



Contra Costa School of Performing Arts

Regular Board Meeting

Date and Time

Tuesday January 24, 2023 at 5:30 PM PST

Location

Contra Costa School of Performing Arts
2730 Mitchell Drive
Walnut Creek, CA 94598
Room 125

The public may address the Board regarding any item within the jurisdiction of the Board of Directors of ChartHouse Public Schools. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker's card. Cards should be turned into the Board Chair/Vice Chairperson prior to the Call to Order. Speakers will be given three minutes for items on the agenda, and two minutes for items not on the agenda. When translation services are utilized to support the participation of a primary Speaker, the translator will be afforded the same duration of time as the primary Speaker. Time may not be yielded to other speakers. In compliance with the Brown Act, the Board may listen to comments from speakers and provide direction to staff, but may not engage in discussion or take action on items that are not already on the agenda.

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The Board of Directors will provide reasonable accommodations for persons with disabilities planning to attend Board meetings so long as notice is provided at least one hour prior to the start of the meeting by contacting the Executive Director's Office at (925) 235-1130.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Call the Meeting to Order		Heather Vega	
B. Record Attendance		Heather Vega	
C. Establishment of Quorum		Heather Vega	
D. Agenda Review and Adoption	Vote	Heather Vega	5 m

The Board will review the agenda and adopt as presented or take action to change the order of items.

II. PUBLIC COMMENTS 5:35 PM

The public may address the Board regarding any item within the jurisdiction of the Board of Directors of ChartHouse Public Schools. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker's card. Cards should be turned into the Board Chair/Vice Chairperson prior to the Call to Order.

Speakers will be given three (3) minutes for items *on* the agenda, and two (2) minutes for items *not* on the agenda. When translation services are utilized to support the participation of a primary Speaker, the translator will be afforded the same duration of time as the primary Speaker. Time may not be yielded to other speakers. In compliance with the Brown Act, the Board may listen to comments from speakers and provide direction to staff, but may not engage in discussion or take action on items that are not already on the agenda.

- A. Items on the Agenda** Heather Vega
- B. Items not on the Agenda** Heather Vega

III. CONSENT AGENDA 5:35 PM

Items listed under consent agenda are considered routine and will be approved/adopted in one single motion. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request by any member of the Board and acted upon separately.

	Purpose	Presenter	Time
A. Approve Minutes	Approve Minutes	Heather Vega	5 m

The Board will consider the approval of the minutes from the Regular Board of Directors annual retreat held on November 18, 2022.

Approve minutes for Annual Retreat on November 18, 2022

B. Approve Minutes	Approve Minutes	Heather Vega	
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The Board will consider the approval of the minutes from the Regular Board of Directors meeting held on December 14, 2022.

Approve minutes for Regular Board Meeting on December 14, 2022

C. BP 25	Vote	Brandy Byers	
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The board will consider approving a policy for Internet Use and Agreement from the sample CSDC policy.

D. BP 26	Vote	Brandy Byers	
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The Board will consider approval of the Community Use of Facilities board policy per sample CSDC policy. Note: *Education Code section 38131, the Civic Center Act, provides that "There is a civic center at each and every public school facility and grounds within the state where the citizens, parent teacher associations, Camp Fire girls, Boy Scout troops, veterans' organizations, farmers' organizations, school-community advisory councils, senior citizens' organizations, clubs and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions that in their judgment pertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside."*

E. School Accountability Report Card	Vote	Brandy Byers	
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The Board will consider approving the School Accountability Report Card.

IV. COMMITTEES

5:40 PM

The Board will hear reports from its committees.

A. Finance Committee	FYI	Charles Hill	5 m
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The Board will hear a report from this committee.

B. Facilities Ad Hoc Committee	Vote	Brandy Byers	5 m
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The Board will hear a report from this committee and consider closing this committee.

	Purpose	Presenter	Time
C. Long Term Planning Ad Hoc Committee	Discuss	Charles Hill	5 m

The Board will hear any updates from the long-term planning committee.

V. FISCAL REPORTS 5:55 PM

A. Monthly Financial Report	Discuss	EdTec Client Managers	15 m
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The Board will hear a presentation and report from EdTec Client Managers on the monthly financial report, including other important updates.

VI. Partnership 6:10 PM

A. Partnership Needs	Discuss	Brandy Byers	20 m
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The board will review areas current and expanded opportunities for partnership to support the operations of the school.

VII. ADMINISTRATIVE ITEMS AND ANNOUNCEMENTS 6:30 PM

A. Executive Director Report	Discuss	Brandy Byers	30 m
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The Board will hear an update on school business from Dr. Byers.

VIII. Compensation Study 7:00 PM

A. Comparable Compensation Data	Vote	Heather Vega	5 m
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Review of and Possible Approval of Comparable Compensation Data for Charter School Executive Director/CEO

IX. CLOSED SESSION 7:05 PM

The Board will move to Closed Session.

A. Negotiations and Partnerships	Discuss	Brandy Byers	15 m
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Per §54956, Board will discuss and provide direction regarding possible partners and associated negotiations.

B. Public Employee Employment/Discipline/Dismissal Release (§ 54957)	Vote	Brandy Byers	15 m
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	Purpose	Presenter	Time
Board will be updated regarding personnel hired and approve any Public Employee Discipline/Dismissal/Releases.			

C. Public Employment	Vote	Heather Vega	15 m
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Public Employment
Title: Executive Director/CEO

X. RECONVENE TO OPEN SESSION 7:50 PM

A. Report Out	FYI	Heather Vega	3 m
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The Board will report out on actions taken in Closed Session, if any.

B. Executive Director Salary and Compensation	FYI	Heather Vega	5 m
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Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to Executive Director/CEO

C. Employment Agreement	Vote	Heather Vega	5 m
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Review and Possible Approval of Fixed Term Employment Agreement for Executive Director/CEO

XI. Closing Items 8:03 PM

A. Adjourn Meeting		Heather Vega	1 m
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Coversheet

Approve Minutes

Section: III. CONSENT AGENDA
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Annual Retreat on November 18, 2022

APPROVED



Contra Costa School of Performing Arts

Minutes

Annual Retreat

Date and Time

Friday November 18, 2022 at 9:45 AM

Location

Contra Costa School of Performing Arts

The public may address the Board regarding any item within the jurisdiction of the Board of Directors of ChartHouse Public Schools. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker's card. Cards should be turned into the Board Vice-chairperson prior to the Call to Order. Speakers will be given three minutes for items on the agenda. Time may not be yielded to other speakers. In compliance with the Brown Act, the Board may listen to comments from speakers and provide direction to staff, but may not engage in discussion or take action on items that are not already on the agenda.

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Directors Present

A. Mbonisi, C. Hill, D. Wendt, F. Bani-Taba (remote), H. Vega, L. McPhatter-Harris

Directors Absent

M. Gil

Ex Officio Members Present

B. Byers

Non Voting Members Present

B. Byers

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

H. Vega called a meeting of the board of directors of Contra Costa School of Performing Arts to order on Friday Nov 18, 2022 at 10:02 AM.

H. Vega called for review and approval of agenda. Discussed switching Brown Act Training and Board on Track training- motion made and approved.

II. Meet Authorizer and Authorizer Board Members for Q & A

A. Q & A with visiting CCCOE Trustees and Authorizer

Sarah Butler, CCCOE Board Member and Neil McChesney, CCCOE Oversight, met with members of the board. One question about enrollment was discussed.

III. Public Comment

A. Items on the Agenda

None.

B. Items not on the Agenda

None.

IV. Opening Greeting

A. Opening Greeting

Recap tour with Trustee Butler from CCCOE Board. Introduced agenda and our visitor from Board on Track.

