



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Contra Costa School of Performing Arts	Catherine Foster Executive Director	catherine.foster@cocospa.org 925.235.1130

Goal 1

Goal Description
CoCoSPA will develop, communicate, and implement a shared vision of project-based, immersive, and integrated arts and project-based learning within our inclusive educational spaces. This vision will include consistent expectations and policies that span daily practices and school-wide expectations of rigor, relevance, relationships, and resilience. Academic performance as measured by CAASPP will increase by 5% in both ELA and Math, including in our Students with Disabilities, English Learners, and African American student subgroups.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Rate of teacher misassignment Data Source: Local Indicators	100% of teachers are properly assigned	2021-22 CDE teacher credentialing and assignment data delayed.	2022-23 Moving to fully credentialed, highly qualified teachers. Teacher shortage continues to make this goal difficult.	23-24 Moving to fully credentialed staff. Challenges hiring in high need areas- Special Education, Math, Science. Teachers taking required components for compliance.	100% of teachers are properly assigned Data Year: 2023-24
% of students with access to standards-aligned instructional materials for use at school and at home Data Source: Local Indicators	100% of students have access to standards-aligned instructional materials	2021-22 100% of students have access to standards-aligned instructional materials	2022-23 100% of students have access to standards-aligned instructional materials	23-24 100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials Data Year: 2023-24
Facilities in good repair Data Source: Local Indicators	96.36 score on CDE Facilities Inspection Tool	2021-22 96.36 score on CDE Facilities Inspection Tool	Passed the Williams Act visit and the Civil Rights Review with only minor repairs needed.	23-24 Passed the Williams Act Review and Good Standing on Facilities Inspection.	>90% score on CDE Facilities Inspection Tool Data Year: 2023-24
Efforts to seek parent input in decision making through parent representation on Board and Board Committees	Parent representation on Board and Board Committees	2021-22 Parent representation on Board and Board Committees	2022-23 We have 4 parents on the board right now.	23-24 One former and two current parents on the board.	Parent representation on Board and Board Committees Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Data Source: Board Meeting Minutes					
Promotion of parent participation in programs for unduplicated pupils and special need subgroups (DEI Committee) Data Source: DEI Committee Documentation	Diversity, Equity, and Inclusion (DEI) committee established but no parent representation to date.	2021-22 Parallel committee as part of parent organization connects with student DEI committee	2022-23 No parent representation- we need to move this work into Ensemble to build engagement.	23-24 More work needs to be done around culture building and DEI with parents and staff.	Parent representation on the DEI committee Data Year: 2023-24
% of parents "strongly agree" or "agree" in associated CHKS annual survey questions - Safety Data Source: Parent Survey	100%	2021-22 80%	2022-23 89%	N/A	>80% Data Year: 2023-24
% of students "strongly agree" or "agree" in associated CHKS annual survey questions - Safety Data Source: Student Survey	59%	2021-22 35%	2022-23 46% - MS 60% - HS	N/A	>80% Data Year: 2023-24
% of parents "strongly agree" or "agree" in associated CHKS annual survey questions - Connectedness Data Source: Parent Survey	90%	2021-22 78%	2022-23 90%	N/A	>80% Data Year: 2023-24
% of students "strongly agree" or "agree" in associated CHKS annual survey questions - Connectedness Data Source: Student Survey	61%	2021-22 55%	2022-23 44% - MS 75% - HS	N/A	>80% Data Year: 2023-24
Middle School Dropout Rate	2019-20 0%	2020-21 0%	2021-22 0%	23-24 0%	0% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Moved from Goal 3 2022-23 Data Source: CALPADS 8.1c Report					
High School Dropout Rate Moved from Goal 3 2022-23 Data Source: Dataquest 4-Year Adjusted Cohort Outcomes"	0% Data Year: 2019-20	All: 10% White: 15% Data Year: 2020-21	All: 12% White: 14% Data Year: 2021-22	All: 3.7% Data Year: 2022-23	0% Data Year: 2022-23
Graduation Rate Moved from Goal 3 2022-23 Data Source: Dataquest 4-Year Adjusted Cohort Graduation Rate	All: 90% Data Year: 2019-20	All: 76.7% White: 65% Data Year: 2020-21	All: 86.2% White: 85.7% Data Year: 2021-22	All: 88.29% Data Year: 2022-23	>95% Data Year: 2022-23
