Board of Directors, acting on recommendations from the SPA Executive Director (or designee), will approve a plan for school growth and capacity for the upcoming academic year, which shall include the number of slots available for new students (if applicable) per grade, and in accordance with the SPA Charter.

³ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

If SPA receives more applications than capacity available in the Charter School, as determined by the SPA Board of Directors, except for currently enrolled students of SPA, admission shall be determined by a public random drawing in accordance with Education Code Section 47605(e)(2).

PRD Date and Time: The PRD shall be held on the second Wednesday in February at 7:00 p.m., or as otherwise determined each year by the SPA Board of Directors. SPA will hold the PRD in the evening so that parents who work during the day are able to attend, though attendance is not mandatory. Public notice of the PRD will be posted on the SPA website, the application form, and any information sheets sent by email regarding the date, time, and location of the PRD, encouraging people to attend.

PRD Location: The PRD will be held at or near the Charter School to ensure maximum parent participation, and in a public space large enough to safely accommodate all interested families.

Preference in the PRD will be given in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Residents of the District
3. Children and dependents of Charter School employees
4. All other applicants

SPA and the County mutually agree that the preferences in the public random drawing as listed above are consistent with the California Constitution, Education Code Sections 200 and 47605(e)(2)(B) and applicable federal law, and that the above preferences will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

If a student is extended an offer for admission through one of the preferences, SPA shall require supporting documentation from the parent/guardian in the student's enrollment package. SPA shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered admission via a preference and SPA determines that the student does not qualify, the offer of admission will be rescinded and the student will be placed at the end of the waiting list.

PRD Procedures: The PRD will be led by the Executive Director or designee. The PRD will be open to the public and families will be encouraged to attend; however, families are not required to be present at the time of the drawing to be eligible for admission.

Where the PRD is conducted using a paper-based system, names will be placed on cards that are of equal size and shape, or on equal size tickets. The cards/tickets will indicate whether the applying student has any siblings who are applying for admission the same year. The cards/tickets will be randomly mixed. The person leading the PRD will draw the cards/tickets one at a time, at

random, and read aloud the name on the card/ticket. As each card/ticket is pulled, it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards/tickets have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double checked by the PRD official.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level.

The Executive Director may choose to employ an automated computer program or remote real-time PRD to conduct the PRD following the same basic protocol as stated above, subject to modification as appropriate to meet the utilized PRD method and the circumstances.

If a number of applications within a preference category exceeds the Charter School's established capacity (and there are no other lower ranked priority status student applications), application acceptance shall be determined by a PRD of the students within the preference category.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current admission period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the PRD has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, admission shall be determined on a case-by-case basis as determined by the Executive Director. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current admission period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current admission period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level.

Waiting List: During the PRD, once maximum capacity is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies may be filled according to the waiting list. Records will be kept on file at the Charter School documenting the fair execution of the PRD for two (2) years.

Families will be notified by phone call or email of their placement on the waiting list within two (2) weeks of the PRD. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the PRD was held will remain on the waiting list of the applicable school year unless otherwise requested by the parent/guardian to be removed. The waiting list shall be cleared at the end of the academic

school year for which it was established and shall not carry over from one year to the next.

Admission Offers and Acceptance of Offers/Registration and Enrollment

Families who were selected during the PRD will immediately be notified by email or phone call of enrollment eligibility and will be required to indicate their commitment to enroll by the posted instructions and due date.

Families who do not submit the required document indicating their commitment to enroll per the posted due date will forfeit admission. The student's space is no longer reserved and may be filled by the next student on the SPA waiting list.

Families who submit a timely document indicating their commitment to enroll will be contacted and required to return or submit a completed registration packet by the posted deadline to ensure enrollment in the next academic year. If the completed registration packet is not received by SPA by the deadline, the student will forfeit admission and the slot may be filled by the next student on the SPA waiting list.

Following registration, students must participate in an arts placement audition. Multiple opportunities for the arts placement audition will be provided and posted as well as information about what to expect at the event. If the student fails to attend an arts placement audition, the student will forfeit admission and the slot may be filled by the next student on the SPA waiting list.

Admission offers are valid only for the applied-for academic year. There is no option to defer an offer of admission. No added preference in the future will be given to an applicant who is offered a slot and declines that slot. However, applicants who remain eligible for preference, as defined above, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year. Similarly, applicants who were waitlisted and who remain eligible for admission preference, as defined above, may still receive such preference if they reapply for a future academic year.

If the student does not attend school within the number of days of the beginning of the school year, as set by the SPA Board of Directors, and does not communicate with SPA prior to or during that time regarding the reason for his or her absence, he or she will be presumed to have declined enrollment at SPA and his or her slot will be offered to the next eligible student on the waitlist. If an applicant accepts his or her admission offer and is enrolled at SPA, but does not attend the first day of school, SPA will call that student's contact number and send them an email to let them know that they missed the first day of school. If the student then does not attend school in the time period set by the SPA Board of Directors or does not communicate with SPA within that time regarding the reason for their absence, they will be presumed to have declined enrollment at SPA and their slot will be offered to the next eligible student on the waitlist.

If slots become available because an admitted student declines admission, or a student leaves SPA after the start of the academic year, or as spots become available, SPA staff may notify families on the waiting list via phone call (as stated in the student's application for admission) in the order they appear on the waiting list. Families shall accept the admission offer by indicating their commitment to enroll in the manner and time specified by policy as determined by the SPA Board of Directors. Families shall then proceed with the enrollment process by submitting a completed registration packet as specified by school officials. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in SPA.

Element 9

Independent Financial Audits



ELEMENT 9

Independent Financial Audits:

The manner in which annual, independent, financial audits shall be conducted, which shall employ general accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Contra Costa School of Performing Arts will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The SPA Board will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of SPA is a public record to be provided to the public upon request.

Element 10

Suspension and Expulsion Procedures



ELEMENT 10

Suspension and Expulsion Procedures:

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Contra Costa School of Performing Arts. In creating this policy, SPA has reviewed Education Code Section 48900 et seq. which describes

the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* SPA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SPA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. SPA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

SPA's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SPA will follow all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by SPA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, SPA shall utilize the same hearing procedures specified below

for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until SPA issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal,

unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission by means of an electronic device originated on or off the schoolsite, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary,

artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to

a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation,

which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited

to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an

electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

a) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

b) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student

shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or SPA employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or SPA personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to

contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If SPA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when SPA has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Upon determining that the pupil will be recommended for expulsion, the Executive Director or designee shall inform the student services office for the authorizer via email.

4. Homework Assignments/Academic Work During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion

are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial SPA Board following a hearing before it or by SPA Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of SPA's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of SPA's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at SPA to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SPA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SPA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SPA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SPA must present evidence that the witness' presence is both desired by the witness and will be helpful to SPA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SPA.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

SPA shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County upon request.

K. Expulsion Appeal

The pupil shall have no right of appeal from expulsion from SPA as the Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SPA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from SPA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation

plan should include a date not later than one year from the date of expulsion when the pupil may reapply to SPA for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon SPA's capacity at the time the student seeks readmission.

O. Notice to Teachers

SPA shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

SPA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who SPA or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SPA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SPA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SPA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that SPA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and SPA agree to a change of placement as part of the modification of the behavioral intervention plan.

If SPA, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then SPA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SPA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education

Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SPA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if SPA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or SPA may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

SPA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated SPA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SPA had knowledge that the student was disabled before the behavior occurred.

SPA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SPA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other SPA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SPA supervisory personnel.

If SPA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SPA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SPA shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by SPA pending the results of the evaluation.

SPA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Schoolwide Behavior and Discipline Plan

SPA has gone through a transformative period for the past year that has led us to become more reflective on how innovative we, as a school, can be in the realms of discipline, community, and school culture. SPA is implementing a more comprehensive Restorative Justice/Practices system to better meet the needs of our community and create a system that allows for reparations, reform, and a space for students to feel safe enough to express themselves honestly. At SPA we want to cater to the needs of students on an equitable level and tried to provide a safe, caring, therapeutic environment for students with different levels of emotional and academic needs.

Because SPA has a diverse population with diverse needs, the Student Services team has created a tier system that allows for an appropriate response to the levels of different types of behavior, as well as piloting a Youth Council program that will take place twice a week during Spotlight. We want to ensure that every student develops the skills they need to navigate social challenges and becomes a contributing member to the SPA community. One of the ways we are going to do this is by creating a Restorative Justice Manual to assist teachers build relationships in the classroom that foster a sense of belonging and redirect student behaviors.

The goal of PBS and RP as SPA is to support students in a positive and meaningful way while reducing negative behavior. Our program works to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. SPA staff will communicate these expectations to our student body. Our response to student transgressions is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline. All students will be afforded the full extent of their due process rights.

SPA will continually assess and evolve its student behavior and discipline programs to ensure efficacy and equity.

Positive Behavior Program

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

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

Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

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

The goal of SPA's Positive Behavior Program is that our **Stars will SHINE** at SPA and in our community!



Restorative Practices

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

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

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

We know that we need to be in productive, caring partnership with the families of the young people in our school community. In 2025, when our incoming 6th graders are getting ready to graduate, we want their families to reflect positively on their experiences in our school. We want them to:

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

Youth Council

SPA's Youth Council is 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.

Goals of the Youth Council:

- 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.

Student(s) will end up on a Behavior Plan post Youth Council if an offense falls under Tier 3 incidents. Youth Council members participate in an informative and fun intensive summer training program, in which they learn about restorative justice and how the justice system in the city works and can impact schools.

Teenagers 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.

A sanction is an accountability-based and proportional (including incentives, counseling services, workshops, etc.) response and a requirement for students to fulfill because of their actions and to protect communities from the effects of the incident. Additionally, it serves as a positive behavior intervention that allows the student to get back on track versus continue in a downward spiral.

Additionally, we want to encourage teachers to implement Restorative Practices within their own respective classrooms and collaborate with administration on disciplinary responses.

Classroom consequences by the teacher before referral to administration for Middle School:

1. Warning/ Counseled by teacher
2. Reflection Assignment along with email sent home
3. Referral to counselor for positive social skills intervention/ Parent call home
4. Email/Call home to parent for meeting along with Classroom Contract
5. Referral to Administration/ SST
6. Lunch Detention, ISD, ISS, Youth Council, Behavior Contract, referral to administration

Classroom consequences for High School students:

1. Warning
2. One on One meeting/ Classroom Contract- Use your discretion if you want to include parent on Classroom Contract
3. SST meeting
4. Email home to parent with Dean CC'd about further escalating behavior
5. Referral to administration/Behavior Contract/ISD/ISS/Youth Council

Element 11

Retirement Systems



ELEMENT 11

Retirement Systems:

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K)

All full time, eligible employees will participate in the State Teachers' Retirement System ("STRS"). All other employees will participate in the federal social security system. The Executive Director or designee shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

SPA reserves the right to revise or supplement its retirement systems offerings.

Element 12

Public School Attendance Alternatives



ELEMENT 12

Public School Attendance Alternatives:

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)

No student may be required to attend SPA. Students who reside within the District or County who choose not to attend SPA may attend school within the District or County according to District or County policy or at another school district or school within the District or County through the local district's intra and inter-district transfer policies. Parents and guardians of each student enrolled in SPA will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SPA, except to the extent that such a right is extended by the local education agency.

Element 13

Employee Return Rights



ELEMENT 13

Employee Return Rights:

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at SPA. Employees of the District or County who choose to leave the employment of the District or County to work at SPA will have no automatic rights of return to the District or County after employment by SPA unless specifically granted by the District or County through a leave of absence or other agreement. SPA employees shall have any right upon leaving a school district to work in SPA that a school district may specify, any rights of return to employment in a school district after employment in SPA that a school district may specify, and any other rights upon leaving employment to work in SPA that a school district determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at any school district will not be transferred to SPA. Employment by ChartHouse Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of SPA.

Element 14

Dispute Resolution



ELEMENT 14

Dispute Resolution:

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

SPA and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SPA and the County, Charter School staff, employees and Board members of SPA and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Executive Director of the Contra Costa School of Performing Arts or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SPA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of SPA, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and SPA. If mediation does not resolve the dispute either party may pursue

any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and SPA.

Internal Disputes

SPA shall have an internal dispute resolution process to be used for all internal disputes related to SPA's operations. SPA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at SPA shall be provided with a copy of SPA's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to SPA.

Element 15

Closure Procedures



ELEMENT 15

Closure Procedures:

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(c)(5)(O)

Closure of the Contra Costa School of Performing Arts will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

SPA will promptly notify parents and students of SPA, the Contra Costa County Office of Education, SPA's SELPA, the retirement systems in which SPA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SPA will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SPA.