V. Discussion - Session One

A. Brown Act Training

Presentation from Lee Rosenberg regarding the Brown Act.

B. Board on Track Training

Presentation from Mike Mizzoni from BoardfOnTrack to review Charter 101 and using BoardOnTrack.

VI. Discussion - Session Two

A. Charter 101

Clarified follow up questions from first two sessions, shared items from Charter School Development Center with board for their review and understanding of their role.

B. Closed Session

Discussed contracts and potential negotiations. No action was taken.

VII. Closing Items

A. Retreat Wrap-up

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:00 PM.

Respectfully Submitted,
H. Vega

Coversheet

Approve Minutes

Section: III. CONSENT AGENDA
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on December 14, 2022

APPROVED



Contra Costa School of Performing Arts

Minutes

Regular Board Meeting

Date and Time

Wednesday December 14, 2022 at 5:30 PM

Location

Contra Costa School of Performing Arts
2730 Mitchell Drive
Walnut Creek, CA 94598

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Directors Present

A. Mbonisi, C. Hill, D. Wendt, F. Bani-Taba, H. Vega

Directors Absent

L. McPhatter-Harris

Ex Officio Members Present

B. Byers

Non Voting Members Present

B. Byers

Guests Present

B. Fleming (remote), J. Flaner, K. Aozasa

I. Opening Items

A. Call the Meeting to Order

H. Vega called a meeting of the board of directors of Contra Costa School of Performing Arts to order on Wednesday Dec 14, 2022 at 5:39 PM.

B. Record Attendance

Attendance recorded.

C. Establishment of Quorum

Quorum present.

D. Agenda Review and Adoption

D. Wendt made a motion to accept the agenda as presented as amended.

F. Bani-Taba seconded the motion.

Finance Committee remove David. Add Charles

The board **VOTED** unanimously to approve the motion.

E. Approve Minutes

D. Wendt made a motion to approve the minutes from Regular Board Meeting on 11-29-22.

A. Mbonisi seconded the motion.

Abstained from vote: Trustee Bani-Taba

The board **VOTED** to approve the motion.

II. PUBLIC COMMENTS

A. Items on the Agenda

No public comments.

B. Items not on the Agenda

No public comments.

III. COMMITTEES

A. Finance Committee

Finance Committee met with EdTec and Interim Executive Director to review pertinent matters, with the results presented later in this meeting in Fiscal Reports.

B. Fundraising Ad Hoc Committee

Chairperson Bani-Taba provided the board with a committee update.

C. Facilities Ad Hoc Committee

Chairperson Byers provided the board with a report on the progress this committee has made in the last month.

D. Long Term Planning Ad Hoc Committee

A committee update report was provided by Chairperson Hill.

E. Enrollment Ad Hoc Committee

This committee has not met since the last meeting, yet much work has taken place. Details will be presented during the Executive Director's report later in the meeting.

IV. FISCAL REPORTS

A. Monthly Financial Report

The Board heard a presentation from EdTec Managers on the financial reports.

B. Approval of Revised Budget

C. Hill made a motion to approve the revised budget as presented.

D. Wendt seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Employee Handbook

A. Employee Handbook

D. Wendt made a motion to approve the updated Employee Handbook 2022-2023.

A. Mbonisi seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Board Policies

A. BP 3 Complaints

C. Hill made a motion to approve the revised BP 3, Complaints.

D. Wendt seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. BP 18 Section 504

F. Bani-Taba made a motion to approve BP 18 Section 504.

D. Wendt seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. BP 19 Title IX

D. Wendt made a motion to approve BP 19 Title IX.

A. Mbonisi seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. BP 20 Title II

D. Wendt made a motion to approve BP 20 Title II.
A. Mbonisi seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. BP 21 Anti Harassment, Discrimination, Intimidation and Bullying Prevention Policy

D. Wendt made a motion to approve BP 21 Anti Harassment, Discrimination, Intimidation and Bullying Prevention Policy.
F. Bani-Taba seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. BP 22 Complaint Regarding Pupil Nutrition

D. Wendt made a motion to approve BP 22 Complaint Regarding Pupil Nutrition.
C. Hill seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. BP 23 Complaint about Special Education

C. Hill made a motion to approve BP 23 Complaint about Special Education.
D. Wendt seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. BP 24 Board Policy Harassment, Discrimination, and Retaliation Prevention Policy

C. Hill made a motion to approve BP 24 Board Policy Harassment, Discrimination, and Retaliation Prevention Policy (employee).
F. Bani-Taba seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. ADMINISTRATIVE ITEMS AND ANNOUNCEMENTS

A. Executive Director Report

Dr. Byers updated the Board on school business.

VIII. CLOSED SESSION

A. Public Employment (§ 54957)

The Board entered into Closed Session.

B. Public Employee Appointment (§ 54957)

The Board entered into Closed Session.

C. Public Employee Performance Evaluation (§ 54957)

The Board entered into Closed Session.

D. Public Employee Discipline/Dismissal Release (§ 54957)

The Board entered into Closed Session.

IX. RECONVENE TO OPEN SESSION

A. Report Out

The Board exited Closed Session and rejoined the open meeting. Chairperson Vega reported that no action was taken in closed session.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:48 PM.

Respectfully Submitted,

B. Byers

C. Hill made a motion to adjourn the meeting.

F. Bani-Taba seconded the motion.

The board **VOTED** unanimously to approve the motion.

Coversheet

BP 25

Section:	III. CONSENT AGENDA
Item:	C. BP 25
Purpose:	Vote
Submitted by:	
Related Material:	BP 25 Internet Use.docx.pdf



SPA

**Contra Costa School of
Performing Arts**

www.cocospa.org • 925-690-8600

Policy Number: 25.1242023

Policy Type: Governing Board Policy

Policy Name: Student Internet Use Policy

Approved:

Student Internet Use Policy

I. INTRODUCTION

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. The ChartHouse Public Schools dba Contra Costa School of Performing Arts (“CocoSPA”) provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, CocoSPA believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

CocoSPA has promulgated and adopted the Student Internet Use Policy (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of CocoSPA. This Policy sets forth student responsibilities and duties when accessing and using the Internet through CocoSPA equipment and resource network and when using email accounts maintained by CocoSPA. CocoSPA has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with CocoSPA equipment and resource networks. CocoSPA stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of CocoSPA.

In addition to the below-identified policies, CocoSPA will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse, and using a spam filter.

An authorized administrator, supervisor, or another employee may disable the technology protection measure concerned only during use by an adult to enable access for bona fide research or other lawful purposes.

Students are reminded that their use of CocoSPA equipment and resource networks reflect upon CocoSPA, and Students should guide their activities accordingly.

II. STUDENT RESPONSIBILITIES

1. Use Limited to an Educational Purpose

The Student acknowledges that access to the Internet via CocoSPA equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use CocoSPA equipment and resource networks only in a manner specified in the Policy.

a. Educational Purpose

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, CocoSPA-approved personal research activities, or other purposes as defined by CocoSPA from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of CocoSPA policy.

2. Plagiarism

Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright.

Student agrees that he or she will not use CocoSPA equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by CocoSPA and the owner of the copyrighted material.