Alternative High School Completion Rates Added 2022-23 Data Source: Dataquest 4-Year Adjusted Cohort Outcomes	CHSPE: 10% SPED Certificate of Completion: 0% Data Year: 2019-20	CHSPE: 10% SPED Certificate of Completion: 3.3% Data Year: 2020-21	CHSPE: 0 SPED Certificate of Completion: 3.3% Data Year: 2021-22	CHSPE: 0 SPED Certificate of Completion: 5% Data Year: 2022-23	3% Data Year: 2022-23
Attendance Rate Moved from Goal 5 2022-23 Data Source: P2 Report	96% Data Year: 2019-20	98.47% Data Year: 2020-21 Data Source: SIS attendance reports 94.54% Data Year: 2021-22	93.93% Data Year 2022-23	93.13% Data Year 2023-24	>95% Data Year: 2023-24
Chronic Absence Rate Moved from Goal 5 2022-23 Data Source: Dataquest	7.3% Data Year: 2018-19	0% schoolwide and for all student groups Data Year: 2020-21	9.3% Data Year 2021-22	15.5% Data Year 2022-23	<5% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Suspension Rate Moved from Goal 5 2022-23 Data Source: Dataquest	1.40% Data Year: 2019-20	0% schoolwide and for all student groups Data Year: 2020-21	6.4% Data Year 2021-22	5.3% Data Year 2022-23	<1% Data Year: 2022-23
Expulsion Rate Moved from Goal 5 2022-23 Data Source: Dataquest	0% schoolwide and for all student groups Data Year: 2019-20	0% schoolwide and for all student groups Data Year: 2020-21	0% school-wide and for all student groups Data Year: 2021-22	0% school-wide and for all student groups Data Year: 2022-23	0% Data Year: 2022-23
% Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Data Source: Local Moved from Goal 3 2023-24	2020-21 100%	2021-22 100%	2022-23 100%	2023-24 100%	2023-24 100%
CAASPP Distance from Standard in English Language Arts for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24	2018-19 All Students: -11.2 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -26.1 points from standard SED: -23.2 points from standard White: 8.1 points from standard	2020-21 CAASPP not administered in 2021	2021-22 All students: -33.5 points from standard Students with Disabilities: -111.1 points from standard Hispanic: -104.3 points from standard SED: -164.3 points from standard White: -58.8 points from standard EL: -126.4 points from standard	2022-23 All students: -44.6 points from standard Students with Disabilities: -89.8 points from standard Hispanic: -55.8 points from standard SED: -87.7 points from standard White: -5.1 points from standard EL: -90.6 points from standard	2023-24 Increase each group and subgroup by 10% from 22-23
CAASPP Distance from Standard in Mathematics for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24	2018-19 All Students: -134.6 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -84.8 points from standard	2020-21 CAASPP not administered in 2021	2021-22 All students: -94.3 points from standard Students with Disabilities: -164.3 points from standard Hispanic: -104.3 points from standard	2022-23 All students: -102.9 points from standard Students with Disabilities: -146.1 points from standard Hispanic: -127.6 points from standard	2023-24 Increase each group and subgroup by 10% from 22-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	SED: -80.6 points from standard White: -31.8 points from standard		SED: -117.2 points from standard White: -58.8 points from standard EL: -126.4 points from standard	SED: - 151.9 points from standard White: - 58.6 points from standard EL: - 133.1 points from standard	
NWEA MAP % of students meeting growth projections in Reading Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	41% students met growth projections in NWEA MAP ELA	2021-22 45.3% Met Fall to Spring Growth Target	2022-23 44.2% Met Fall to Spring Growth Target	2023-24 Moved to iReady Assessment System MS: 72% made growth target	>75% of students meet MAP growth projections Data Year 2023-24
NWEA MAP % of students meeting growth projections in Math Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	34% of students met growth projections in NWEA MAP math	2021-22 41.5% Met Fall to Spring Growth Target	2022-23 37% Met Fall to Spring Growth Target	2023-24 Moved to iReady Assessment System MS: 39% met growth target	>75% of students meet MAP growth projections Data Year 2023-24
EL Reclassification rate Data Source: Dataquest Moved to Goal 1 2023-24	2019-20 0%	2020-21 0%	2021-22 35%	2022-23 10%	10% Data Year: 2022-23
English Learner Progress Indicator Data Source: CA Dashboard Added in 2022-23 Moved to Goal 1 2023-24	2019-20 No English Learner Progress reported due to small number of enrolled English Learners	2020-21 No English Learner Progress reported due to pandemic ELPAC Summative Level 3 & 4: 87.5% Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	2021-22 32.1% making progress toward English Language Proficiency.	2022-23 44.4% making progress toward English Language Proficiency.	55% Data Year: 2022-23