SPA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, SPA will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of SPA students. All student records of SPA shall be transferred to the County upon Charter School

closure. If the County will not or cannot store the records, SPA shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SPA will prepare final financial records. SPA will also have an independent audit completed within six months after closure. SPA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SPA and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SPA.

SPA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SPA, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets or property acquired from the District or County will be promptly returned upon SPA closure to the District or County, as appropriate. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, SPA shall remain solely responsible for all liabilities arising from the operation of SPA.

As SPA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of SPA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, SPA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions



MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605(h)

Attached, as Appendix D, please find the following documents:

- A projected budget including cash-flow
- Financial projections for the term of operation
- Budget narrative

These documents are based upon the best data available to the Petitioners at this time.

The Contra Costa School of Performing Arts shall provide reports to the County as follows, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the SPA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all SPA's receipts and expenditures for the preceding fiscal year.

Insurance

SPA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and SPA's insurer or broker. The County Board of Education shall be named as an additional insured on all policies of SPA. SPA will provide evidence of the above insurance coverage to the County as requested or consistent with any memorandum of understanding ("MOU") between SPA and the County.

Administrative Services

The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h)

SPA will provide or procure its own administrative services through an appropriately qualified third-party contractor. SPA intends to continue to contract with EdTec, a business and development company specializing in charter schools, for administrative and "back-office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

EdTec has a longstanding record of providing back-office services to charter schools in California and is recognized in the California education community as having broad expertise in school business practices, including accounting and payroll.

If the County is interested in discussing the possibility of providing administrative services to SPA

on a fee-for-service basis, the specific terms and cost for these services will be the subject of a separate memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

Criteria for Contract Services

SPA will ensure that all contractors, including back-office service providers, perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. SPA shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

Facilities

The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h)

The SPA facility is located at 2730 Mitchell Drive, Walnut Creek, CA 94598. The campus is a ~43,000sf, single-story building with 28 classrooms and 10 offices, a multipurpose room, an enclosed yard, and a dedicated parking lot with private ingress and egress to the property. The campus is located in the Shadelands Business Park of Walnut Creek and benefits from business and community partnerships in the surrounding area.

Transportation

SPA will not provide transportation to and from school, except as required by law. SPA will investigate transportation options for students such as orchestrated carpools, transportation scholarships, and free or reduced price bus passes.

Student Fees

SPA shall comply with Education Code Sections 49010 and 49011.

SPA will not charge or collect a fee for registering for school or classes, or as a condition of participation in class or any extracurricular activities, a Security deposit, or other payment that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment, or require a student to make a purchase to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge

SPA will not establish or utilize a fee waiver policy.

SPA will not offer a higher educational standard that pupils may obtain through payment of a fee or purchase of additional supplies that the school district does not provide.

SPA will not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians

SPA will not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

SPA shall implement a Student Fee complaint procedure and remedy consistent with Education Code Section 49013.

Potential Civil Liability Effects

Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

SPA shall be operated by ChartHouse Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SPA shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County -requested protocol to ensure the County shall not be liable for the operation of SPA.

The corporate bylaws of the Charter School shall provide for indemnification of the ChartHouse Public Schools' Board, officers, agents, and employees, and SPA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and SPA's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of SPA.

FERPA Compliance

SPA acknowledges that FERPA is a comprehensive federal law that protects the privacy of student education records and that the law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. SPA shall comply with FERPA by developing and implementing appropriate policies and controls to protect student information and provide annual training to all employees on the requirements of FERPA compliance.

Appendix

A

ARTICLES OF INCORPORATION
OF
CHARTHOUSE PUBLIC SCHOOLS

FILED
Secretary of State
State of California

JUL - 7 2014

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I.

The name of the Corporation shall be ChartHouse Public Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools and to provide educational and related services to California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Neil McChesney
3025 Windmill Canyon Drive
Clayton, CA 94517

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

3025 Windmill Canyon Drive
Clayton, CA 94517

Dated: 7/4/14


Neil McChesney, Incorporator

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[Faint, illegible text, likely a stamp or administrative note]



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

JUL 16 2014

Date:


DEBRA BOWEN, Secretary of State

**BYLAWS
OF
CHARTHOUSE PUBLIC SCHOOLS**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is ChartHouse Public Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 2730 Mitchell Drive, Walnut Creek, State of California. The Board of Directors may change the location of the principal office. This Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools and to provide educational and related services to California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the Corporation’s behalf and cause to be executed and delivered for the Corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- c. Adopt and use a corporate seal.

Section 3. **APPOINTED DIRECTORS AND TERMS.** The number of directors shall be no less than three (3) and no more than nine (9) unless changed by amendments to these bylaws. The Board composition shall include at least one (1) parent or legal guardian representative. All directors shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(b). If a charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors.

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **DIRECTORS' TERM.** Each director shall hold office for two (2) years and until a successor director has been appointed and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the Chief Executive Officer will appoint a committee to designate qualified candidates for appointment to the Board of Directors. The Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all designated candidates.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporation funds may be expended to support a nominee.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of a parent or legal guardian representative to have at least one (1) child enrolled at the charter school(s) operated by the Corporation.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the Chief Executive Officer, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may appoint a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly appointed director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director, except for the representative designated by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite.

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item

of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been appointed then the Chief Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. **TELECONFERENCE MEETINGS.** Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the

Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; and
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a Chief Executive Officer, a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. **APPOINTMENT OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is appointed, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is appointed, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **CHIEF EXECUTIVE OFFICER.** The Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chief Executive Officer, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into a contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not

lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right

to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation Shall comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with any laws.

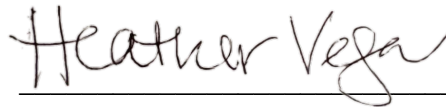
ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly appointed and acting Secretary of ChartHouse Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on August 20, 2020; and that these bylaws have not been amended or modified since that date.

Executed on August 20, 2020 at Walnut Creek, California.

A handwritten signature in cursive script that reads "Heather Vega". The signature is written in dark ink and is positioned above a solid horizontal line.

Heather Vega, Secretary

CHARTHOUSE PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Charthouse Public Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Charthouse Public Schools (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
CEO/Executive Director	1, 2
CFO/Treasurer	1, 2
Principal	2
Director of Curriculum and Instruction	3
Consultants/New Positions	*

*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a Charthouse Public Schools charter school, or
 - of any facility utilized by a Charthouse Public Schools charter school, or
 - of a proposed site for a Charthouse Public Schools facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Charthouse Public Schools.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix

B



Contra Costa School of Performing Arts SELF-STUDY REPORT

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

LEA: Contra Costa School of Performing Arts

Updated Action Plan

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"> Administration Instructional Leadership Instructional Staff 	<ul style="list-style-type: none"> Spring 2020 - ongoing 	Updated: <ul style="list-style-type: none"> Website Charter Renewal LCAP Staff handbook Family handbook Promotional materials
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"> Mid-year enrollees Disciplinary Practices Field trips Guest artists Maintaining written and digital records from staff meetings (i.e. meeting minutes) Onboarding for new staff 	<ul style="list-style-type: none"> Student Services Team Administration Registrar 	<ul style="list-style-type: none"> Summer 2020 - annual review 	Updated: <ul style="list-style-type: none"> Staff handbook Field Trip Guidelines Guest Artist Guidelines Developed: <ul style="list-style-type: none"> New Enrollee checklist New Staff Training Modules Agenda/Minutes template
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"> Student Services Team Administration 	<ul style="list-style-type: none"> Summer 2020 - ongoing 	Developed: <ul style="list-style-type: none"> Agenda Presentation Exit Survey
1.4	Develop an organizational chart in order to provide a clear role and job description for staff.	<ul style="list-style-type: none"> Executive Director Principal 	<ul style="list-style-type: none"> Summer 2020 - annual review 	Updated: <ul style="list-style-type: none"> Job descriptions Developed: <ul style="list-style-type: none"> One page sheet with detailed roles

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

1.5	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"> • Student Services Team • Administration • Staff 	<ul style="list-style-type: none"> • Fall 2020 - ongoing 	<p>Developed:</p> <ul style="list-style-type: none"> • Grade level newsletters <p>Updated:</p> <ul style="list-style-type: none"> • Family newsletter • Arts newsletter • Parent education offerings • Wake Up Wednesday
1.6	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"> • Instructional Leadership Team 	<ul style="list-style-type: none"> • Annual review 	<p>Updated:</p> <ul style="list-style-type: none"> • Staff Handbook • Observation and Coaching practices
1.7	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"> • Administration • Staff 	<ul style="list-style-type: none"> • 2020-2021 School year - ongoing 	<p>Developed:</p> <ul style="list-style-type: none"> • Schedule for faculty brainstorming sessions
1.8	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"> • Principal • Executive Director 	<ul style="list-style-type: none"> • Fall 2020 - annual review 	<p>Updated:</p> <ul style="list-style-type: none"> • LCAP <p>Developed:</p> <ul style="list-style-type: none"> • Calendared meetings
1.9	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"> • Leadership Team • Arts Directors • Staff 	<ul style="list-style-type: none"> • Summer and Fall 2020- ongoing 	<p>Updated:</p> <ul style="list-style-type: none"> • School Website <ul style="list-style-type: none"> ○ Teacher webpages ○ Parent resource bank
1.10	To build relationships and connections, the SPA School Board will increase their presence	<ul style="list-style-type: none"> • School Board • Executive Director 	<ul style="list-style-type: none"> • 2020-2021 - ongoing 	<p>Developed:</p> <ul style="list-style-type: none"> • Schedule of opportunities for board - staff, board

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

	with staff, students, and families.			<ul style="list-style-type: none">- family and board- student interactions
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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"> • C3 Committee • School Counselor • Arts Directors • Student Services Team 	<ul style="list-style-type: none"> • Summer 2021-2023 	Developed: <ul style="list-style-type: none"> • Diverse, representative group of committee members • Regular meetings • Action Plan
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"> • Administration • Registrar • Arts Directors 	<ul style="list-style-type: none"> • 2020-2024 - ongoing 	Updated: <ul style="list-style-type: none"> • Enrollment materials (accessible in Spanish) Developed: <ul style="list-style-type: none"> • Recruitment and outreach plan • Feeder school articulation plan
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"> • Administration • Arts Directors • C3 Committee • Staff • Ensemble 	<ul style="list-style-type: none"> • 2020-2024-ongoing 	Updated: <ul style="list-style-type: none"> • List of community partners • Community partner event attendance
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"> • C3 Committee • Arts Team 	<ul style="list-style-type: none"> • Pilot 2021-2022 • Schoolwide 2022-2023 	Developed: <ul style="list-style-type: none"> • SPA Digital Arts Portfolio
2.5	In order to increase student access to college and career opportunities, SPA will increase our participation	<ul style="list-style-type: none"> • School Counselor • C3 Committee 	<ul style="list-style-type: none"> • Spring 2020-2023 - ongoing 	Updated: <ul style="list-style-type: none"> • College fair offerings • Annual schedule of college rep visits

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	in College Fairs and arrange a more expansive list of College Rep Visits.			
2.6	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"> • C3 Committee • Arts Staff 	<ul style="list-style-type: none"> • 2021-2022 - ongoing 	Developed: <ul style="list-style-type: none"> • An expansive list of internship opportunities for SPA students • A collaborative, clear process for career training across the art majors
2.7	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"> • School Counselor 	<ul style="list-style-type: none"> • 2020-2021 - ongoing 	Developed: <ul style="list-style-type: none"> • Alumni college and career progress report

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"> Administration Staff 	<ul style="list-style-type: none"> Spring and Summer 2020 - annual review 	Developed: <ul style="list-style-type: none"> New 2020-2021 Bell Schedule
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"> EF Committee Instructional Staff 	<ul style="list-style-type: none"> 2020-2021 and 2021-2022 School Year - annual review 	Developed: <ul style="list-style-type: none"> Deadline system by department Academic urgency PD
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"> EF Committee Instructional Staff 	<ul style="list-style-type: none"> 2020-2021 and 2021-2022 School Year - annual review 	Updated: <ul style="list-style-type: none"> Intervention programming Developed: <ul style="list-style-type: none"> Scaffolding system by department
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"> Leadership Team Stakeholders 	<ul style="list-style-type: none"> Summer 2020 and 2020-2021 School Year - annual review 	Updated: <ul style="list-style-type: none"> Mentoring system Staff commitment to mentoring
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"> Arts and Academic faculty (organized by grade level teams) 	<ul style="list-style-type: none"> Summer 2020 through 2022-2023 School Year 	Developed: <ul style="list-style-type: none"> Project guides and outlines for one project per grade level
3.6	Create vertical and horizontal curriculum maps to ensure the school offers an aligned	<ul style="list-style-type: none"> Instructional Leadership team Department teams 	<ul style="list-style-type: none"> 2020-2021 through 2022-2023 School 	Developed: <ul style="list-style-type: none"> Skill-based vertical curriculum map for each department