4. Communication.

Student agrees that he or she will use CocoSPA equipment or resource networks or CocoSPA email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
- f. Student will not place illegal information on the Internet, nor will Student use the Internet in any way that violates federal, state, or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other Internet user or post on the Internet his or her personal information, including name, address, telephone number, credit card information and social security numbers, unless expressly authorized by CocoSPA in writing.
- i. Student will not arrange a face-to-face meeting with someone he or she has “met” on the computer network or Internet without a parent’s written permission.
- j. Student will not use the School’s equipment in a manner that jeopardizes the security of access of the computer network or other networks on the internet.
- k. Student will not engage in cyberbullying or cyberthreats. Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, smartphone, or pager, of a communication, including but not limited to, a message, text, sound, video or image.
- l. Cyber sexual bullying involves 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 effects described in (1) – (4) above. A photograph or other visual recording 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. EC 48900
- m. Student will not engage in social media bullying on any forum, including but not limited to, internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as SnapChat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and

internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the Student's parent or guardian may be granted access to the Student's email files.

5. Illegal, Dangerous Activities and Hacking.

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to CocoSPA, other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, download hacker tools such as port scanners and password crackers designed for use with Windows (or applicable operating systems), or use Internet Explorer (or other WWW browsing tools) to evade restrictions on what programs Student can run on CocoSPAs computers.

6. Obscene Materials.

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Supervision and Student Privacy

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by CocoSPA and provided to students for educational purposes. CocoSPA will provide staff to monitor and supervise all Student access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. CocoSPA also reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over CocoSPA-owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. Commercial Activities.

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by CocoSPA in writing.

9. Information About Others.

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

10. Violation of Policy.

The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses CocoSPA equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why CocoSPA should deem the activity in question a use consistent with the educational purposes stated in this Policy. If CocoSPA deems that the use is inconsistent with the educational purposes stated in this Policy, CocoSPA may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, CocoSPA reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that CocoSPA will contact the proper legal authorities if the CocoSPA concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

11. Training

Student acknowledges that he/she will be required to attend training on the requirements of this Internet use policy as a condition of using CocoSPA-owned technology. This will include training about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response. Student must demonstrate an understanding of the policy prior to receiving an individual account on CocoSPA's system.

Coversheet

BP 26

Section:	III. CONSENT AGENDA
Item:	D. BP 26
Purpose:	Vote
Submitted by:	
Related Material:	BP 26 Community Facility Use Plan.docx (1).pdf



SPA

**Contra Costa School of
Performing Arts**

www.cocospa.org • 925-690-8600

Policy Number: 26.1242023

Policy Type: Governing Board Policy

Policy Name: Community Use of Facilities Policy

Approved:

Community Use of Facilities

Priority of Uses

Because the Charter School has a limited number of rooms, demand for use that exceeds the number of rooms available shall be satisfied according to the priority ranking (highest to lowest). If a request for a higher priority use is received for a given facility ten or more work days prior to the date on which a tentative use has been granted, the tentative assignment shall be canceled and the facility assigned a higher use.

1. Activities required by, or in furtherance of, the responsibilities of the Charter School.
2. The State Superintendent of Public Instruction, the State Board of Education, or federal educational agencies.
3. Elementary, secondary, unified, and community college districts in the Charter School's county.
4. Private nonprofit organizations serving handicapped children in the Charter School's county.
5. Other school-related private nonprofit organizations, including but not limited to local arts nonprofit organizations.
6. Public universities in the Charter School's county.
7. Other local government.
8. Agencies other than state and federal agencies.
9. Other private, nonprofit organizations.
10. Other private groups or individuals.

Prohibited Uses

The following public uses are prohibited:

1. The operation of any powered machinery of any type except for office and audiovisual equipment.
2. The use of open flame except as part of an established ritual under adult supervision.

3. Any use by employees of the Charter School for profit or other personal benefit.
4. The sale, delivery, or consumption of alcoholic beverages.
5. Any use in such a fashion as to institute a monopoly on such use by any organization or individual.
6. Any use for which an admission fee is charged, except where such fee is charged by a nonprofit organization or governmental agency.
7. Any use which interferes with or is likely to interfere with the instruction of students or other operations of the Charter School.
8. No alcoholic beverages or controlled substances are to be consumed, sold, given away or delivered to any person on the property of the Charter School. Any person deemed to be under the influence of alcoholic beverages or controlled substances will be denied participation in the activity being conducted on the Charter School property and may be barred from having or receiving any future privilege of use of the Charter School facility.
9. Smoking is not allowed inside any of the buildings. The Charter School facility is a designated "No Smoking" facility.
10. Any City or County ordinances governing such activities will be applicable to activities under these rules and regulations.
11. Profane language, gambling, or fighting, will be considered misconduct and will be cause for cancellation of permission for use.
12. Any activity prohibited by federal or state law shall not be permitted on Charter school premises at any time. Any such activity will be considered misconduct and will be cause for cancellation of permission for use. The Charter School will notify the appropriate law enforcement authority in the event such misconduct occurs.

CANCELLATION OR CHANGE NOTICE

If an approved event is **cancelled**, the school must be notified prior to 48 hours before the event. Failure to advise appropriate site personnel could result in staff overtime fees of \$216.00 (\$54.00 per hour for a 4-hour minimum).

If a **change** in time, date, room or equipment arises, please notify the appropriate site personnel as soon as possible prior to the event. Site personnel will then prepare and submit a *Cancellation or Change* form and alert their staff of the changes.

INSURANCE

Contra Costa School of Performing Arts requires that all groups using school facilities carry liability insurance in the amount of at least \$1,000,000 per occurrence. A *Certificate of Insurance* must be received by Contra Costa School of Performing Arts prior to use of facilities. Contra Costa School of Performing Arts must be endorsed as additionally insured on the certificate.

Contra Costa School of Performing Arts Staff

If your group or organization requires **exclusive** use of a staff member during the event, it must be noted on the "Use Permit". The staff member's primary duty is to the user group. Other duties may be assigned when user demand appears minimal or after user needs are fulfilled. When a user

requires a staff member exclusively for an event, no school duties will be assigned.

When a staff member has been assigned to a specific user activity and the user has not arrived one hour after the scheduled arrival time, the staff member may secure the site and leave the premises. Overtime compensation will be paid at four (4) hours regardless and the user will be charged accordingly.

Staff members assigned extra work for community service events are guaranteed a minimum of four (4) hours for each assignment. A staff member receives one 15-minute rest break in each 4-hour period and one 30-minute meal break in an 8-hour shift.

Fee Schedule

Charges for use of meeting rooms at a time when the Charter School personnel are not present are listed on the table below:

Available Facilities

The following facility or portion of the facility will be made available for public use:

Space/ Room	Price per Hour/ 4 hour minimum
Large Classroom (30 student)	\$50
Small Classroom (10 student)	\$25
Conference Room	\$25
Office Space (only if empty)	\$25
Large Dance Studio	\$100
Small Dance Studio	\$75
Black Box Theater	\$100
Production & Design Room	\$100
Production & Design Room 109	\$75
Vocal Room	\$100
Instrumental Room	\$100
Multi Use Room	\$150
Parking Lot (without use of additional facilities)	\$75

Back Yard	\$100
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In addition, use during weekend, holiday, evening hours, or during school recess periods requires staff overtime. User groups are responsible for staff overtime charges of \$54.00 per hour with a 4-hour minimum. Staff set-up and clean-up time may also be assessed on all uses.

Failure to provide five (5) days' notice of cancellation for Saturday or Sunday meetings will result in a charge of \$ \$50.

All damage and/or abuse of meeting rooms will be charged according to the direct time and materials involved to return the meeting room to its original condition. Damage and cost involved will be determined by the Executive Director and the user billed.