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Shared Vision Development and Communication Shared Vision Development and Communication systems a. In order to increase transparency and provide support to families and staff, the SPA team will develop explicit and detailed communication systems and improve the accessibility and quality of our school website, especially our teacher pages and resources available to ensure that all educational partners have access to necessary information. <ul style="list-style-type: none"> • Weekly Family Newsletters • Monthly family zooms b. Create opportunities and systems (space, time and resources) for all staff to participate in SPA decision making to ensure shared understanding and buy-in with regard to school operations. c. Ensure that SPA stakeholders have regular opportunities to be involved in the LCAP process so that all voices can impact school decision making. d. To better gather school culture and environment data, the School Culture survey will be systematized and implemented annually. e. To build relationships and connections, the CoCoSPASchool Board will increase their presence with staff, students, and families. f. SPA will continue to develop and implement a Diversity, Equity and Inclusion (DEI) committee that will begin the process of defining and	No	Partially Implemented	We continue to send out weekly newsletters through Smore to our families. We utilize the BrightArrow systems to send emergency or specific messages and texts as needed. Teacher use Remind for class needs. Parents can view student assignments and grades on PowerSchool. Weekly staff meetings are held on Wednesdays to address staff needs. ED sends out a weekly staff notes email on Sunday nights. A group Gchat has been established for all staff to be utilized and updated as needed. The DEI committee is comprised of staff members and discussions have been held how to address needs arising at school. Comprehensive schoolwide systems have been implemented but need frequent review and updating.	Weekly newsletters	\$6,000.00	\$4280.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>codifying our approach to social justice.</p> <ul style="list-style-type: none"> Create, evaluate and implement comprehensive schoolwide systems for equity in order to ensure all our students are being seen and served. Create, evaluate and implement curriculum instruction in order to ensure that a comprehensive social justice curricula is reflected as an integral part of our school's mission. 						
1.2	<p>PBL Leadership Team and Professional Development</p> <p>CoCoSPA will apply to participate in the HTH/CDE PBL Leadership Academy and identify 3 teacher leaders and 1 school leader to attend. This team will participate in all 4 in-person sessions, 2 online sessions, and required meetings throughout the year while bringing their work back to their colleagues to ensure positive and successful implementation of arts-integrated PBL throughout the school - whether it's academic courses or arts courses.</p>	No	Partially Implemented	We applied and were accepted to the PBL Leadership Academy, but funding was challenging. We opted for an inhouse PBL training for all staff.		\$20,000.00	\$5795.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	Parent Involvement CoCoSPA will host once a month 'meet with the Principal' occasions and 4 PBL exhibitions of learning throughout the school year to engage parents in the school.	No	Partially Implemented	2 of 4 exhibition nights have been held. Parent principal events need to be scheduled separate from Ensemble meetings.		\$3,000.00	\$714.41
1.4	Project Based Learning CoCoSPA will implement project-based learning across disciplines (arts and academics) and ensure student engagement and academic success.	Yes	Fully Implemented	Each grade will implement two integrated project-based learning activities.		\$1,560,093.00	\$62012.08
1.5	Ongoing Professional Development and Collaboration CoCoSPA will establish late start Wednesdays so that teachers can collaborate every Wednesday and Collaboration days once per quarter to support the implementation of PBL and iReady.	No	Fully Implemented	Teachers have been meeting 3 out of 4 times a month to collaborate on PBL, DEI, MTSS and other staff needs.		\$15,000.00	\$1000.00
1.6	Data Driven Instruction CoCoSPA will move away from using NWEA MAP and start using iReady, which is a more comprehensive formative assessment program with interventions built in, to support student achievement outcomes in	Yes	Fully Implemented	Two of three iReady diagnostic assessments have been administered. Teachers use iReady tools for planning and instruction as well as content review and intervention.		\$8,000.00	\$7344