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

	and appropriate scope and sequence.	<ul style="list-style-type: none"> Grade level teams 	years	<ul style="list-style-type: none"> Grade level scope and sequence
3.7	In order to build on Project Based Learning, Arts Integrated Projects, and support each other in general, we will investigate ways and create systems to incorporate collaboration time between the Arts and Academic teachers throughout the year (specifically to address the needs of 3.5 and 3.6).	<ul style="list-style-type: none"> Administration Instructional Leadership team Instructional staff 	<ul style="list-style-type: none"> Summer 2020 through 2022-2023 School Year 	<p>Updated:</p> <ul style="list-style-type: none"> Bell Schedule Master Schedule Professional Development plans <p>Developed:</p> <ul style="list-style-type: none"> Collaboration time Integrated Projects Curriculum Maps
3.8	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"> Instructional staff 	<ul style="list-style-type: none"> Summer 2020 and 2020-2021 School Year - annual review 	<p>Developed:</p> <ul style="list-style-type: none"> Audit tracker of all required components: <ul style="list-style-type: none"> EQ EU Description Skills required Deadlines Scaffolded resources in checkpoints
3.9	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"> Administration Student Services Team Staff 	<ul style="list-style-type: none"> Summer 2020 and 2020-2021 School Year - annual review 	<p>Updated:</p> <ul style="list-style-type: none"> Tier 1 - 3 support systems <p>Developed:</p> <ul style="list-style-type: none"> Evaluation system (data driven)

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"> Instructional Leadership Team Staff 	<ul style="list-style-type: none"> 2020-2021 through 2022-2023 school year - annual review 	Developed: <ul style="list-style-type: none"> Training sessions for faculty on interpreting data System for regular data review
4.2	SPA will implement regular professional learning communities for data discussions to inform interventions and instruction.	<ul style="list-style-type: none"> Staff 	<ul style="list-style-type: none"> 2020-2021 school year - ongoing 	Developed: <ul style="list-style-type: none"> Agenda and process for data review MTSS/RTI model
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"> Administration 	<ul style="list-style-type: none"> Spring 2020 - annual review 	Updated: <ul style="list-style-type: none"> School culture survey Survey distribution and analysis practices
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"> EF Committee 	<ul style="list-style-type: none"> Spring 2020 - ongoing 	Updated: <ul style="list-style-type: none"> Spotlight procedures SPARS program Study habit goals and strategies

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"> Administration DEI committee: Faculty representatives from all departments, along with other stakeholders 	<ul style="list-style-type: none"> 2020-2021 school year - ongoing 	<p>Updated:</p> <ul style="list-style-type: none"> Messaging in all of our foundational documents (i.e. Charter, job postings) <p>Developed:</p> <ul style="list-style-type: none"> DEI mission and vision statement
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"> DEI committee Staff 	<ul style="list-style-type: none"> 2020-2021 school year - ongoing 	<p>Updated:</p> <ul style="list-style-type: none"> Charter Staff handbook Promotional materials
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"> Student Services Team 	<ul style="list-style-type: none"> 2020-2021 school year - ongoing 	<p>Updated:</p> <ul style="list-style-type: none"> SPA's RJ Manual
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"> Administration Student Services Team DEI committee Staff Youth Council 	<ul style="list-style-type: none"> Spring 2020 - 2022-2023 School Year - ongoing 	<p>Developed:</p> <ul style="list-style-type: none"> Clear systems that evaluate equity in classroom environments A shared lens for equity in school decision making processes
5.5	Create, evaluate and implement curriculum instruction in order to ensure that a comprehensive social justice curricula is reflected as an integral	<ul style="list-style-type: none"> Administration Student Services Team DEI committee Staff 	<ul style="list-style-type: none"> Spring 2020 - 2022-2023 School Year - ongoing 	<p>Developed:</p> <ul style="list-style-type: none"> Accessible social justice curriculum aligned both vertically and horizontally

	part of our school's mission.			across arts and academics
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Appendix

C

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Contra Costa School of Performing Arts

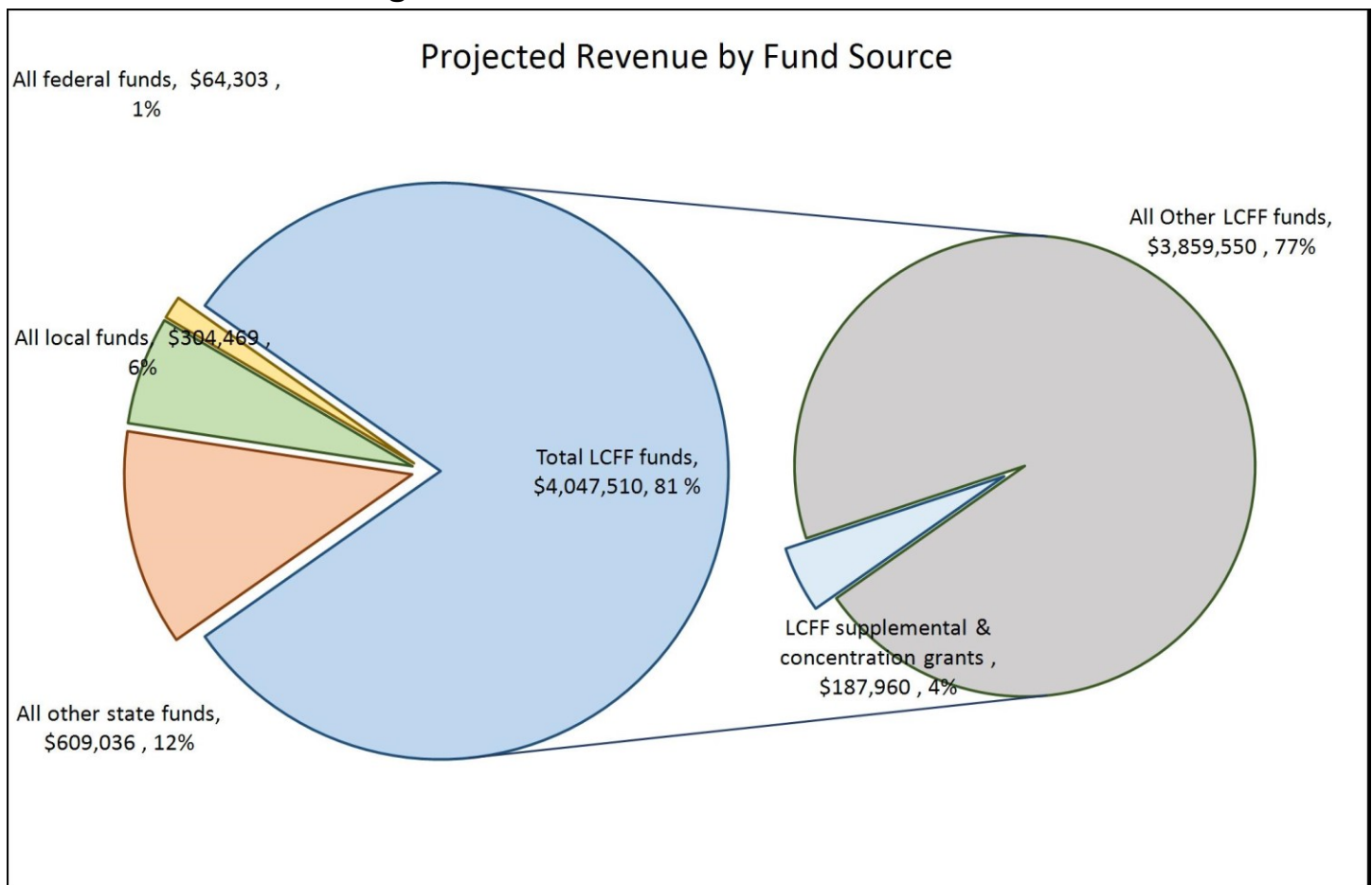
CDS Code: 07100740134114

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Neil McChesney, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

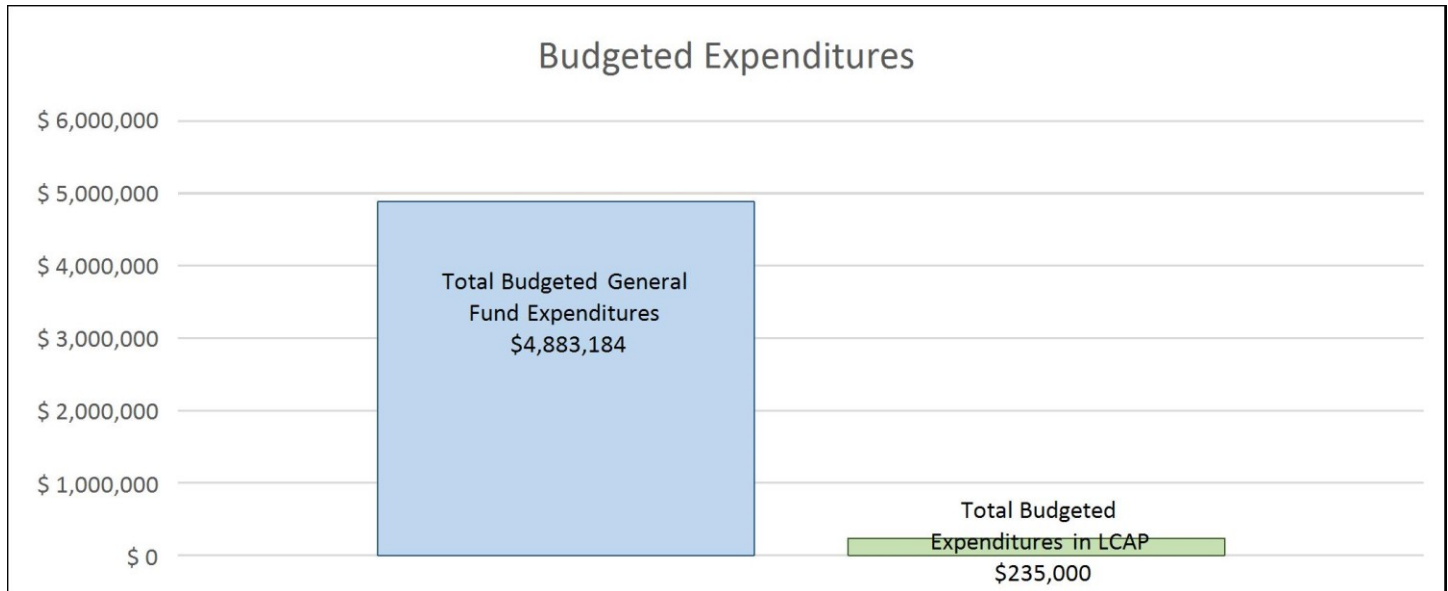


This chart shows the total general purpose revenue Contra Costa School of Performing Arts expects to receive in the coming year from all sources.

The total revenue projected for Contra Costa School of Performing Arts is \$5,025,318, of which \$4,047,510 is Local Control Funding Formula (LCFF), \$609,036 is other state funds, \$304,469 is local funds, and \$64,303 is federal funds. Of the \$4,047,510 in LCFF Funds, \$187,960 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Contra Costa School of Performing Arts plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Contra Costa School of Performing Arts plans to spend \$4,883,184 for the 2019-20 school year. Of that amount, \$235,000 is tied to actions/services in the LCAP and \$4,648,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures for SPA not included in the LCAP would include most certificated and classified salaries and benefits, operational and facilities costs, and the baseline academic and arts curriculum and program costs.