Coversheet

School Accountability Report Card

Section: III. CONSENT AGENDA
Item: E. School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material: CoCoSPA_School Accountability Report Card_2021-2.pdf

Contra Costa School of Performing Arts
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 2730 Mitchell Dr.
Walnut Creek, CA , 94598-1602

Principal: Brandy Byers

Phone: (925) 235-1130

Grade Span:

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

Brandy Byers

Principal, Contra Costa School of Performing Arts

About Our School

Contact

Contra Costa School of Performing Arts
 2730 Mitchell Dr.
 Walnut Creek, CA 94598-1602

Phone: [\(925\) 235-1130](tel:9252351130)
 Email: brandy.byers@cocospa.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Contra Costa County Office of Education
Phone Number	
Superintendent	Mackey, Lynn
Email Address	lmackey@cccocoe.k12.ca.us
Website	www.cocospa.org

School Contact Information (School Year 2022–23)

School Name	Contra Costa School of Performing Arts
Street	2730 Mitchell Dr.
City, State, Zip	Walnut Creek, CA , 94598-1602
Phone Number	(925) 235-1130
Principal	Brandy Byers
Email Address	brandy.byers@cocospa.org
Website	www.cocospa.org
County-District-School (CDS) Code	07100740134114

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

Mission

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

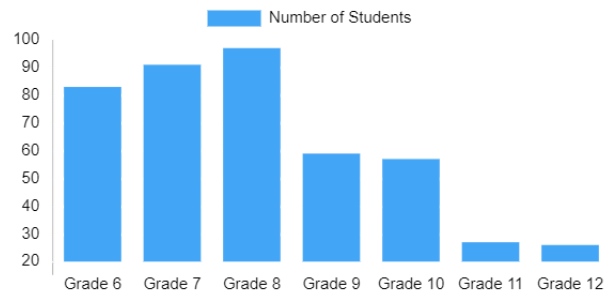
Vision

- SPA will offer quality instruction focusing on real world connections and an engaging, coherent, and rigorous arts-integrated curriculum in every classroom to facilitate student learning, achievement, and college and career readiness;
- SPA will embrace and practice a personalized approach to teaching and learning, using the most 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.

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	83
Grade 7	91
Grade 8	97
Grade 9	59
Grade 10	57
Grade 11	27
Grade 12	26
Total Enrollment	440



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	68.00%
Male	31.00%
Non-Binary	1.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	11.00%
Filipino	1.00%
Hispanic or Latino	40.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	12.00%
White	33.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.00%
Foster Youth	0.00%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	34.00%
Students with Disabilities	16.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	41.18	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.90	40.41	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	13.57	33.70	11.07	12115.80	4.41
Unknown	1.00	4.80	21.90	7.19	18854.30	6.86
Total Teaching Positions	22.10	100.00	305.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	7.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.90	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.50	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	3.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	31.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	45.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Summit Learning/ Designated ELD - Rosetta Stone	Yes	0%
Mathematics	Summit Learning Platform	Yes	0%
Science	High School - Summit Learning Middle School - FOSS and Summit Learning	Yes	0%
History-Social Science	Summit Learning	Yes	0%
Foreign Language	Spanish - Edgenuity and Summit Learning	Yes	0%
Health	Locally Created	Yes	0%
Visual and Performing Arts	Locally Created	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/17/23

School Facility Conditions and Planned Improvements

Contra Costa School of Performing Arts occupies a fully functional and newly renovated private facility at 2730 Mitchell Drive, Walnut Creek. The campus is a single story, 43,000 sf building, originally constructed in 2009 as a laboratory and office space. SPA completed full tenant improvements for optimal school use in October of 2020. Given the recent work completion, the school meets most of the standards for good repair and any noted deficiencies are not significant. The most recent facilities inspection on March 22,2021 notes that the facility is in overall good repair.

Last updated: 1/17/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: March 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: March 2021

Overall Rating	Good
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Last updated: 1/17/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	45%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	16%	N/A	21%	N/A	33%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/17/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	269	95.73	4.27	39.41
Female	180	169	93.89	6.11	42.60
Male	99	98	98.99	1.01	33.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	119	116	97.48	2.52	35.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	34	82.93	17.07	41.18
White	88	86	97.73	2.27	48.84
English Learners	27	27	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	99	98.02	1.98	31.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	15.22

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

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

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

Last updated: 1/17/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	267	95.02	4.98	15.73
Female	180	167	92.78	7.22	14.37
Male	99	98	98.99	1.01	18.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	119	116	97.48	2.52	12.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	34	82.93	17.07	14.71
White	88	85	96.59	3.41	27.06
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	98	97.03	2.97	6.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	44	89.80	10.20	4.55

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

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

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

Last updated: 1/17/23

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	N/T	30.66	N/T	0.00	28.5	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	137	93.84	6.16	30.66
Female	105	96	91.43	8.57	22.92
Male	38	38	100.00	0.00	47.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	14	93.33	6.67	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	22.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	17	77.27	22.73	23.53
White	56	56	100.00	0.00	41.07
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	94.59	5.41	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	14.81

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

Last updated: 1/17/23

Career Technical Education (CTE) Programs (School Year 2021–22)

CocoSPA is committed to ensuring equal, fair, and meaningful access to various educational programs, including CTE. CocoSPA is committed to providing equal opportunity to all individuals in school programs and activities and provides equal access to the Boy Scouts and other designated youth groups. CocoSPA programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived race, age, sex, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, immigration status, marital, family or parental status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis prohibited by California state and federal non-discrimination laws respectively.

CocoSPA desires to provide a comprehensive CTE program in the secondary grades (9-12), which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The school's CTE program is designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge and skills-based economy. The program includes a rigorous academic component and provides students with practical experience and understanding of all aspects of an industry.

All CTE courses are offered without regard to actual or perceived characteristic protected from discrimination by law. CocoSPA ensures that the lack of English Language skills will not be a barrier to admission and participation in the CTE program.

As an integrated part of the Arts Program, every high school student at SPA participates in a CTE Pathway, comprised of at least 3 sequential courses, in their Arts Concentration. The 5 CTE Pathways are: Dance/Choreography, Professional Music: Instrumental, Professional Music: Vocal, Professional Theater, and Stage Management.

Dance and Choreography is part of the Performing Arts pathway that focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. Students refine multi-genre technical, performance, and choreographic skills for live and recorded performances to prepare for careers in professional dance.

Instrumental Music is part of the Performing Arts pathway that focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. Students build on technical knowledge to prepare for artistic career paths in the music industry. They refine skills in instrumental, vocal, and/or digital music composition, arrangement, performance, and production.

Production & Design is part of the Production & Managerial Arts pathway that focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public. Students execute the design and technical aspects of dance, theater, and music productions to prepare for careers in technical theater and theater management. They are trained in costuming; lighting and projection design; lighting installation and operation; set design, construction, and installation; sound design and production; front and back-of-house management; stage management; and marketing for live and recorded performance.

Theater is part of the Performing Arts pathway that focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. Students prepare for artistic careers on the stage or screen. They learn to create, perform, and direct for live audiences and the camera. Students will learn and refine writing, acting, and directing techniques, and understand the business side of the professional theater, film, and television industries.

Vocal Music is part of the Performing Arts pathway that focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. Students will learn musical styles: popular, Broadway, classical, gospel, multi-lingual, historical genres, dance, stage performance, body movement, physical awareness, and technical vocal skills.

CTE Coordinator: Lisa Kingsbury, lisa.kingsbury@cocospa.org, 925-235-1130, 2730 Mitchell Dr., Walnut Creek CA 94598

Last updated: 1/17/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	219
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.22%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	78.26%

Last updated: 1/17/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7	71%	79%	0%	79%	30%
9	36%	40%	0%	19%	40%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated:

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

SPA believes that parent involvement is incredibly important for the success of the organization.