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	both ELA and Math, especially in our Students with Disabilities and English Learner subgroups.						
1.7	ELD CoCoSPA will provide ELD for all English Learners. Designated ELD Advisory. PD will include ELD strategies 2x/ year EL IA will provide designated support. CoCoARTS will use Rosetta Stone for students in levels 1 and 2.	No Yes	Fully Implemented	Diego Sinisterra works with our EL students for one hour a day, five days a week.		\$1,200.00	\$6485.15
1.8	Special Education CoCoSPA will provide cohesive special education services to all students identified who qualify for services. Inclusion model/ push in. Use case management maximum of 28:1. Speech, OT, PT.	No	Fully Implemented	Consistent services are being provided by 2.5 Education Specialists, 3.5 Instructional Assistants, 1 School Psychologists and 1 .6 counselor as well as outside Speech and OT services are being provided per IEPs.		\$513,437.00	\$208692.00
1.9	Advisory To ensure all students have one adult creating strong, professional relationships with them and tracking their progress across all disciplines, every student will participate in	Yes	Partially Implemented	At the beginning of the year it was determined that more instructional time was needed. Advisory daily was shifted to in class support			\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Advisory for approximately 90 minutes/ week.			on Wednesdays where teachers could support the students in their content vs. advisors covering all the content needs.			
1.10	Independent Study CoCoSPA will continue to implement independent study per law and board policy to support students who need that to thrive and eventually return to in-person instruction.	No	Fully Implemented	Lisa Kingsbury runs our Independent Study Program. We have students on short-term which is up to 14 days and students on long term which is 15 to the end of a semester.		\$50,000.00	\$41500.00
1.11	Credit Recovery CoCoSPA will continue to provide access to credit recovery via an online LMS such as Edgenuity	No	Fully Implemented	Students on long term independent study use Edgenuity for their curriculum.		\$19,000.00	\$23801.37

Goal 2

Goal Description

CoCoARTS will formalize and invigorate the process of enrollment, marketing, and retention, including capturing the intake to post-graduate progression of our students throughout academic and arts programming.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Share of pupils that are college and career ready Data Source: CA School Dashboard College/Career Measures Report	61.1% on the College/Career California School Dashboard Indicator	53.5% Data Year: 2020 Data Source: CA School Dashboard College/Career Measures Report	N/A no date for CA Dashboard.	2022-23 59.3% Prepared	85% on the College/Career California School Dashboard Indicator Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		College and Career Indicator not produced by the CA Dashboard for 2021			
% Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable Data Source: Local Indicators	100% of students enrolled in appropriate broad course of study	2021-22 100% of students enrolled in appropriate broad course of study	2022-23 100% of students enrolled in appropriate broad course of study	2023-24 100% of students enrolled in appropriate broad course of study	100% of students enrolled in appropriate broad course of study Data Year: 2022-23
Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School	41% students met growth projections in NWEA MAP ELA; 34% of students met growth projections in NWEA MAP math	2021-22 45.3% Met Fall to Spring Growth Target	2022-23 44.2% met in Reading 37% met in Math	2023-24 iReady Data 32% met in Reading 14% met in Math	>75% of students meet MAP growth projections in both ELA and math Data Year: 2021-22
% of students college ready as indicated on the EAP using CAASPP ELA Data Source: CAASP Score Reporting Moved from Goal 4 2022-23	2018-19 35% 2019-20 CAASPP testing suspended by the CDE due to the pandemic	2020-21 Students did not take CAASPP due to the pandemic	2021-22 N/A due to pandemic	2022-23 N/A	TBD based on 2021-22 Data Data Year: 2022-23
% of students college ready as indicated on the EAP using CAASPP Math Data Source: CAASP Score Reporting	2018-19 0% 2019-20	2020-21 Students did not take CAASPP due to the pandemic	2021-22 N/A due to pandemic	2022-23 N/A	TBD based on 2021-22 Data Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Moved from Goal 4 2022-23	CAASPP testing suspended by the CDE due to the pandemic				
CTE pathway completion rate Data Source: CA School Dashboard College/Career Measures Only Report Added in 2022-23	0% Data Year: 2020 Graduates	43.3% Data Year: 2021 Graduates	48.3% Data Year: 2022 Graduates	48.3% Data Year: 2023 Graduates	55% Data Year: 2022-23
A-G Course Completion Rate Data Source: Dataquest Added in 2022-23	60% Data Year: 2019-20	60% Data Year: 2020-21	75.9% Data Year: 2021-22	79.2% Data Year: 2022-23	75% Data Year: 2022-23
AP Pass Rate Data Source: College Board Moved from Goal 4 2022-23	50%	0 graduates passing AP exam Data Year: 2021 Data Source: CA Dashboard College and Career Measures Only Report	3.4% Data Year: 2021-22 Data Source: CA Dashboard College and Career Measures Only Report	Data not available.	54% Data Year: 2022-23