Increased or Improved Services for High Needs Students in 2019-20

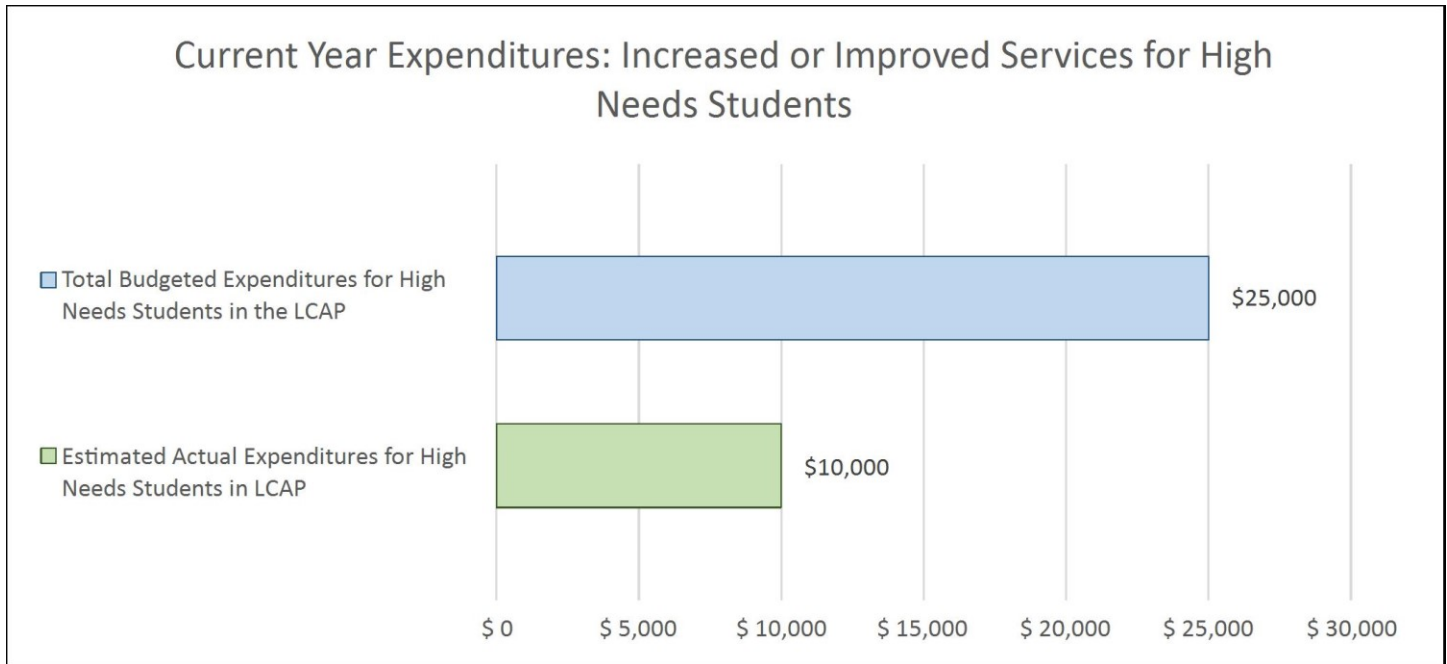
In 2019-20, Contra Costa School of Performing Arts is projecting it will receive \$187,960 based on the enrollment of foster youth, English learner, and low-income students. Contra Costa School of Performing Arts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Contra Costa School of Performing Arts plans to spend \$35,000 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

All actions/services that are designated as charter-wide are principally directed to and effective in meeting goals for our unduplicated pupils.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Contra Costa School of Performing Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Contra Costa School of Performing Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Contra Costa School of Performing Arts's LCAP budgeted \$25,000 for planned actions to increase or improve services for high needs students. Contra Costa School of Performing Arts estimates that it will actually spend \$10,000 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-15,000 had the following impact on Contra Costa School of Performing Arts's ability to increase or improve services for high needs students: As described in the body of the LCAP, the delta between budget and actual did not have any adverse impact on our ability to execute the actions/services. Funds were re-allocated as needed and available to support other actions and services when savings were realized. All actions/services that are designated as charter-wide are principally directed to and effective in meeting goals for our unduplicated pupils.



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contra Costa School of
Performing Arts

Contact Name and Title

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Contra Costa School of Performing Arts ("SPA") is a new charter school located in Walnut Creek, CA and serving approximately 450 students in grades six through twelve. The school will eventually grow to enroll 700 students. Our campus is centrally located in the county and serves a diverse population from a large geographic footprint.

The mission of 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, & RELATIONSHIPS. Founded in a project based curriculum that leverages instructional technology and non-traditional pedagogy, students at SPA will be challenged and supported through a rigorous college and career readiness program. Learning plans will be personalized and dynamic, allowing students to accelerate when appropriate or providing for structured intervention when needed. The curricular design will require intense collaboration from all teachers in all subject matters for true arts-integrated instruction. Students will access all content through the lens of performing arts, providing strong engagement and real-world relevance. They will also specialize in one of five performing arts conservatories, receiving pre-professional training far superior to a typical middle or high school elective program. Finally, the SPA community will develop a rich culture; one that celebrates diversity, encourages relationships with all stakeholders, and commits to a heightened sense of civic duty and citizenship.

Our first three years of operation represent a true startup narrative. Our organization and its stakeholders embraces a rapid rate of evolution where change and problem-solving are everyday occurrences. This began with challenges around school facilities and has found us moving homes two times to accommodate the completion of our final campus (this summer the work will finally be complete). We also had our share of stakeholder attrition as we both established our program and educated students, parents, and staff about the differences between SPA and a more traditional model. While our growth has not been as rapid as we would have liked, we have been able to retain a core team (the founding family as we call it) that thrives in our context and wholeheartedly believes in our mission and vision.

The diversity of our population has been the most interesting development to observe. Our diversity covers the gamut - ethnic, geographic, socioeconomic, educational experience (private, public, charter, home-school), and learning differences. We are very proud of being able to provide what is clearly an important option for folks in the greater Contra Costa Community and we celebrate our diversity every chance that we get. It is also one of our greatest challenges - to build culture, to meet every student's personal needs, to address the massive continuum of ability and context, is complicated to say the least. As a specific example, nearly 30% of our student population has some kind of learning difference (IEP or 504). This is double and triple the percentage of surrounding schools/districts.

At the end of year three, we are incredibly proud of our accomplishments, wiser for the journey, and ready to continue on the path to greatness. In 2019-20, we will begin a new three-year LCAP cycle, we will have our first full self-study for our next term of WASC accreditation, and we will start to work on preparing for renewal of our charter petition. We are excited to align all of this work in a strategic and forward thinking effort.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 19-20 LCAP has been created bearing in mind that this will be our fourth year in operation for this charter school. Many of the targets for the State and local metrics have previously been about establishing baselines and now we can start to measure growth and evolution. We feel that our goals are well articulated and still capture the right forward movement for our school community.

In addition, this year begins a new three-year LCAP cycle and this perfectly aligns with other important compliance and strategic planning efforts, namely, our self-study for WASC accreditation and our charter renewal. We intend to align these plans and the work that goes into them.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

SPA has had many accomplishments in our third year of operations. This year was the first year we have had students enrolled in our full grade span (grades 6 through 12) and found us celebrating our first graduating class in June. We are incredibly proud of a 100% graduation rate in our first year and hope to replicate this achievement in the future. In addition, the school has made several significant efforts around school culture and student engagement that will result in significantly better data in dashboard results. Most specifically, we have increased ADA, decreased chronic absenteeism and suspension rates. Finally, we implemented several different layers to a new MTSS program that was pioneered by our new Student Services team (which had the most significant impact on our at-risk populations).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Chronic Absenteeism was identified at level "orange" for 2017-18. The school put together a new Student Services teams and implemented MTSS interventions to address absent students. We are confident that our 2018-19 numbers will yield dramatically improved dashboard results as our overall ADA increased by 1.5% and our Chronic Absenteeism decreased by 7%. We will continue to use our programs and interventions to improve these numbers for 2019-20.

Suspension rate was identified at level "red" for 2017-18. After bringing in school wide training on restorative practices and putting together a new Student Services team that implemented meaningful reform through MTSS programs and interventions, we have nearly eradicated our suspensions. This rate will plummet to less than 1%. SPA intends to build on that with additional training with additional intervention programs including a youth court led by our Dean of Students.

ELA performance was identified at level "orange" for 2017-18. Upon reflection, the school recognizes that we put most of our attention on support and intervention programming into math performance (which resulted in significant increases) and as a result, the school basically flat-lined in ELA (with some areas of decrease). For 2019-20, we intend to ensure that intervention and support programs are robust and equally allocated for ELA and math.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There are no student groups that were two or more performance levels below the all student performance.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, a Pre-professional Standard of Performing Arts, and 21st Century Skills.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- Rigor and Relevance

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Local Metric - Program attendance rate: 100% of SPA teachers and administration will participate in the two-week, on-site, pre-opening professional development</div> <div>18-19 100%</div> <div>Baseline 100%</div>	100%
<div>Metric/Indicator Local Metric - Performance on standardized tests: SPA will increase NWEA MAP growth percentage by 5% annually.</div> <div>18-19 ELA = 52%, Math = 56%</div>	ELA: 51.4% Math: 57.4%

Expected

Baseline

ELA = 49%, Math = 32%

Metric/Indicator

State Metric - Performance on standardized tests: SPA will be at or above the average performance in the District on CAASPP

18-19

At or above district average

Baseline

ELA: SPA = 50% proficient, MDUSD = 49% Math: SPA = 23% proficient, MDUSD = 39%

Metric/Indicator

State Metric - Share of students that are college and career ready: 100% of SPA students will be enrolled in a schedule that is aligned to meeting UC/CSU a-g requirements

18-19

100%

Baseline

100%

Metric/Indicator

State Metric - Share of students that pass Advanced Placement exams with 3 or higher: SPA will increase 2% annually

18-19

+2% or more

Baseline

TBD

Metric/Indicator

State Metric - Share of students determined prepared for college by the Early Assessment Program: SPA will increase 2% annually

18-19

+2% or more

Baseline

TBD

Metric/Indicator

State Metric - Student access to standards-aligned instructional materials: SPA will adopt and implement new CCSS English and math instructional materials

Actual

2018 ELA: SPA = 47.84%, MDUSD = 50.66%

2018 Math: SPA = 30.08%, MDUSD = 38.96%

92% (exceptions are a result of IEP modifications)

50%

ELA: 35%

Math: 0%

Adopted and implemented

Expected	Actual
18-19 Adopted and implemented Baseline Adopted and implemented	
Metric/Indicator State Metric - Implementation of SBE academic and performance content standards for all students, including EL: SPA will implement curriculum and benchmark assessments based on the CCSS as well as ELD standards for EL students 18-19 Implemented Baseline Implemented	Implemented
Metric/Indicator State Metric - Student access and enrollment in all required areas of study: All SPA students will meet with academic advisers to create a seven-year learning plan 18-19 100% Baseline 100%	100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement the NWEA MAP Benchmark assessments for math and English.	SPA implemented the fall and spring NWEA MAP for math and English as our benchmark exam.	5000-5999: Services And Other Operating Expenditures Supplemental 12,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$13,062.50

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide/procure training on using data to inform high risk student interventions	SPA accessed training on using data for interventions through Summit Learning convenings (three annually).	5000-5999: Services And Other Operating Expenditures Supplemental 15,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school successfully implemented both actions/services in this LCAP year. The only note to implementation is the feedback that staff would like to continue the training on using data in years to come.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We continue to feel that the NWEA MAP assessment has great value for our school. First, it provides benchmark exams for all students that generate meaningful data for both intervention purposes as well growth projection. Second, the MAP assessment emulates the look and feel of CAASPP in such a way that it helps prepare students to be ready for this in the spring. Consistently implementing benchmark exams and using them to promote learning and planning is a hallmark of a school that is working towards preparing students for success as articulated in our first and most important goal.

The school procured significant training on using data to inform interventions for student populations at our three annual Summit Learning convenings. Not only was this already a focus topic for the convening work, but the school staff sought out additional support and post-convening work on this area. The Summit Learning Platform is a very data-rich tool and we have been excited this year to start to put some of that to good use. Moreover, Summit Learning has added MAP and CAASPP scores to their platform which when combined with academic coursework data, provides for a really accurate and nuanced look at each individual student and helps the team ensure we are making progress on our primary LCAP goal on a daily basis. Teachers and instructional staff are only scratching the surface of how to use this data, but these initial trainings were incredibly useful to this end.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in budget versus actual for MAP assessments was nominal and simply the result of minor difference in the total number of enrolled students/test takers.