As such, the following initiatives are in place:

- The Governing Board and standing Board committees include parent membership in the highest levels of decision making.
- 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. The mission of Ensemble is to promote unity, inclusiveness, and positive communication within the SPA community. The group provides volunteer support and raises funds to ensure thriving academic and performing arts programs continue at 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 maintains and regularly shares a list of parent/guardian volunteer opportunities to promote participation and inclusion.
- SPA curates an annual schedule of events that parents are encouraged to attend including open houses, academic trainings, tours, performances, and other community engagement activities.

Detailed information can be found on the school website at cocospa.org.

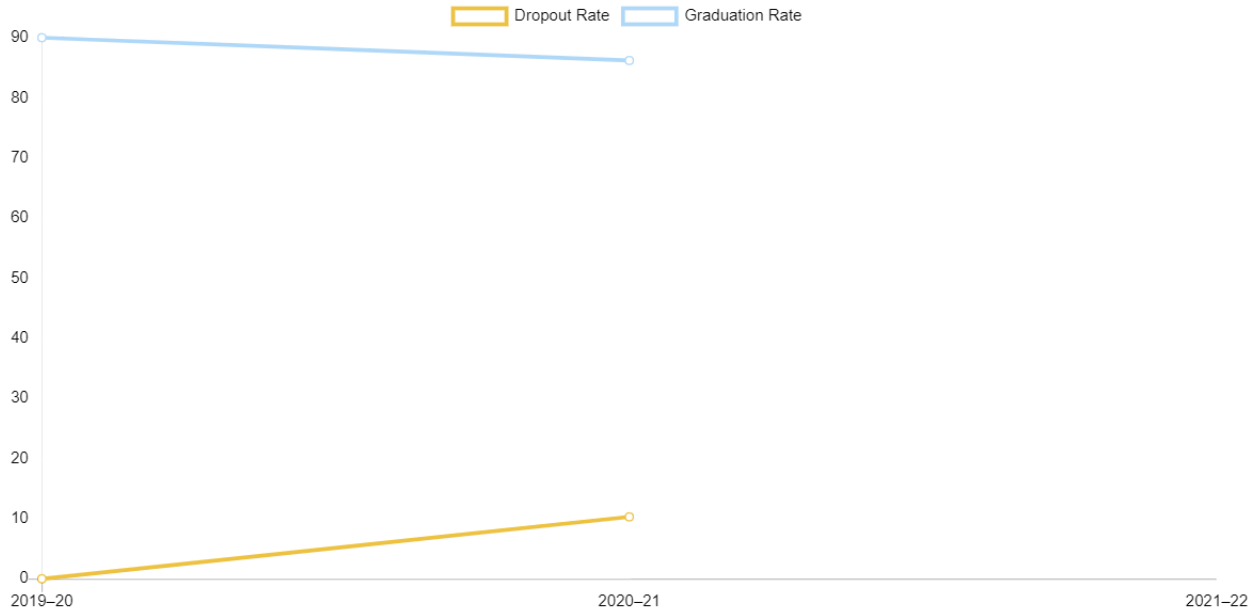
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	--	0.00%	10.30%	--	8.90%	3.60%	--	8.90%	7.80%
Graduation Rate	--	90.00%	86.20%	--	84.00%	91.20%	--	84.20%	87.00%



Last updated: 1/17/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
 (School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	29	25	86.2
Female	24	21	87.5
Male	5		
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races			
White	14	12	85.7
English Learners	0	0	0.00
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.
 Last updated: 1/17/23

**Chronic Absenteeism by Student Group
 (School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	471	453	64	14.1
Female	320	308	48	15.6
Male	147	141	16	11.3
American Indian or Alaska Native	1	1	1	100.0
Asian	6	6	0	0.0
Black or African American	52	51	7	13.7
Filipino	6	6	0	0.0
Hispanic or Latino	185	178	29	16.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	56	54	4	7.4
White	156	148	20	13.5
English Learners	39	38	3	7.9
Foster Youth	1	1	1	100.0
Homeless	8	7	1	14.3
Socioeconomically Disadvantaged	170	165	28	17.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	80	15	18.8

Last updated: 1/17/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.43%	2.96%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	6.37%	0.11%	4.04%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
 (School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.37	0.00
Female	4.69	0.00
Male	10.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.46	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	3.85	0.00
English Learners	10.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.05	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

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

The plan is reviewed at least annually by our school safety committee made up of certificated staff, classified staff, and parents. The Comprehensive School Safety Plan was updated and reviewed on 5/17/2022. The plan is designed to develop an awareness of the diverse emergency situations that can occur on or near a school campus, both before, during and after normal school hours; provide staff members with a description of their duties in emergency situations; provide strategies that will help students, staff, parents, and local agencies respond in an appropriate and safe manner to emergency conditions; and support school staff in providing a school environment that provides a maximum level of safety and security for all students, parents, and staff.

Key elements of the safety plan include

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

Last updated: 1/17/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	17.00	17	12	2
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	40.00	7		6
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	18.00	12	11	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	14	3	5
Mathematics	18.00	11	6	2
Science	19.00	6	3	3
Social Science	24.00	6	4	4

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	46.00	3	1	4
Mathematics	69.00	1		4
Science	86.00			4
Social Science	53.00	1	1	4

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	4	8	2
Mathematics	23.00	6	8	
Science	21.00	6	7	1
Social Science	22.00	6	8	

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

Last updated: 1/17/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	220.00

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

Last updated: 1/17/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/17/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11101.00	\$1925.00	\$9176.00	\$63038.00
District	N/A	N/A	--	\$63038.00
Percent Difference – School Site and District	N/A	N/A	--	0.00%
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

The holistic learning needs of SPA students call on a diverse cross section of services and supports, including the following:

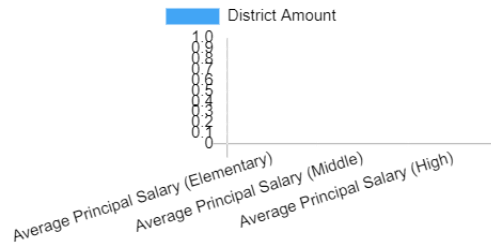
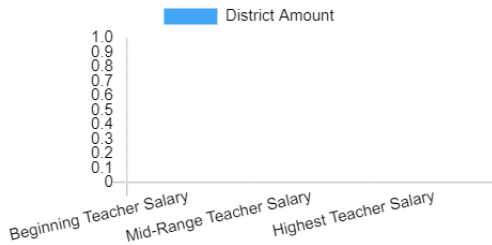
- Mentoring
- Tutoring
- Career Counseling
- After School Activities
- Summer Enrichment
- Arts Programming
- ERMHS Tier 1, 2, 3
- Wellness Support
- Socio-Emotional Learning
- Substance Abuse Counseling
- Temporary Food Assistance
- Transportation Assistance

Last updated: 1/17/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	3
Social Science	2
Total AP Courses Offered*	6.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/17/23

Professional Development

In order to set professional development priorities each year, the Executive Director, Principal, and the Instructional Leadership team evaluate schoolwide quantitative and qualitative performance data in the following general areas:

- Academic performance as measured by CAASPP, MAP, and other formative and summative assessments
- Attendance and discipline data to look for strengths and areas of need in terms of engagement and school climate
- Stakeholder survey data to assess school culture status and evolution

Given the robust amount of time SPA dedicates to professional development, we deliver programming in a variety of ways and groupings:

- Community Meeting professional development involves sessions that are for the whole team and staff. We set priorities, analyze data, build instructional practices and share best practices in these sessions.
- PLC professional development involves departmental teams and grade level teams that focus on cycles of inquiry in improving instruction.
- Our student services and special education teams deliver workshops around interventions and MTSS structures of support.
- Our math team participates in development sessions with The New Teacher Project (TNTP) that involve observation walk throughs and team collaboration.
- Teachers participating in induction receiving weekly coaching and all teachers receive observations, collaboration and feedback from our Instructional Leadership team.
- Teachers also select and participate in workshops to support their professional growth and collaborate with networks outside of SPA.
- The SPA Instructional Leadership team participates in county collaborations and workshops as well.