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	CTE Committee CoCoSPA will implement the Board CTE committee in order to provide students with multiple resources to support them in the matriculation process.	No	Partially Implemented	Lisa Kingsbury supports students on the CTE pathways.		\$20,000.00	\$68823.62
2.2	Enrollment	No	Fully Implemented	Miguel Soza oversees enrollment. Currently we		\$100,000.00	\$57974.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	CoCoSPA will assign a staff member to oversee enrollment and marketing specifically to ensure we maximize growth and maintain financial solvency.			have 347 students enrolled. We are making progress towards our goals for 24-25.			
2.3	College Networking In order to increase student access to college and career opportunities, SPA will increase our participation in College Fairs and arrange a more expansive list of College Rep Visits.	Yes	Fully Implemented	Four college visits from college recruiters have been completed this year.	4 visits	\$20,000.00	\$31735.00
2.4	CTE Arts CTE: The Arts program will continue to build SPA's Internship opportunities and will develop a more cohesive approach to career training in the arts. Arts teachers will continue to develop a robust Career Technical Education program with the goal to make each arts major its own fully approved CTE pathway.	No	Partially Implemented	Arts teachers are working on CTE pathways with students.			
2.5	Alumni Tracking In order to better reflect on how our programs serve our students and community, SPA will create an Alumni tracking system.	No	Fully Implemented	Lisa Kingsbury monitors alumni tracking.	Overgrad	\$2,000.00	\$7933.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Enrollment CoCoSPA will use enrollment software that captures leads and tracks progress.	No	Fully Implemented	For 23-24 we used Enrollment Express to streamline the enrollment process.		\$7,000.00	\$0.00
2.7	Marketing CoCoSPA will work with a marketing firm for a strong digital presence and ads. CoCoSPA will consolidate all social media into one account per platform and coordinate all posts. All posts will be centered on showcasing the school and enrollment.	No	Fully Implemented	Currently we work with Charter Connect for SEO, Facebooks and Google Ads	Metrics from website engagement	\$30,000.00	\$17750.00
2.8	Project Management CoCoSPA will add a project manager position to support technology and systems across the school with a focus on enrollment. This project manager will ensure that each and every interested family is followed up with and that our systems are heavily monitored for accuracy.	No	Fully Implemented	Kayla Knowles is our full-time Project Manager.		\$150,000.00	\$36366.81