The difference in budget versus actual for the data training was significant. As a fortunate byproduct of being a Summit Learning School, we are provided with a significant amount of cost-free training and support. This year one of the main themes of the Summit Learning work coincided with our focus on data training. As a result, the funds spent here were primarily substitute coverage, mileage reimbursement, and other nominal ancillary costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The analysis of data showed some important improvements in math scores which are a result of targeted work in this department. On the other hand, ELA scores were relatively static with a slight overall decrease. Stakeholders believe we need to put as much attention to ELA support and intervention as was put into math. This will be reflected in our subsequent actions and services to support this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Serve all student populations through a personalized learning program.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- Rigor and Relevance

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Local Metric – Program attendance rate: 90% of SPA academic teachers will participate in Basecamp summer training</div> <div>18-19 90% or better</div> <div>Baseline 90%</div>	<div>7/8 = 88%</div>
<div>Metric/Indicator State Metric - Share of English learners that become English proficient: SPA will establish a baseline English Learners RFEP rate</div> <div>18-19 2% increase</div>	<div>0%</div>

Expected	Actual
Baseline 0%	
Metric/Indicator State Metric - English learner reclassification rate: SPA will establish a baseline English learner reclassification rate 18-19 2% increase Baseline 0%	0%
Metric/Indicator State Metric - High school graduation rate – 90% or more of SPA students will be on track for high school graduation 18-19 100% Baseline 100%	2019 = 100% (16 of 16 seniors graduated)
Metric/Indicator State Metric - High school dropout rate - SPA will maintain a HS dropout rate of 4% or lower 18-19 <4% Baseline 0%	0%
Metric/Indicator State Metric - Middle school dropout rate – SPA will maintain a MS dropout rate of 2% or lower 18-19 <2% Baseline 0%	0%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)	All new SPA teachers were invited to attend the annual pre-opening "Basecamp" training. Seven out of the eight were able to make it (we provided supplementary professional development for the one teacher that had a schedule conflict).	1000-1999: Certificated Personnel Salaries Supplemental \$8,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Chromebooks for all students	SPA ultimately determined that the school did not need this significantly large purchase to ensure that all students were issued their own chromebook (plus a minor surplus). Instead we allocated these funds to supplement our total chromebooks in part but also to pay for tech services to support technology use on campus.	4000-4999: Books And Supplies Supplemental \$75,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$62,472.97

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide/procure staff training for EL programming	The SPA Director of Curriculum, who oversees our EL program, attended the Contra Costa County Office of Education Curriculum Council and English Learner Network meetings.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Design and implement a personalized math intervention program	SPA designed and implemented a math intervention program through an intervention specialist position and one of the math teachers.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$40,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Personalized learning is at the core of SPA pedagogy. The above actions and services are incredibly important to accomplishing this goal and the school executed on all of them.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Professional development, access to technology, and intervention plans are all critical components of a good personalized learning strategy. Based on our stipulated measurements, the school did well in terms of implementation. This being said, there is clearly more work to do as this pedagogy is markedly different from traditional school paradigms and will continue to take additional effort and resources to ensure stakeholders are fully supported.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With regard to teacher attendance at Basecamp training, the difference in cost was nominal and a result of the actual number of attendees being slightly different than projections. With regard to technology acquisition, SPA ultimately determined that the school did not need this significantly large purchase to ensure that all students were issued their own chromebook (plus a minor surplus). Instead we allocated these funds to supplement our total chromebooks in part but also to pay for tech services to support technology use on campus. With regard to training, this number is best estimate based on prorated authorizer oversight fee costs (which is why this training is available to us). Finally, with regard to intervention plans and programming, based on closely studying our performance data from the previous year and as the year progressed, the school felt it was important to allocate more funds here and spent it on certificated employee work. This amounted to hiring a intervention specialist for middle school and also reallocating one math teacher's time for one period during the day to provide targeted high school math support for the second semester.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the next LCAP, our budget projections will shift according to this year's execution and results. In addition, we will augment purchasing costs based on the total enrollment projections at this time.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Develop and implement a character education program focused on citizenship and social justice.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Relationships

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Metric - Program attendance rate: 100% of SPA teachers and administrators will attend the professional development through “Facing History and Ourselves”</p> <p>18-19 100%</p> <p>Baseline 100%</p>	<p>100% of teachers participated in SEEDS Community Resolution Center training (in lieu of Facing History and Ourselves) which specializes in restorative practices.</p>
<p>Metric/Indicator State Metric - Other local measures: SPA will demonstrate an average of 75% positive feedback on stakeholder climate surveys</p> <p>18-19 75% or better</p> <p>Baseline 85.6%</p>	<p>87.3% satisfaction rate (survey focus this year was high expectations and expected effort)</p>

Expected

Metric/Indicator

State Metric - Student suspension rate: SPA will maintain a 5% or less suspension rate

18-19

Less than 5%

Baseline

3.67%

Metric/Indicator

State Metric - Student expulsion rate: SPA will maintain a 0% expulsion rate

18-19

0%

Baseline

0%

Metric/Indicator

State Metric - Facilities maintained in good repair: SPA will pass site inspections and any issues will be addressed in a timely fashion

18-19

pass

Baseline

pass

Metric/Indicator

State Metric - School attendance rate: SPA will maintain a 95% or higher ADA rate

18-19

94%

Baseline

93%

Metric/Indicator

State Metric - Chronic absenteeism rate: SPA will implement student services interventions to address chronically absent students

18-19

Systematize

Baseline

n/a

Actual

17-18 Suspension Rate = 6.5%

18-19 Suspension Rate = 2.7%

0%

Inspections passed and issues addressed within allotted time.

94.33%

SPA hired and trained a team for working on reducing chronic absenteeism.

2017-18 Chronic Absenteeism Rate = 18.3%

2018-19 Chronic Absenteeism Rate = 13.9%

Expected

Metric/Indicator

State Metric - Efforts to seek parent input: SPA will send out regular parent newsletters and encourage return communication

18-19

Refine

Baseline

n/a

Metric/Indicator

State Metric - Promotion of parental participation: SPA will create a parent leadership organization

18-19

Increase membership

Baseline

Established

Actual

SPA employed a communications tech who facilitated regular newsletters, social media posts, phone calls, and website updates as well as provided and monitored means for parent return communication.

Parent organization (Ensemble) increased membership, formally established bylaws and elections, and approved 501c3 status.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Hold internal staff professional development and follow-up curriculum development with "Facing History and Ourselves"

Actual Actions/Services

SPA held staff development with SEEDS Community Resolution Center as well as followup training with staff, students, and parents.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

Estimated Actual Expenditures

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,725

Action 2

Planned Actions/Services

Provide for additional character education initiatives

Actual Actions/Services

Dean of Students directed work in after school culture club (SHINE club)

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement restorative practices on a school-wide basis	Student Services Team implemented recurring training and facilitation of restorative practices work.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

While the details of the actions and services varied slightly in implementation, the school successfully executed the plan it had in place.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SPA had meaningful data improvements in this area including ADA, suspension rate, and chronic absenteeism. These are all indicators of healthier school culture which is in part due to our efforts around character education and related actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no major differences to speak of, simply one pivot to a different vendor that resulted in slightly less cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school continues to feel that this goal most specifically ties to overall school culture which is the most fundamental element of a school's success. As a result, we intend to add actions and services to the next LCAP plan.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The administration met with stakeholder groups multiple times during the year. This included staff, parents, students, and the Governing Board. With each group, meetings first focused on educating the audience about the history behind and implementation of LCFF and the LCAP. The presentation and discussion went into specific detail on the purpose and process of the LCAP in order to prepare stakeholders to participate in the Annual Update. The meetings also went over goals, actions, services, and State and local metrics. Disaggregated data based on the school's 18-19 performance was collected and presented. Finally, feedback was collected from each stakeholder group.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder groups both reinforced the importance of the existing goals and services and helped to inform the next steps. There was much discussion about the fact that the school would undergo its first full self study for WASC accreditation in 2019-20 and it was agreed upon that our next LCAP should be an opportunity to align these disparate plans for one unified plan for school improvement. More specifically, areas of potential further growth were identified within the scope of each goal. Finally, additional actions and services were proposed and incorporated into the new LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, a Pre-professional Standard of Performing Arts, and 21st Century Skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Rigor and Relevance

Identified Need:

A rigorous and relevant program that prepares all students for success

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric - Program attendance rate: 100% of SPA teachers and administration will participate in the two-week, on-site, pre-opening professional development	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric - Performance on standardized tests: SPA will increase NWEA MAP growth percentage by 5% annually.	ELA = 49%, Math = 32%	ELA = 47%, Math = 51%	ELA = 52%, Math = 56%	ELA = 57%, Math = 61%
State Metric - Performance on standardized tests: SPA will be at or above the average performance in the District on CAASPP	ELA: SPA = 50% proficient, MDUSD = 49% Math: SPA = 23% proficient, MDUSD = 39%	At or above district average	At or above district average	At or above district average
State Metric - Share of students that are college and career ready: 100% of SPA students will be enrolled in a schedule that is aligned to meeting UC/CSU a-g requirements	100%	100%	100%	100%
State Metric - Share of students that pass Advanced Placement exams with 3 or higher: SPA will increase 2% annually	50%	Not statistically significant	50%	+2% or more
State Metric - Share of students determined prepared for college by the Early Assessment Program: SPA will increase 2% annually	ELA = 30%, Math = 0%	ELA = 30%, Math = 0%	+2% or more	+2% or more
State Metric - Student access to standards-aligned instructional	Adopted and implemented	Adopted and implemented	Adopted and implemented	Adopted and implemented

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
materials: SPA will adopt and implement new CCSS English and math instructional materials				
State Metric - Implementation of SBE academic and performance content standards for all students, including EL: SPA will implement curriculum and benchmark assessments based on the CCSS as well as ELD standards for EL students	Implemented	Implemented	Implemented	Implemented
State Metric - Student access and enrollment in all required areas of study: All SPA students will meet with academic advisers to create a seven-year learning plan	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement the NWEA MAP Benchmark assessments for math and English.

2018-19 Actions/Services

Implement the NWEA MAP Benchmark assessments for math and English.

2019-20 Actions/Services

Implement the NWEA MAP Benchmark assessments for math and English.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	12,000	15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide/procure training on using data to inform high risk student interventions

2018-19 Actions/Services

Provide/procure training on using data to inform high risk student interventions

2019-20 Actions/Services

Provide/procure training on using data to inform high risk student interventions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	15,000	20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Serve all student populations through a personalized learning program.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Rigor and Relevance

Identified Need:

Underserved students and the general achievement gap that exists in public education

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric – Program attendance rate: 90% of SPA academic teachers will participate in Basecamp summer training	90%	82%	90% or better	90% or better

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric - Share of English learners that become English proficient: SPA will establish a baseline English Learners RFEP rate	0%	0%	2% increase	2% increase
State Metric - English learner reclassification rate: SPA will establish a baseline English learner reclassification rate	0%	0%	2% increase	2% increase
State Metric - High school graduation rate – 90% or more of SPA students will be on track for high school graduation	100%	100%	100%	100%
State Metric - High school dropout rate - SPA will maintain a HS dropout rate of 4% or lower	0%	0%	<4%	<4%
State Metric - Middle school dropout rate – SPA will maintain a MS dropout rate of 2% or lower	0%	0%	<2%	<2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)

2018-19 Actions/Services

Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)

2019-20 Actions/Services

Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000.00	\$8,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase Chromebooks for all students

2018-19 Actions/Services

Purchase Chromebooks for all students

2019-20 Actions/Services

Purchase Chromebooks for all students and provide tech support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$75,000	\$100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide/procure staff training for EL programming

2018-19 Actions/Services

Provide/procure staff training for EL programming

2019-20 Actions/Services

Provide/procure staff training for EL outreach and programming

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Design and implement a personalized math intervention program

2018-19 Actions/Services

Design and implement a personalized math intervention program

2019-20 Actions/Services

Design and implement a personalized math and ELA intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10,000	\$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Develop and implement a character education program focused on citizenship and social justice.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Relationships

Identified Need:

An inclusive, safe, and thriving school culture

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric - Program attendance rate: 100% of SPA teachers and administrators will attend the professional development through "Facing History and Ourselves"	100%	100%	100%	100%
State Metric - Other local measures: SPA will	85.6%	81.2%	75% or better	75% or better

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
demonstrate an average of 75% positive feedback on stakeholder climate surveys				
State Metric - Student suspension rate: SPA will maintain a 5% or less suspension rate	3.67%	6.5%	Less than 5%	Less than 5%
State Metric - Student expulsion rate: SPA will maintain a 0% expulsion rate	0%	0%	0%	0%
State Metric - Facilities maintained in good repair: SPA will pass site inspections and any issues will be addressed in a timely fashion	pass	pass	pass	pass
State Metric - School attendance rate: SPA will maintain a 95% or higher ADA rate	93%	93%	94%	95%
State Metric - Chronic absenteeism rate: SPA will decrease chronic absenteeism to be on par or better than the County average.	n/a	18.3%	13.9%	12%
State Metric - Efforts to seek parent input: SPA will send out regular parent newsletters and encourage return communication	n/a	Developed and implemented	Refine	Refine

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric - Promotion of parental participation: SPA will create a parent leadership organization	Established	Incorporated and membership increased	Increase membership	Increase membership

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Hold internal staff professional development and follow-up curriculum development with "Facing History and Ourselves"

2018-19 Actions/Services

Hold internal staff professional development and follow-up curriculum development with "Facing History and Ourselves"

2019-20 Actions/Services

Procure or provide internal staff professional development and follow-up curriculum development focused on social justice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide for additional character education initiatives

2018-19 Actions/Services

Provide for additional character education initiatives

2019-20 Actions/Services

Provide for additional character education initiatives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10,000	\$15,000
Source	Not Applicable	Supplemental	Supplemental
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

n/a

2018-19 Actions/Services

Implement restorative practices on a school-wide basis

2019-20 Actions/Services

Implement restorative practices on a school-wide basis

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$15,000	\$15,000
Source	Not Applicable	Supplemental	Supplemental
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$187,960

Percentage to Increase or Improve Services

4.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Allocations of funds towards services for unduplicated pupils have increased by at least the percentage identified above.