Teachers participate and help lead weekly Wednesday PD sessions to support collaboration and growth. They also receive instructional coaching and debrief opportunities in coaching cycles. Teachers have regular check ins with our Director of Curriculum and Instruction and with our School Principal to discuss instructional practice. During the second semester, we also engage teachers in building an asset map of our best practices in order to facilitate collaboration and growth. We provide opportunities for cycles of reflection and implement yearly student surveys to inform teacher practice.

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

Last updated: 1/17/23

Coversheet

Monthly Financial Report

Section: V. FISCAL REPORTS
Item: A. Monthly Financial Report
Purpose: Discuss
Submitted by:
Related Material: CCSPA Jan Board Meeting (Dec Financials).pdf

Contra Costa School of the Performing Arts
Income Statement
As of Dec FY2023

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
SUMMARY										
Revenue										
LCFF Entitlement	388,446	214,158	214,158	1,401,162	4,669,021	3,602,656	3,602,791	135	2,201,629	39%
Federal Revenue	-	-	-	1,789	174,935	160,918	329,718	168,800	327,929	1%
Other State Revenues	44,488	35,260	197,241	381,461	1,459,971	1,482,409	1,482,409	-	1,100,948	26%
Local Revenues	9,603	14,201	315,123	364,541	150,429	129,049	88,552	(40,497)	(275,989)	412%
Fundraising and Grants	45,000	207	1,400	48,059	96,558	85,076	85,076	-	37,017	56%
Total Revenue	487,538	263,826	727,922	2,197,012	6,550,913	5,460,109	5,588,547	128,438	3,391,534	39%
Expenses										
Compensation and Benefits	276,517	290,538	256,057	1,593,826	3,711,328	3,202,471	3,196,195	6,276	1,602,369	50%
Books and Supplies	48,769	50,148	40,560	160,251	279,040	201,937	321,820	(119,883)	161,569	50%
Services and Other Operating Expenditures	252,337	206,908	175,289	1,209,920	2,496,778	2,430,265	2,437,734	(7,469)	1,227,814	50%
Depreciation	1,212	1,212	1,212	9,144	16,414	16,414	16,414	-	7,270	56%
Other Outflows	918	3,671	25,769	104,474	-	-	-	-	(104,474)	
Total Expenses	579,753	552,476	498,886	3,077,615	6,503,560	5,851,087	5,972,163	(121,076)	2,894,548	52%
Operating Income	(92,215)	(288,650)	229,036	(880,602)	47,353	(390,978)	(383,617)	7,362	496,986	
Fund Balance										
Beginning Balance (Unaudited)					668,536	668,363	668,363			
Operating Income					47,353	(390,978)	(383,617)			
Ending Fund Balance					715,889	277,385	284,746			
Fund Balance as a % of Expenses					11%	5%	5%			

Contra Costa School of the Performing Arts
Income Statement
As of Dec FY2023

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
KEY ASSUMPTIONS										
Enrollment Summary										
4-6					89	73	73	-		
7-8					178	146	146	-		
9-12					198	131	131	-		
Total Enrolled					465	350	350	-		
ADA %										
4-6					95.5%	95.5%	95.5%	0.0%		
7-8					95.0%	95.0%	95.0%	0.0%		
9-12					93.5%	93.5%	93.5%	0.0%		
Average ADA %					94.5%	94.5%	94.5%	0.0%		
ADA										
4-6					85.00	69.72	69.72	-		
7-8					169.10	138.70	138.70	-		
9-12					185.13	122.49	122.49	-		
Total ADA					439.23	330.91	330.91	-		

Contra Costa School of the Performing Arts
Income Statement
As of Dec FY2023

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
REVENUE										
LCFF Entitlement										
8011	214,158	214,158	214,158	880,428	2,508,570	1,968,636	1,968,771	135	1,088,342	45%
8012	20,312	-	-	20,312	87,845	66,182	66,182	-	45,870	31%
8096	153,976	-	-	500,422	2,072,606	1,567,838	1,567,838	-	1,067,416	32%
SUBTOTAL - LCFF Entitlement	388,446	214,158	214,158	1,401,162	4,669,021	3,602,656	3,602,791	135	2,201,629	39%
Federal Revenue										
8181	-	-	-	-	61,428	55,000	55,000	-	55,000	0%
8220	-	-	-	1,789	21,623	16,450	185,250	168,800	183,461	1%
8291	-	-	-	-	38,414	38,057	38,057	-	38,057	0%
8292	-	-	-	-	8,470	8,411	8,411	-	8,411	0%
8294	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
8299	-	-	-	-	35,000	33,000	33,000	-	33,000	0%
SUBTOTAL - Federal Revenue	-	-	-	1,789	174,935	160,918	329,718	168,800	327,929	1%
Other State Revenue										
8319	-	-	2,164	6,485	-	-	-	-	(6,485)	
8381	28,932	28,932	28,932	150,405	360,165	271,346	271,346	-	120,941	55%
8382	1,828	1,828	1,828	9,344	216,000	87,500	87,500	-	78,156	11%
8520	-	-	-	-	1,628	1,225	1,225	-	1,225	0%
8550	-	-	12,494	12,494	12,494	12,494	12,494	-	0	100%
8560	-	-	-	-	104,596	81,912	81,912	-	81,912	0%
8590	9,228	-	147,323	184,233	765,089	977,931	977,931	-	793,698	19%
8593	4,500	4,500	4,500	18,500	-	50,000	50,000	-	31,500	37%
SUBTOTAL - Other State Revenue	44,488	35,260	197,241	381,461	1,459,971	1,482,409	1,482,409	-	1,100,948	26%
Local Revenue										
8634	-	-	-	-	53,753	40,497	-	(40,497)	-	
8693	-	-	-	-	32,942	24,818	24,818	-	24,818	0%
8699	5,062	3,057	560	23,006	28,734	28,734	28,734	-	5,728	80%
8701	539	2,488	380	9,642	35,000	35,000	35,000	-	25,358	28%
8999	4,003	8,656	314,183	331,893	-	-	-	-	(331,893)	
SUBTOTAL - Local Revenue	9,603	14,201	315,123	364,541	150,429	129,049	88,552	(40,497)	(275,989)	412%
Fundraising and Grants										
8802	45,000	-	-	45,000	50,000	50,000	50,000	-	5,000	90%
8803	-	207	1,400	3,059	46,558	35,076	35,076	-	32,017	9%
SUBTOTAL - Fundraising and Grants	45,000	207	1,400	48,059	96,558	85,076	85,076	-	37,017	56%
TOTAL REVENUE	487,538	263,826	727,922	2,197,012	6,550,913	5,460,109	5,588,547	128,438	3,391,534	39%

