

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

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@cccoe.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**.

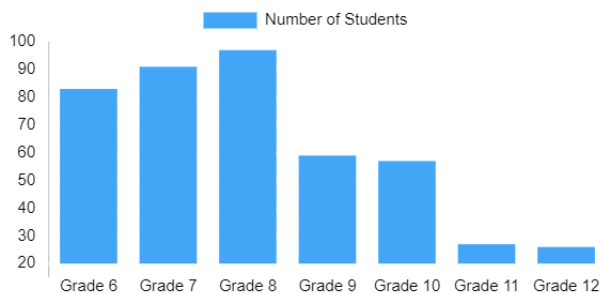
Vision

- 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
----------------	------

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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **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.

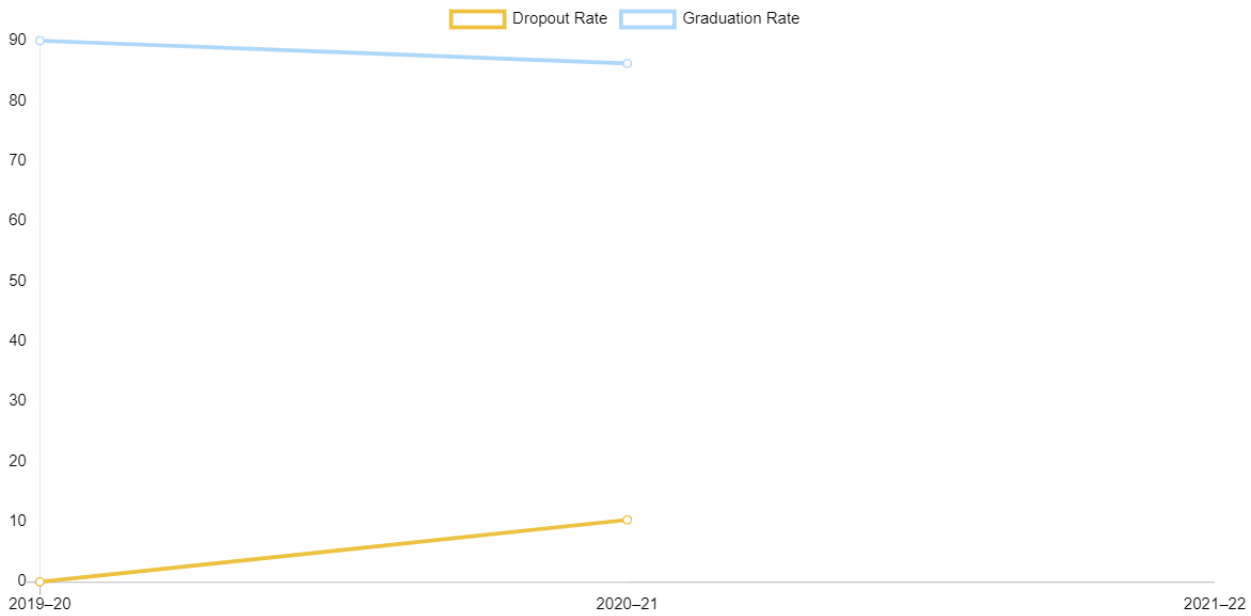
State Priority: Pupil Engagement

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:

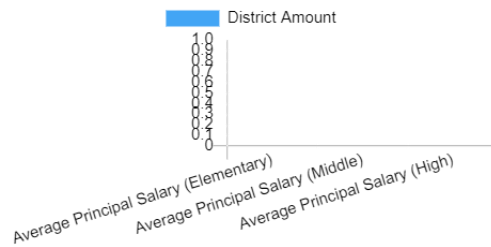
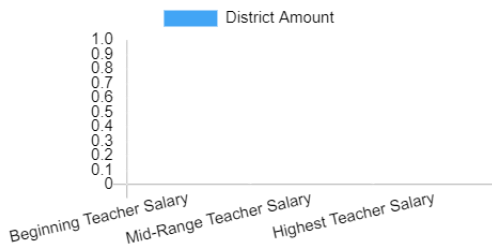
- Mentoring
- Tutoring
- Career Counseling
- After School Activities
- Summer Enrichment
- Arts Programming
- ERMHS Tier 1, 2, 3
- Wellness Support
- Socio-Emotional Learning
- Substance Abuse Counseling
- Temporary Food Assistance
- Transportation Assistance

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