The following actions/services are designated as charterwide:

- Implement the NWEA MAP Benchmark assessments for math and English
- Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)
- Purchase Chromebooks for all students
- Hold internal staff professional development and follow-up curriculum development with school culture vendor
- Designed and implemented a personalized math intervention program
- Additional character education initiatives

In each case, these services are principally directed to and effective in meeting goals for our unduplicated pupils. The first three items chiefly address the base academic curriculum and programming. In order to be highly effective for our students, especially those who have greater needs, our teachers need adequate training, data, and resources (thus the nature of these actions/services). The final item specifically addresses school culture, social-emotional growth, and leveraging academic and arts standards to teach life skills. As with the previous actions/services, our unduplicated students have the greatest need in this regard.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$156,575

Percentage to Increase or Improve Services

4.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Allocations of funds towards services for unduplicated pupils have increased by at least the percentage identified above.

The following actions/services are designated as charterwide:

- Implement the NWEA MAP Benchmark assessments for math and English
- Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)
- Purchase Chromebooks for all students
- Hold internal staff professional development and follow-up curriculum development with “Facing History and Ourselves”
- Designed and implemented a personalized math intervention program
- Additional character education initiatives

In each case, these services are principally directed to and effective in meeting goals for our unduplicated pupils. The first three items chiefly address the base academic curriculum and programming. In order to be highly effective for our students, especially those who have greater needs, our teachers need adequate training, data, and resources (thus the nature of these actions/services). The final item specifically addresses school culture, social-emotional growth, and leveraging academic and arts standards to teach life skills. As with the previous actions/services, our unduplicated students have the greatest need in this regard.

Estimated Supplemental and Concentration Grant Funds

\$81,281

Percentage to Increase or Improve Services

4.25%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Allocations of funds towards services for unduplicated pupils have increased by at least the percentage identified above.

The following actions/services are designated as charterwide:

- Implement the NWEA MAP Benchmark assessments for math, science, and English
- Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)
- Purchase Chromebooks for all students
- Hold internal staff professional development and follow-up curriculum development with “Facing History and Ourselves”

In each case, these services are principally directed to and effective in meeting goals for our unduplicated pupils. The first three items chiefly address the base academic curriculum and programming. In order to be highly effective for our students, especially those who have greater needs, our teachers need adequate training, data, and resources (thus the nature of these actions/services). The final item specifically addresses school culture, social-emotional growth, and leveraging academic and arts standards to teach life skills. As with the previous actions/services, our unduplicated students have the greatest need in this regard.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	165,000.00	164,260.47	106,000.00	165,000.00	235,000.00	506,000.00
LCFF Supplemental and Concentration	0.00	164,260.47	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	165,000.00	0.00	106,000.00	165,000.00	235,000.00	506,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	165,000.00	164,260.47	106,000.00	165,000.00	235,000.00	506,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	8,000.00	67,000.00	11,000.00	8,000.00	10,000.00	29,000.00
2000-2999: Classified Personnel Salaries	0.00	10,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	75,000.00	0.00	65,000.00	75,000.00	100,000.00	240,000.00
5000-5999: Services And Other Operating Expenditures	27,000.00	13,062.50	20,000.00	27,000.00	35,000.00	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	55,000.00	74,197.97	10,000.00	55,000.00	90,000.00	155,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	165,000.00	164,260.47	106,000.00	165,000.00	235,000.00	506,000.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	67,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	8,000.00	0.00	11,000.00	8,000.00	10,000.00	29,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	10,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	75,000.00	0.00	65,000.00	75,000.00	100,000.00	240,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	13,062.50	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	27,000.00	0.00	20,000.00	27,000.00	35,000.00	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	74,197.97	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	55,000.00	0.00	10,000.00	55,000.00	90,000.00	155,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	27,000.00	18,062.50	20,000.00	27,000.00	35,000.00	82,000.00
Goal 2	103,000.00	114,472.97	81,000.00	103,000.00	155,000.00	339,000.00
Goal 3	35,000.00	31,725.00	5,000.00	35,000.00	45,000.00	85,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Appendix

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Contra Costa School of the Performing Arts
Multi-year Projection
As of Jul FY2021

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
SUMMARY						
Revenue						
LCFF Entitlement	4,521,550	4,889,697	5,313,203	5,467,309	5,727,461	
Federal Revenue	83,134	90,822	97,743	103,987	107,243	
Other State Revenues	637,218	671,255	707,844	722,519	739,267	
Local Revenues	193,773	208,920	225,368	234,531	246,555	
Fundraising and Grants	160,542	166,970	174,222	176,859	181,309	
Total Revenue	5,596,216	6,027,663	6,518,380	6,705,204	7,001,835	
Expenses						
Compensation and Benefits	3,324,996	3,577,746	3,789,657	3,842,982	4,063,583	
Books and Supplies	390,479	417,768	447,915	462,059	482,490	
Services and Other Operating Expenditures	1,603,716	1,792,357	2,024,861	2,220,681	2,248,637	
Depreciation	47,671	15,338	12,539	1,045	-	
Other Outflows	-	-	-	-	-	
Total Expenses	5,366,862	5,803,209	6,274,972	6,526,767	6,794,710	
Operating Income	229,354	224,454	243,407	178,437	207,124	
Fund Balance						
Beginning Balance (Unaudited)	824,552	1,053,906	1,278,360	1,521,767	1,700,205	
Audit Adjustment						
Beginning Balance (Audited)	824,552	1,053,906	1,278,360	1,521,767	1,700,205	
Operating Income	229,354	224,454	243,407	178,437	207,124	
Ending Fund Balance	1,053,906	1,278,360	1,521,767	1,700,205	1,907,329	
Total Revenue Per ADA	11,350	11,371	11,398	11,421	11,427	
Total Expenses Per ADA	10,885	10,947	10,972	11,117	11,089	
Operating Income Per ADA	465	423	426	304	338	
Fund Balance as a % of Expenses	20%	22%	24%	26%	28%	
Net Operating Income as a % of Expenses	4%	4%	4%	3%	3%	

Contra Costa School of the Performing Arts
Multi-year Projection
As of Jul FY2021

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
Key Assumptions						
Enrollment Breakdown						
6	95	99	99	99	99	
7	99	99	99	99	99	
8	99	99	99	99	99	
9	86	90	99	99	99	
10	75	76	80	90	99	
11	35	65	66	72	80	
12	30	30	60	60	70	
Total Enrolled	519	558	602	618	645	
ADA %						
4-6	95.0%	95.0%	95.0%	95.0%	95.0%	
7-8	95.0%	95.0%	95.0%	95.0%	95.0%	
9-12	95.0%	95.0%	95.0%	95.0%	95.0%	
Average ADA %	95.0%	95.0%	95.0%	95.0%	95.0%	
ADA						
4-6	90	94	94	94	94	
7-8	188	188	188	188	188	
9-12	215	248	290	305	331	
Total ADA	493	530	572	587	613	
Demographic Information						
CALPADS Enrollment (for unduplicated % calc)	519	558	602	618	645	
# Unduplicated (CALPADS)	150	161	174	179	187	
# Free & Reduced Lunch (CALPADS)	-	-	-	-	-	
# ELL (CALPADS)	-	-	-	-	-	
New Students	47	39	44	16	27	
School Information						
FTE's	40.6	42.6	44.6	44.6	46.6	
Teachers	25	26	27	27	28	
Certificated Pay Increases	1%	1%	1%	1%	1%	
Classified Pay Increases	1%	1%	1%	1%	1%	
# of school days	-	-	-	-	-	
Default Expense Inflation Rate	0%	0%	0%	0%	0%	

Contra Costa School of the Performing Arts
Multi-year Projection
As of Jul FY2021

		Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
		2021-22	2022-23	2023-24	2024-25	2025-26	
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	2,199,674	2,393,345	2,620,006	2,702,532	2,841,893	
8012	Education Protection Account Entitlement	98,610	106,020	114,380	117,420	122,550	
8096	Charter Schools in Lieu of Property Taxes	2,223,266	2,390,332	2,578,817	2,647,357	2,763,018	
SUBTOTAL - LCFF Entitlement		4,521,550	4,889,697	5,313,203	5,467,309	5,727,461	
Federal Revenue							
8181	Special Education - Entitlement	59,000	64,875	69,750	75,250	77,250	
8220	Child Nutrition Programs	24,134	25,947	27,993	28,737	29,993	
SUBTOTAL - Federal Revenue		83,134	90,822	97,743	103,987	107,243	
Other State Revenue							
8381	Special Education - Entitlement (State	308,156	331,313	357,438	366,938	382,969	
8382	Special Education Reimbursement (State	213,053	213,053	213,053	213,053	213,053	
8520	Child Nutrition - State	1,817	1,953	2,107	2,163	2,258	
8550	Mandated Cost Reimbursements	11,713	14,756	16,378	18,338	19,050	
8560	State Lottery Revenue	102,479	110,180	118,868	122,027	121,937	
8590	All Other State Revenue	-	-	-	-	-	
SUBTOTAL - Other State Revenue		637,218	671,255	707,844	722,519	739,267	
Local Revenue							
8634	Food Service Sales	60,850	65,423	70,581	72,457	75,623	
8660	Interest	4	4	4	4	4	
8693	Field Trips	74,184	79,759	86,048	88,335	92,194	
8699	All Other Local Revenue	28,734	28,734	28,734	28,734	28,734	
8701	8701 - Student Production/Event Revenue	30,000	35,000	40,000	45,000	50,000	
SUBTOTAL - Local Revenue		193,773	208,920	225,368	234,531	246,555	
Fundraising and Grants							
8802	8802 - Donations - Private (Foundation Grants)	75,000	75,000	75,000	75,000	75,000	
8803	8803 - Fundraising (school Site)	85,542	91,970	99,222	101,859	106,309	
SUBTOTAL - Fundraising and Grants		160,542	166,970	174,222	176,859	181,309	
TOTAL REVENUE		5,596,216	6,027,663	6,518,380	6,705,204	7,001,835	

Contra Costa School of the Performing Arts
Multi-year Projection
As of Jul FY2021

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100 Teachers Salaries	1,284,328	1,372,171	1,460,143	1,474,744	1,489,492	
1103 Teacher - Substitute Pay	19,692	19,889	20,088	20,289	20,492	
1148 Teacher - Special Ed	197,960	199,940	201,939	203,958	280,998	
1200 Certificated Pupil Support Salaries	229,553	231,848	234,167	236,508	238,874	
1300 Certificated Supervisor & Administrator Salaries	460,277	464,880	469,529	474,224	478,966	
SUBTOTAL - Certificated Salaries	2,191,810	2,288,728	2,385,865	2,409,724	2,508,821	
Classified Salaries						
2100 Classified Instructional Aide Salaries	214,981	268,130	321,302	324,515	378,760	
2300 Classified Supervisor & Administrator Salaries	112,312	113,435	114,569	115,715	116,872	
2400 Classified Clerical & Office Salaries	81,406	82,220	83,042	83,873	84,711	
SUBTOTAL - Classified Salaries	408,699	463,786	518,913	524,103	580,344	
Employee Benefits						
3100 STRS	337,942	399,212	416,644	420,810	438,593	
3300 OASDI-Medicare-Alternative	68,150	73,821	79,498	80,293	86,085	
3400 Health & Welfare Benefits	251,085	281,358	314,361	333,222	371,329	
3500 Unemployment Insurance	28,304	29,554	30,805	30,823	32,074	
3600 Workers Comp Insurance	39,008	41,288	43,572	44,007	46,337	
SUBTOTAL - Employee Benefits	724,488	825,233	884,879	909,156	974,419	
Books & Supplies						
4200 Books & Other Reference Materials	3,299	3,299	3,299	3,299	3,299	
4300 Materials & Supplies	99,839	110,838	122,607	130,068	139,222	
4315 Custodial Supplies	4,148	4,460	4,812	4,939	5,155	
4320 Educational Software	57,028	61,313	66,148	67,906	70,873	
4325 Instructional Materials & Supplies	41,504	44,622	48,141	49,420	51,580	
4420 Computers: individual items less than \$5k	56,728	56,728	56,728	56,728	56,728	
4430 Non Classroom Related Furniture, Equipment & Supplies	13,835	13,835	13,835	13,835	13,835	
4710 Student Food Services	114,099	122,673	132,346	135,863	141,799	
SUBTOTAL - Books and Supplies	390,479	417,768	447,915	462,059	482,490	
Services & Other Operating Expenses						
5200 Travel & Conferences	10,000	10,300	10,609	10,927	11,255	
5300 Dues & Memberships	26,606	26,606	26,606	26,606	26,606	
5400 Insurance	41,117	45,533	50,597	53,500	57,513	
5500 Operations & Housekeeping	94,554	97,391	100,312	103,322	106,421	
5535 Utilities - All Utilities	185,400	190,962	196,691	202,592	208,669	
5605 Equipment Leases	30,900	31,827	32,782	33,765	34,778	
5610 Rent	553,033	703,033	892,872	1,065,433	1,065,433	
5615 Repairs and Maintenance - Building	30,900	31,827	32,782	33,765	34,778	
5631 Other Space Rental	20,600	21,218	21,855	22,510	23,185	
5803 Accounting Fees	8,565	8,822	9,087	9,360	9,641	
5809 Banking Fees	3,605	3,713	3,825	3,939	4,057	
5812 Business Services	130,585	133,998	133,853	134,198	134,560	