Contra Costa School of the Performing Arts
Income Statement
As of Dec FY2023

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	103,052	124,168	102,308	533,530	1,332,288	1,189,774	1,189,774	-	656,244	45%
1101	Teacher - Bonus	-	-	-	-	10,000	-	-	-	-	-
1103	Teacher - Substitute Pay	5,035	6,486	3,615	21,425	-	28,000	28,000	-	6,575	77%
1148	Teacher - Special Ed	12,601	14,447	12,081	63,870	198,761	138,087	138,087	-	74,217	46%
1150	Teacher - Arts	18,373	18,138	16,971	77,323	55,926	123,184	123,184	-	45,861	63%
1200	Certificated Pupil Support Salaries	6,309	-	2,500	74,679	216,784	73,621	74,721	(1,100)	42	100%
1300	Certificated Supervisor & Administrator Salaries	37,429	37,429	37,429	262,795	632,616	497,072	497,072	-	234,277	53%
	SUBTOTAL - Certificated Salaries	182,799	200,668	174,904	1,033,622	2,446,375	2,049,738	2,050,837	(1,100)	1,017,216	50%
Classified Salaries											
2100	Classified Instructional Aide Salaries	22,493	22,635	16,596	112,112	217,108	312,423	291,643	20,780	179,531	38%
2200	Classified Support Salaries	4,638	3,788	1,303	18,560	26,848	36,455	41,800	(5,345)	23,240	44%
2300	Classified Supervisor & Administrator Salaries	-	110	370	480	-	-	1,554	(1,554)	1,074	31%
2400	Classified Clerical & Office Salaries	9,352	5,064	9,531	72,236	185,952	124,518	130,356	(5,838)	58,120	55%
2900	Classified Other Salaries	1,199	1,000	-	4,600	-	-	-	-	(4,600)	-
2935	Other Classified - Substitute	1,591	830	675	4,325	22,000	9,000	9,000	-	4,675	48%
	SUBTOTAL - Classified Salaries	39,272	33,427	28,474	212,313	451,908	482,395	474,353	8,042	262,040	45%
Employee Benefits											
3100	STRS	30,760	32,275	29,218	175,683	460,778	367,972	368,182	(210)	192,499	48%
3300	OASDI-Medicare-Alternative	7,015	6,873	5,753	36,134	72,147	74,262	73,663	599	37,529	49%
3400	Health & Welfare Benefits	16,108	16,992	17,207	117,027	205,375	158,448	159,000	(552)	41,973	74%
3500	Unemployment Insurance	489	229	389	3,395	27,579	27,983	28,590	(607)	25,195	12%
3600	Workers Comp Insurance	-	-	-	15,047	43,474	37,982	37,878	104	22,831	40%
3900	Other Employee Benefits	74	74	111	606	3,693	3,693	3,693	-	3,087	16%
	SUBTOTAL - Employee Benefits	54,447	56,442	52,678	347,891	813,045	670,339	671,005	(666)	323,113	52%
Books & Supplies											
4200	Books & Other Reference Materials	72	-	-	379	3,299	3,027	3,027	-	2,648	13%
4300	Materials & Supplies	3,310	9,636	718	19,789	25,000	20,000	20,000	-	211	99%
4315	Custodial Supplies	-	-	-	-	1,098	331	331	-	331	0%
4320	Educational Software	2,850	99	136	11,242	48,754	36,731	36,731	-	25,489	31%
4325	Instructional Materials & Supplies	3,550	72	-	8,918	48,754	31,731	31,731	-	22,813	28%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	525	20,000	20,000	20,000	-	19,475	3%
4420	Computers: individual items less than \$5k	-	-	-	-	22,431	5,000	5,000	-	5,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
4710	Student Food Services	38,988	40,341	39,705	119,398	99,704	75,117	195,000	(119,883)	75,602	61%
	SUBTOTAL - Books and Supplies	48,769	50,148	40,560	160,251	279,040	201,937	321,820	(119,883)	161,569	50%
Services & Other Operating Expenses											
5200	Travel & Conferences	-	-	1,650	1,650	5,000	5,000	5,000	-	3,350	33%
5300	Dues & Memberships	450	-	-	11,538	15,000	15,000	15,000	-	3,462	77%
5400	Insurance	28,222	2,436	-	74,925	77,395	77,395	77,395	-	2,470	97%
5515	Janitorial, Gardening Services & Supplies	8,967	9,543	9,092	58,251	135,000	135,000	135,000	-	76,749	43%

Contra Costa School of the Performing Arts
Income Statement
As of Dec FY2023

	Actual			YTD	Budget			Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
5535 Utilities - All Utilities	19,263	1,875	5,356	69,889	145,000	145,000	145,000	-	75,111	48%
5605 Equipment Leases	737	-	831	3,348	16,000	12,072	12,072	-	8,724	28%
5610 Rent	85,885	85,885	85,885	519,807	1,045,944	1,045,944	1,045,944	-	526,137	50%
5611 Prop 39 Related Costs	5,041	-	-	5,041	-	-	-	-	(5,041)	
5615 Repairs and Maintenance - Building	10,055	3,060	6,609	50,658	60,000	90,000	90,000	-	39,342	56%
5631 Other Space Rental	-	-	9,538	9,538	38,150	43,479	43,479	-	33,941	22%
5803 Accounting Fees	-	-	-	-	11,021	9,682	9,682	-	9,682	0%
5809 Banking Fees	85	35	35	260	1,000	478	478	-	218	54%
5812 Business Services	12,583	10,083	12,958	73,374	171,438	162,489	162,494	(5)	89,120	45%
5815 Consultants - Instructional	2,300	200	970	7,670	25,235	25,818	25,818	-	18,148	30%
5820 Consultants - Non Instructional - Custom 1	-	-	-	1,500	18,331	19,451	19,451	-	17,951	8%
5824 District Oversight Fees	4,725	-	-	6,725	48,190	38,027	38,028	(1)	31,303	18%
5826 Contingency	-	-	-	-	276,500	-	-	-	-	
5830 Field Trips Expenses	1,421	2,185	-	4,181	43,923	33,091	33,091	-	28,910	13%
5839 Fundraising Expenses	158	198	-	923	10,000	7,948	7,948	-	7,025	12%
5843 Interest - Loans Less than 1 Year	-	-	-	-	2,064	2,064	2,064	-	2,064	0%
5845 Legal Fees	3,469	593	2,464	27,673	60,000	60,000	60,000	-	32,327	46%
5851 Marketing and Student Recruiting	594	85	3,288	7,207	20,000	18,043	18,043	-	10,836	40%
5857 Payroll Fees	363	502	316	2,245	5,039	4,766	4,766	-	2,521	47%
5861 Prior Yr Exp (not accrued)	-	-	-	7,463	-	-	7,463	(7,463)	-	100%
5863 Professional Development	59,548	61	61	62,258	25,000	70,000	70,000	-	7,742	89%
5869 Special Education Contract Instructors	11,165	83,465	28,990	160,970	116,390	289,000	289,000	-	128,030	56%
5872 Special Education Encroachment	-	-	-	-	12,648	9,790	9,790	-	9,790	0%
5881 Student Information System	(8,512)	1,083	1,083	1,299	35,000	35,250	35,250	-	33,951	4%
5887 Technology Services	4,952	4,952	5,504	36,135	60,000	60,000	60,000	-	23,865	60%
5900 Communications	865	668	568	5,259	17,510	15,479	15,479	-	10,220	34%
5915 Postage and Delivery	-	-	91	132	-	-	-	-	(132)	
SUBTOTAL - Services & Other Operating Exp.	252,337	206,908	175,289	1,209,920	2,496,778	2,430,265	2,437,734	(7,469)	1,227,814	50%
Capital Outlay & Depreciation										
6900 Depreciation	1,212	1,212	1,212	9,144	16,414	16,414	16,414	-	7,270	56%
SUBTOTAL - Capital Outlay & Depreciation	1,212	1,212	1,212	9,144	16,414	16,414	16,414	-	7,270	56%
Other Outflows										
7999 Uncategorized Expense	918	3,671	25,769	104,474	-	-	-	-	(104,474)	
SUBTOTAL - Other Outflows	918	3,671	25,769	104,474	-	-	-	-	(104,474)	
TOTAL EXPENSES	579,753	552,476	498,886	3,077,615	6,503,560	5,851,087	5,972,163	(121,076)	2,894,548	52%

Contra Costa School of the Perform
Monthly Cash Forecast
As of Dec FY2023

	2022-23													
	Actuals						Actuals & Forecast							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	Remaining Balance
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
Beginning Cash	1,153,777	893,898	957,795	817,068	990,699	1,048,710	1,264,104	1,175,461	1,207,077	1,132,188	1,115,180	1,104,672		
REVENUE														
LCFF Entitlement	-	234,459	349,941	388,446	214,158	214,158	696,398	368,134	249,472	190,865	183,641	183,641	3,602,791	329,478
Federal Revenue	-	1,789	-	-	-	-	89,516	29,555	15,438	42,938	29,555	15,438	329,718	105,492
Other State Revenue	44,421	25,592	34,459	44,488	35,260	197,241	26,667	108,204	137,347	218,008	245,115	137,347	1,482,409	228,260
Other Local Revenue	6,246	10,422	8,946	9,603	14,201	315,123	(322,576)	9,317	9,317	9,317	9,317	9,317	88,552	-
Fundraising & Grants	303	951	198	45,000	207	1,400	6,170	6,170	6,170	6,170	6,170	6,170	85,076	-
TOTAL REVENUE	50,971	273,212	393,543	487,538	263,826	727,922	496,174	521,380	417,744	467,297	473,797	351,912	5,588,547	663,230
EXPENSES														
Certificated Salaries	76,042	202,895	196,313	182,799	200,668	174,904	168,286	168,286	168,286	168,286	168,286	175,786	2,050,837	-
Classified Salaries	12,744	49,697	48,699	39,272	33,427	28,474	39,986	44,411	44,411	44,411	44,411	44,411	474,353	-
Employee Benefits	44,826	67,440	72,059	54,447	56,442	52,678	66,642	56,636	56,636	51,655	51,655	39,889	671,005	-
Books & Supplies	2,232	6,256	12,287	48,769	50,148	40,560	15,667	29,180	29,180	29,180	29,180	29,180	321,820	-
Services & Other Operating Expenses	199,894	176,215	199,277	252,337	206,908	175,289	248,495	195,565	198,434	195,086	195,086	188,637	2,437,734	6,512
Capital Outlay & Depreciation	3,086	1,212	1,212	1,212	1,212	1,212	431	1,368	1,368	1,368	1,368	1,368	16,414	-
Other Outflows	11,987	10,287	51,841	918	3,671	25,769	(104,474)	-	-	-	-	-	-	-
TOTAL EXPENSES	350,811	514,001	581,687	579,753	552,476	498,886	435,033	495,445	498,314	489,987	489,987	479,270	5,972,163	6,512
Operating Cash Inflow (Outflow)	(299,840)	(240,789)	(188,144)	(92,215)	(288,650)	229,036	61,141	25,935	(80,571)	(22,690)	(16,190)	(127,358)	(383,617)	656,718
Revenues - Prior Year Accruals	90,919	201,980	36,427	153,704	271,067	16,967	(9,761)	-	-	-	-	-	-	-
Other Assets	49,482	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	3,086	1,212	1,212	1,212	1,212	1,212	431	1,368	1,368	1,368	1,368	1,368	1,368	-
Expenses - Prior Year Accruals	(58,746)	(862)	-	-	-	-	(56,790)	-	-	-	-	-	-	-
Accounts Payable - Current Year	(89,965)	68,278	(24,162)	60,028	42,209	(60,680)	(87,979)	-	-	-	-	-	-	-
Summerholdback for Teachers	(40,699)	6,939	6,802	6,804	5,034	1,721	4,314	4,314	4,314	4,314	4,314	4,314	-	-
Other Liabilities	85,885	27,139	27,139	44,098	27,139	27,139	-	-	-	-	-	-	-	-
Ending Cash	893,898	957,795	817,068	990,699	1,048,710	1,264,104	1,175,461	1,207,077	1,132,188	1,115,180	1,104,672	982,995		

Contra Costa School of the Performing Arts
Balance Sheet
As of Dec FY2023

	Jun FY2022	Dec FY2023
ASSETS		
Cash Balance	1,153,777	1,264,104
Accounts Receivable	792,582	21,517
Other Current Assets	2,515	2,515
Prepays	49,482	-
Fixed Assets, Net	31,998	22,854
Due From Others	3,809	3,809
TOTAL ASSETS	2,034,162	1,314,800
LIABILITIES & EQUITY		
Accounts Payable	207,299	143,401
Deferred Revenue	67,836	84,795
Current Loans and Other Payables	1,090,665	1,298,844
Beginning Net Assets	1,124,363	668,363
Net Income (Loss) to Date	(456,000)	(880,602)
TOTAL LIABILITIES & EQUITY	2,034,162	1,314,800

Coversheet

Comparable Compensation Data

Section: VIII. Compensation Study
Item: A. Comparable Compensation Data
Purpose: Vote
Submitted by:
Related Material:
SPA Executive Compensation Comparability Study January 2023 (4879-0188-0138.v1).docx.pdf

**Governing Board of ChartHouse Public Schools
Summary of Compensation and Benefits Survey Data for
Executive Director**

January 2023

Prior to Board action to approve any decisions regarding executive compensation (including approval of base salary increases, incentive compensation, bonuses, etc.), the Board must first exercise due diligence (review of comparable compensation practices) to ensure compliance with IRS restrictions on excess compensation for nonprofit executives, including a charter school Executive Director. The Board's review and approval of the executive compensation must occur: initially upon hiring the executive; whenever the term of employment, if any, is renewed or extended; and whenever the officer's compensation is modified.

In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers "compensation" broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits. If the IRS determines compensation is not reasonable, severe consequences may result.

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in Southern California. Compensation figures are from the State Controller's Office or from the Internal Revenue Service (Form 990) for the 2020 calendar year (the most recent available). Student enrollment figures are from the California School Dashboard for the 2021 calendar year. The Executive Director of Contra Costa School of Performing Arts oversees one (1) charter school in Contra Costa County with a total population of approximately 440 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The two (2) charter schools, three (3) district schools, and one (1) school district surveyed in this summary have an average population of approximately 559 students.

Of the educational leaders sampled, the average total compensation package (base salary plus other compensation) is approximately \$187,019. The average base salary is approximately \$150,892. The range of base salary is \$119,269 to \$169,994. Salaries can range based on many factors such as experience, tenure at the school, student populations, staff size, and location of the charter school.

Knightsen Elementary School District (Contra Costa County)	587 Students
Superintendent	
Total Compensation Package	\$176,204
Base Salary	\$151,441
Other Compensation (Benefits and Retirement)	\$24,763
Indian Valley Elementary (Contra Costa County)	334 Students
Principal	
Total Compensation Package	\$178,393
Base Salary	\$151,749
Other Compensation (Benefits and Retirement)	\$26,644
Pinole Middle School (Contra Costa County)	408 Students
Principal	
Total Compensation Package	\$158,165
Base Salary	\$119,269
Other Compensation (Benefits and Retirement)	\$38,896
Hercules High School (Contra Costa County)	762 Students
Principal	
Total Compensation Package	\$181,397
Base Salary	\$148,588
Other Compensation (Benefits and Retirement)	\$32,809
The Academy of Alameda (Alameda County)	648 Students
Executive Director	
Total Compensation Package	\$196,140
Base Salary	\$164,311
Other Compensation (Benefits and Retirement)	\$31,829
Kairos Public School Vacaville Academy (Solano County)	615 Students
Executive Director	
Total Compensation Package	\$231,813
Base Salary	\$169,994
Other Compensation (Benefits and Retirement)	\$61,819