Contra Costa School of the Performing Arts
Multi-year Projection
As of Jul FY2021

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
5815 Consultants - Instructional	51,065	52,597	54,175	55,800	57,474	
5820 Consultants - Non Instructional - Custom 1	10,300	10,609	10,927	11,255	11,593	
5824 District Oversight Fees	45,216	48,897	53,132	54,673	57,275	
5830 Field Trips Expenses	92,730	99,699	107,560	110,419	115,243	
5839 Fundraising Expenses	10,000	10,000	10,000	10,000	10,000	
5843 Interest - Loans Less than 1 Year	2,064	2,064	2,064	2,064	2,064	
5845 Legal Fees	100,000	100,000	100,000	100,000	100,000	
5851 Marketing and Student Recruiting	20,000	20,000	20,000	20,000	20,000	
5857 Payroll Fees	3,605	3,713	3,825	3,939	4,057	
5863 Professional Development	25,000	25,000	30,000	30,000	30,000	
5872 Special Education Encroachment	11,015	11,886	12,816	13,266	13,807	
5887 Technology Services	70,000	75,000	80,000	80,000	80,000	
5900 Communications	26,856	27,662	28,492	29,347	30,227	
SUBTOTAL - Services & Other Operating Exp.	1,603,716	1,792,357	2,024,861	2,220,681	2,248,637	
Depreciation Expense						
6900 Depreciation	47,671	15,338	12,539	1,045	-	
SUBTOTAL - Depreciation Expense	47,671	15,338	12,539	1,045	-	
Other Outflows						
SUBTOTAL - Other Outflows	-	-	-	-	-	
TOTAL EXPENSES	5,366,862	5,803,209	6,274,972	6,526,767	6,794,710	

Contra Costa School of the Performing Arts

Monthly Cash Forecast

As of Jul FY2021

	2021-22													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	192,101	317,843	234,337	241,371	330,779	359,546	322,514	284,061	256,364	368,140	312,370	218,834		
REVENUE														
LCFF Entitlement	-	213,387	330,344	351,132	329,517	329,517	351,132	329,517	487,232	281,178	250,450	250,450	4,521,550	1,017,693
Federal Revenue	-	-	2,011	2,011	2,011	2,011	2,011	2,011	2,011	31,511	2,011	2,011	83,134	33,522
Other State Revenue	17,754	31,264	31,415	42,222	42,222	53,935	42,222	64,685	49,817	49,817	72,280	49,817	637,218	89,768
Other Local Revenue	-	-	19,377	19,377	19,377	19,377	19,377	19,377	19,377	19,377	19,377	19,377	193,773	-
Fundraising & Grants	13,378	13,378	13,378	13,378	13,378	13,378	13,378	13,378	13,378	13,378	13,378	13,378	160,542	-
TOTAL REVENUE	31,133	258,029	396,526	428,121	406,506	418,219	428,121	428,969	571,816	395,262	357,496	335,034	5,596,216	1,140,984
EXPENSES														
Certificated Salaries	44,627	195,198	195,198	195,198	195,198	195,198	195,198	195,198	195,198	195,198	195,198	195,198	2,191,810	-
Classified Salaries	16,143	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	35,687	408,699	-
Employee Benefits	61,881	62,107	70,598	62,107	60,692	60,692	72,014	62,107	62,107	57,035	57,035	36,111	724,488	-
Books & Supplies	22,621	55,828	67,238	27,199	27,199	27,199	27,199	27,199	27,199	27,199	27,199	27,199	390,479	-
Services & Other Operating Expenses	159,636	120,971	138,724	136,475	136,475	136,475	136,475	136,475	139,849	135,913	135,913	86,400	1,603,716	3,936
Capital Outlay & Depreciation	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	47,671	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	308,881	473,764	511,418	460,639	459,224	459,224	470,545	460,639	464,013	455,005	455,005	384,568	5,366,862	3,936
Operating Cash Inflow (Outflow)	(277,748)	(215,735)	(114,892)	(32,519)	(52,718)	(41,005)	(42,425)	(31,671)	107,803	(59,742)	(97,508)	(49,535)	229,354	1,137,047
Revenues - Prior Year Accruals	400,202	130,977	117,954	117,954	77,512	-	-	-	-	-	-	-		
Fixed Assets	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973		
Expenses - Prior Year Accruals	(686)	(2,720)	-	-	-	-	-	-	-	-	-	-		
Ending Cash	317,843	234,337	241,371	330,779	359,546	322,514	284,061	256,364	368,140	312,370	218,834	173,272		

Contra Costa School of the Performing Arts

Monthly Cash Forecast

As of Jul FY2021

	2022-23													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	173,272	378,847	359,915	417,484	565,100	634,872	614,616	592,436	581,567	661,054	573,206	448,331		
REVENUE														
LCFF Entitlement	-	244,699	378,095	402,860	378,207	378,207	402,860	378,207	493,199	283,823	253,613	253,613	4,889,698	1,042,312
Federal Revenue	-	-	2,162	2,162	2,162	2,162	2,162	2,162	2,162	34,600	2,162	2,162	90,822	36,762
Other State Revenue	17,754	33,162	33,325	45,651	45,651	60,407	45,651	71,271	50,283	50,283	75,902	50,283	671,255	91,631
Other Local Revenue	-	-	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	20,892	208,920	-
Fundraising & Grants	13,914	13,914	13,914	13,914	13,914	13,914	13,914	13,914	13,914	13,914	13,914	13,914	166,970	-
TOTAL REVENUE	31,669	291,776	448,389	485,480	460,827	475,583	485,480	486,447	580,450	403,512	366,484	340,864	6,027,664	1,170,705
EXPENSES														
Certificated Salaries	45,073	203,969	203,969	203,969	203,969	203,969	203,969	203,969	203,969	203,969	203,969	203,969	2,288,728	-
Classified Salaries	16,305	40,680	40,680	40,680	40,680	40,680	40,680	40,680	40,680	40,680	40,680	40,680	463,786	-
Employee Benefits	68,557	70,901	79,767	70,901	69,423	69,423	81,245	70,901	70,901	65,553	65,553	42,106	825,233	-
Books & Supplies	22,907	58,828	71,095	29,438	29,438	29,438	29,438	29,438	29,438	29,438	29,438	29,438	417,768	-
Services & Other Operating Expenses	187,060	135,883	154,760	152,328	152,328	152,328	152,328	152,328	155,975	151,721	151,721	89,340	1,792,357	4,255
Capital Outlay & Depreciation	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	15,338	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	341,180	511,539	551,549	498,594	497,116	497,116	508,938	498,594	502,241	492,638	492,638	406,811	5,803,209	4,255
Operating Cash Inflow (Outflow)	(309,511)	(219,763)	(103,161)	(13,115)	(36,289)	(21,533)	(23,458)	(12,147)	78,209	(89,126)	(126,154)	(65,947)	224,455	1,166,450
Revenues - Prior Year Accruals	514,579	202,718	159,452	159,452	104,783	-	-	-	-	-	-	-		
Fixed Assets	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278		
Expenses - Prior Year Accruals	(771)	(3,165)	-	-	-	-	-	-	-	-	-	-		
Ending Cash	378,847	359,915	417,484	565,100	634,872	614,616	592,436	581,567	661,054	573,206	448,331	383,662		

Contra Costa School of the Performing Arts

Monthly Cash Forecast

As of Jul FY2021

	2023-24													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	383,662	561,247	529,212	581,411	730,257	798,027	774,626	749,030	735,255	821,593	725,438	589,177		
REVENUE														
LCFF Entitlement	-	264,845	408,265	436,298	409,793	409,793	436,298	409,793	536,182	308,572	275,797	275,797	5,313,203	1,141,772
Federal Revenue	-	-	2,333	2,333	2,333	2,333	2,333	2,333	2,333	37,208	2,333	2,333	97,743	39,541
Other State Revenue	17,754	34,320	34,496	47,748	47,748	64,127	47,748	75,293	52,973	52,973	80,518	52,973	707,844	99,172
Other Local Revenue	-	-	22,537	22,537	22,537	22,537	22,537	22,537	22,537	22,537	22,537	22,537	225,368	-
Fundraising & Grants	14,518	14,518	14,518	14,518	14,518	14,518	14,518	14,518	14,518	14,518	14,518	14,518	174,222	-
TOTAL REVENUE	32,273	313,684	482,149	523,434	496,929	513,307	523,434	524,474	628,543	435,808	395,703	368,158	6,518,380	1,280,485
EXPENSES														
Certificated Salaries	45,524	212,758	212,758	212,758	212,758	212,758	212,758	212,758	212,758	212,758	212,758	212,758	2,385,865	-
Classified Salaries	16,468	45,677	45,677	45,677	45,677	45,677	45,677	45,677	45,677	45,677	45,677	45,677	518,913	-
Employee Benefits	74,796	76,019	85,261	76,019	74,479	74,479	86,801	76,019	76,019	70,394	70,394	44,198	884,879	-
Books & Supplies	23,230	62,154	75,389	31,905	31,905	31,905	31,905	31,905	31,905	31,905	31,905	31,905	447,915	-
Services & Other Operating Expenses	220,965	154,396	174,527	171,889	171,889	171,889	171,889	171,889	175,846	171,229	171,229	92,607	2,024,861	4,616
Capital Outlay & Depreciation	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	12,539	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	382,026	552,050	594,657	539,293	537,753	537,753	550,075	539,293	543,250	533,009	533,009	428,189	6,274,972	4,616
Operating Cash Inflow (Outflow)	(349,753)	(238,366)	(112,507)	(15,859)	(40,824)	(24,446)	(26,641)	(14,819)	85,293	(97,200)	(137,305)	(60,031)	243,407	1,275,868
Revenues - Prior Year Accruals	527,125	208,709	163,661	163,661	107,549	-	-	-	-	-	-	-		
Fixed Assets	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045		
Expenses - Prior Year Accruals	(832)	(3,423)	-	-	-	-	-	-	-	-	-	-		
Ending Cash	561,247	529,212	581,411	730,257	798,027	774,626	749,030	735,255	821,593	725,438	589,177	530,191		

Contra Costa School of the Performing Arts

Monthly Cash Forecast

As of Jul FY2021

	2024-25													
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	Remaining
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		Balance
Beginning Cash	530,191	720,611	709,064	789,768	971,626	1,064,783	1,058,120	1,049,385	1,052,561	1,099,987	974,173	809,576		
REVENUE														
LCFF Entitlement	-	286,357	441,086	471,831	443,236	443,236	471,831	443,236	519,380	298,093	267,218	267,218	5,467,311	1,114,587
Federal Revenue	-	-	2,395	2,395	2,395	2,395	2,395	2,395	2,395	40,020	2,395	2,395	103,987	42,415
Other State Revenue	17,754	35,626	35,807	50,104	50,104	68,442	50,104	79,821	52,004	52,004	81,721	52,004	722,519	97,023
Other Local Revenue	-	-	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	23,453	234,531	-
Fundraising & Grants	14,738	14,738	14,738	14,738	14,738	14,738	14,738	14,738	14,738	14,738	14,738	14,738	176,859	-
TOTAL REVENUE	32,493	336,722	517,479	562,521	533,926	552,264	562,521	563,643	611,970	428,308	389,525	359,808	6,705,206	1,254,025
EXPENSES														
Certificated Salaries	45,979	214,886	214,886	214,886	214,886	214,886	214,886	214,886	214,886	214,886	214,886	214,886	2,409,724	-
Classified Salaries	16,632	46,134	46,134	46,134	46,134	46,134	46,134	46,134	46,134	46,134	46,134	46,134	524,103	-
Employee Benefits	78,149	78,075	87,322	78,075	76,534	76,534	88,863	78,075	78,075	72,408	72,408	44,639	909,156	-
Books & Supplies	23,347	63,653	77,239	33,091	33,091	33,091	33,091	33,091	33,091	33,091	33,091	33,091	462,059	-
Services & Other Operating Expenses	251,284	170,302	191,000	188,283	188,283	188,283	188,283	188,283	192,359	187,603	187,603	94,359	2,220,681	4,756
Capital Outlay & Depreciation	87	87	87	87	87	87	87	87	87	87	87	87	1,045	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	415,478	573,137	616,668	560,555	559,014	559,014	571,343	560,555	564,632	554,209	554,209	433,196	6,526,767	4,756
Operating Cash Inflow (Outflow)	(382,985)	(236,415)	(99,189)	1,966	(25,088)	(6,750)	(8,822)	3,088	47,339	(125,901)	(164,684)	(73,388)	178,439	1,249,269
Revenues - Prior Year Accruals	574,215	228,500	179,806	179,806	118,158	-	-	-	-	-	-	-		
Fixed Assets	87	87	87	87	87	87	87	87	87	87	87	87		
Expenses - Prior Year Accruals	(897)	(3,719)	-	-	-	-	-	-	-	-	-	-		
Ending Cash	720,611	709,064	789,768	971,626	1,064,783	1,058,120	1,049,385	1,052,561	1,099,987	974,173	809,576	736,275		

Contra Costa School of the Performing Arts

Monthly Cash Forecast

As of Jul FY2021

	2025-26													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	736,275	906,223	876,147	942,194	1,113,032	1,195,897	1,182,386	1,166,351	1,162,694	1,224,984	1,100,909	935,512		
REVENUE														
LCFF Entitlement	-	294,987	453,829	486,208	456,853	456,853	486,208	456,853	554,366	318,451	285,249	285,249	5,727,461	1,192,357
Federal Revenue	-	-	2,499	2,499	2,499	2,499	2,499	2,499	2,499	41,124	2,499	2,499	107,243	43,624
Other State Revenue	17,754	36,101	36,289	50,967	50,967	70,017	50,967	81,474	54,173	54,173	84,680	54,173	739,267	97,530
Other Local Revenue	-	-	24,656	24,656	24,656	24,656	24,656	24,656	24,656	24,656	24,656	24,656	246,555	-
Fundraising & Grants	15,109	15,109	15,109	15,109	15,109	15,109	15,109	15,109	15,109	15,109	15,109	15,109	181,309	-
TOTAL REVENUE	32,864	346,198	532,382	579,439	550,084	569,134	579,439	580,590	650,803	453,513	412,193	381,686	7,001,835	1,333,512
EXPENSES														
Certificated Salaries	46,439	223,853	223,853	223,853	223,853	223,853	223,853	223,853	223,853	223,853	223,853	223,853	2,508,821	-
Classified Salaries	16,799	51,231	51,231	51,231	51,231	51,231	51,231	51,231	51,231	51,231	51,231	51,231	580,344	-
Employee Benefits	85,251	83,665	93,287	83,665	82,061	82,061	94,891	83,665	83,665	77,717	77,717	46,773	974,419	-
Books & Supplies	23,545	65,870	80,050	34,781	34,781	34,781	34,781	34,781	34,781	34,781	34,781	34,781	482,490	-
Services & Other Operating Expenses	253,061	172,024	193,561	190,718	190,718	190,718	190,718	190,718	194,983	190,007	190,007	96,428	2,248,637	4,976
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	425,095	596,644	641,982	584,248	582,644	582,644	595,474	584,248	588,513	577,589	577,589	453,066	6,794,710	4,976
Operating Cash Inflow (Outflow)	(392,231)	(250,446)	(109,600)	(4,809)	(32,561)	(13,510)	(16,035)	(3,657)	62,291	(124,076)	(165,396)	(71,380)	207,124	1,328,536
Revenues - Prior Year Accruals	563,109	224,196	175,647	175,647	115,425	-	-	-	-	-	-	-		
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(929)	(3,827)	-	-	-	-	-	-	-	-	-	-		
Ending Cash	906,223	876,147	942,194	1,113,032	1,195,897	1,182,386	1,166,351	1,162,694	1,224,984	1,100,909	935,512	864,132		

Contra Costa School of Performing Arts Budget Assumptions for Charter Renewal

The attached budget projection is based on conservative estimates of the actual revenues and expenses associated with the Contra Costa School of Performing Art's (CCSPA) program as described in the charter renewal for the period of FY22 – FY26. Information used to create the projections are based on the school's historical financial data, rates published by the state of California and federal government, and future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
4-6	95	99	99	99	99
7-8	198	198	198	198	198
9-12	226	261	305	321	348
Total	519	558	602	618	645

The average daily attendance is projected at 95.0% for all years. At full enrollment in FY26, the school is projected to have an ADA of 612.75

CCSPA's unduplicated pupil percentage has been projected using FY20 CALPADS data. CCSPA submitted an unduplicated percentage of 28.8% via its CALPADS Fall 1.17 report and that percentage carries forward in the budget projection years.

Local Control Funding Formula

CCSPA is using the Local Control Funding Formula to drive the general-purpose entitlements. The table below shows the schedule of CCSPA's LCFF target funding from FY22 through FY26 and the total general-purpose entitlement generated each year. The rates in this table are based on assumptions from FCMAT's most recent LCFF calculator.

LCFF Assumptions	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
COLA (including one-time augmentation)	0.00%	0.00%	0.00%	0.00%	0.00%
Target LCFF for CCSPA per ADA	9,171	9,224	9,290	9,312	9,347
Total LCFF Entitlement	4,521,550	4,889,698	5,313,203	5,467,311	5,727,461

Special Education Revenue

CCSPA operates as an independent Local Education Agency (LEA) member in the El Dorado County Charter SELPA. The school provides its students with special education services directly and receives both state and federal special education funding. Funding is budgeted at a rate of \$625 per P-2 ADA and \$125 per prior year CBEDS enrollment. CCSPA has \$213K budgeted for ERMHS reimbursement in all years (based on eligible reimbursements in FY20), but this funding will depend on the services being provided (and associated expenses), as these grants are made on a reimbursement basis in our SELPA. Future budgets and forecasts will be adjusted accordingly.

To account for costs associated with being an independent LEA for special education, CCSPA is also projecting a 3% administrative fee on these revenues (based on the fee structure of the El Dorado County Charter SELPA).

Other Federal Revenue

CCSPA will serve a school lunch, in compliance with the National School Lunch Program. CCSPA will receive reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components and are served in a county inspected kitchen. Expected reimbursements for FY22 are \$24K and increase in future years based on increased enrollment.

Other State Revenue

CCSPA will serve a school lunch, in compliance with the National School Lunch Program. CCSPA will receive reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components and are served in a county inspected kitchen. Expected reimbursements for FY22 are \$2K and increase in future years based on increased enrollment.

State Lottery revenues for FY21 are set at a rate of \$199 per ADA based on School Services of California projections. This rate remains consistent for the subsequent years of the budget projection with no COLA growth included.

Finally, Mandated Cost Reimbursements are projected at \$17 per prior year K-8 ADA and \$47 per prior year 9-12 ADA for FY20-21. The projections also come from the most recent School Services of California projections. There are no one-time funds projected in any of the five years of the renewal budget.

Other Local Revenue

The school collects revenue for food service sales which accounts for \$55K in FY 22. Food Service Sales increases in the subsequent years based on current year enrollment. The school collects field trip donations and projects 74K in revenue in FY22 with increases in subsequent years based on enrollment. The school collects additional contributions in local revenue each year (mainly Chromebook repairs/replacements) which accounts for 29K. The school collects revenue from student productions/events and projects 30K in revenue in FY22 with a 5K increase for each subsequent year.

Lastly, CCSPA has budgeted \$161K in total for FY22 for its school site fundraising and grants from foundations. Historically, the school has received 50-100K each year from grants/foundations and projects 75K in revenue in all five years of the renewal budget. The school receives revenue from a parent annual fund/direct ask and projects 86K in revenue in FY22 with increases in subsequent years based on enrollment.

II. Expenses

At a high level, expense assumptions are based on CCSPA's programmatic structure and historical data, and they have been increased for inflation or on current year ADA to account for increases in student enrollment.

Salaries and Benefits

Historically, CCSPA salary increases are about 3% but since we are not projecting any increases to LCFF COLA, we are conservative with the assumptions for salary increases and current projections include a 1% salary increase for all certificated and classified employees.

CCSPA offers health benefits for all full-time staff members. The maximum expected cost of health benefits per employee is conservatively estimated at \$7,174 per employee in 2021-22 and grows at 6% each year. The school participates in CalSTRS and as such has budgeted the following annual contribution percentages for certificated employees.

STRS	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
Employer Contribution	16.02%	18.10%	18.10%	18.10%	18.10%

A summary of the school's staffing is included in the table below:

Category	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
1100 – Certificated Teachers	22.0	23.0	24.0	24.0	24.0
1148 – Special Education Teachers	3.0	3.0	3.0	3.0	4.0
1200 – Certification Pupil Support	3.2	3.2	3.2	3.2	3.2
1300 – Certificated Administrators	4.0	4.0	4.0	4.0	4.0
2100 – Classified Aides	4.65	5.65	6.65	6.65	7.65
2300 – Classified Supervisor & Administrators	2.0	2.0	2.0	2.0	2.0
2400 – Classified Clerical & Office	1.7	1.7	1.7	1.7	1.7

Books & Supplies

CCSPA is budgeting \$390K for Books and Supplies in 2021-22, or about \$752 per student. Books & Supplies largely increase based on current year ADA. A summary of the major expenses is as follows:

- \$162/CY ADA for Materials & Supplies
 - o There is also an additional line item detail in Materials & Supplies for Student Productions. This expense is 20K in FY22 with a 5K increase in each subsequent year which is in line with assumptions for Student Production Revenue
- \$116/CY ADA for Educational Software
- \$84/CY ADA for Instructional Materials & Supplies
- \$231/CY ADA for Student Food Services
- \$57K/year for computers

Services and Operating Expenses

CCSPA is budgeting \$1,603,716 in Services & Other Operating Expenses in 2021-22 with most line items increase 3% for COLA in future years.

CCSPA has budgeted its rent based upon assumptions provided through its lease with 2730 Mitchell Drive, LLC.

2730 Mitchell Drive, LLC, of which Charthouse Public Schools is the sole member, expects to issue a not to exceed amount of \$17mm of Series 2020 bonds with a closing date in early September. The Series 2020 bonds will be sold to a private investor and has the approval of the California State Finance Authority.

The proceeds of the Series 2020 bonds will be used to acquire the school's existing facility, pay costs of issuance, and fund three years of capitalized interest. The approximately 42,000 sq. ft. facility features a dance studio, theater, production design room, vocal music room, instrumental music room, multi-use room, counseling office, staff lounge, conference room, IT department, and administration rooms. The Series 2020 tax-exempt bonds will carry an interest rate of 5.5% per annum and the taxable bonds will carry an interest rate of 7.5% per annum. The facility acquisition will provide annual savings to the school and eliminate lease escalators. For the first three years, the annual cost savings compared to the original lease will be approximately \$300k to \$340k per year. The rent schedule reflects the rent negotiated with 2730 Mitchell Drive, LLC.

Category	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
5610 – Rent	553,033	703,333	892,872	1,065,433	1,065,433

General Liability Insurance is projected at \$83 per student in FY22 based on current agreements with their insurance provider. Rates increase with enrollment growth and COLA. Workers' Compensation Insurance is budgeted at 1.5% of payroll.

CCSPA pays 1% of general-purpose revenues for oversight to the Contra Costa County of Education, its authorizer.

CCSPA plans to continue to use its back-office service provider, EdTec, to support financial and operational needs of the school. Services include accounts payable, accounts receivable, accounting, budgeting and finance, payroll, and student data management. The cost for these services is forecasted at a rate of 130K in FY22 with increases in future years based on enrollment.

Other significant service and operating expenses categories include:

- Operations & Housekeeping: 95K in FY22 with 3% COLA increase in future years
- Utilities: 185K with 3% COLA increase in future years
- Legal Fees: 100K/year
- Technology Services: 70K FY22, 75K in FY23, and 80K in FY24-26
- Student Transportation: \$188/CY ADA

Contingencies and Reserves

By having a positive operating income in all five out years, CCSPA will grow its fund balance to 28% of its yearly expenses by the end of the fifth year. CCSPA has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, or if prospective grant money materializes, additional spending will be considered in future years.

Cash Flow

The cash flow forecast assumes all State revenue is received the month after it is distributed. The cash flow also assumes the FY21 deferral schedule continues in the budget projection years.

In Lieu of Property Tax revenue, disbursed via the District, is projected to be received according to Ed Code 47635. Timing of all other revenue and expenses have been projected according to past receipt or expenditure trends.

A small number of expenses are projected to accrue based on historic trends in invoicing. Public revenue will be accrued based on amounts owed according to CDE certified exhibits, and philanthropy and grants will be accrued based on written commitments. Accrued revenue will be reflected in the cash forecast in the year it is expected, according to reasonable and historic assumptions regarding disbursement/collection.