Goal 3

Goal Description

CoCoARTS will ensure that students, families and staff all feel safe and supported in each and every education space.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Middle school dropout rate Data Source: Data Source: CALPADS 8.1c Report Moved to Goal 1 2022-23	0% MS dropout rate 2019-20	0% MS dropout rate 2020-21	Moved to Goal 1	Moved to Goal 1	0% MS dropout rate Data Year: 2022-23
High school dropout rate Data Source: DataQuest 4-Year Adjusted Cohort Outcomes Moved to Goal 1 2022-23	2019-20 0% HS dropout rate	2020-21 All: 10% White: 15%	Moved to Goal 1	Moved to Goal 1	0% HS dropout rate Data Year: 2022-23
High School graduation rate Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Moved to Goal 1 2022-23	2019-20 90% graduation rate	2020-21 All: 76.7% White: 65%	Moved to Goal 1	Moved to Goal 1	>95% graduation rate Data Year: 2022-23
% Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Data Source: Local Moved from Goal 4 2022-23	2020-21 100%	2021-22 100%	Moved to Goal 1	Moved to Goal 1	100% Data Year 2023-24
% of students with access to standards-aligned instructional materials for use at home and at school. Data Source: Local Moved from Goal 1 2022-23	2020-21 100% of students have access to standards-aligned instructional materials	2021-22 100% of students have access to standards-aligned instructional materials	Moved to Goal 1	Moved to Goal 1	100% of students have access to standards-aligned instructional materials Data Year 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of teachers properly credentialed and # of teachers misassigned Data Source: SARC Goal 1 2022-23	100% properly assigned	2021-22 Teacher credentialing data release delayed by the CDE	Moved to Goal 1	Moved to Goal 1	100% of teachers properly credentialed and 0 teachers misassigned Data Year TBD
CAASPP Distance from Standard in English Language Arts for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24	2018-19 All Students: -11.2 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -26.1 points from standard SED: -23.2 points from standard White: 8.1 points from standard	2020-21 CAASPP not administered in 2021	Moved to Goal 1	Moved to Goal 1	TBD based on 2022 Data Data Year: 2022-23
CAASPP Distance from Standard in Mathematics for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24	2018-19 All Students: -134.6 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -84.8 points from standard SED: -80.6 points from standard White: -31.8 points from standard	2020-21 CAASPP not administered in 2021	Moved to Goal 1	Moved to Goal 1	TBD based on 2022 Data Data Year: 2022-23
NWEA MAP % of students meeting growth projections in Reading Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	41% students met growth projections in NWEA MAP ELA	2021-22 45.3% Met Fall to Spring Growth Target	Moved to Goal 1	Moved to Goal 1	>75% of students meet MAP growth projections Data Year 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
NWEA MAP % of students meeting growth projections in Math Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	34% of students met growth projections in NWEA MAP math	2021-22 41.5% Met Fall to Spring Growth Target	Moved to Goal 1	Moved to Goal 1	>75% of students meet MAP growth projections Data Year 2023-24
EL Reclassification rate Data Source: Dataquest Moved to Goal 1 2023-24	2019-20 0%	2020-21 0%	Moved to Goal 1	Moved to Goal 1	10% Data Year: 2022-23
English Learner Progress Indicator Data Source: CA Dashboard Added in 2022-23 Moved to Goal 1 2023-24	2019-20 No English Learner Progress reported due to small number of enrolled English Learners	2020-21 No English Learner Progress reported due to pandemic ELPAC Summative Level 3 & 4: 87.5% Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	Moved to Goal 1	Moved to Goal 1	55% Data Year: 2022-23
Facilities in good repair. Moved from Goal 1 23-24	96.36 score on CDE Facilities Inspection Tool	21-22 96.36 score on CDE FIT	22-23 Passed Williams Act and Civil Rights Review with only minor repairs needed.	2023-24 Passed Williams Act with only minor repairs needed.	>90 score on CDE FIT Data Year: 23-24
PBIS decrease in student behaviors	Added in 23-24	Added in 23-24	21-22 Suspension Rate All: 6.4% Very High: African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities	2022-23 Suspension Rate All: 5.3%	Reduce suspension rate by 2% year over year, with a significant decrease in the identified subgroups: African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Positive Behavior Intervention Supports CoCoSPA will continue the implementation of a strong PBIS program, using the behavior expectations of SHINE, with the middle school students specifically, while using the high school students as mentors. Goal to reduce suspension rate, especially for the following subgroups: African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.	Yes	Fully Implemented	PBIS system is in place for showing positive behavior.	Decrease in suspension rate.	\$1,000.00	\$300.00
3.2	Facility CoCoSPA will ensure the facility is in good repair and maintained for safety.	No	Fully Implemented	Repairs to the building as needed.		\$1,366,061.00	\$82182.59
3.3	Training CoCoSPA will ensure all staff participate in required trainings (mandatory reporter, etc.)	No	Fully Implemented	All staff completed Mandatory Reporter training. Staff meet weekly to review different school needs.			
3.4	Technology CoCoSPA will ensure all students and staff have safe technology supports and oversight.	No	Fully Implemented	100% of students have access to technology.		\$142,033.00	\$87272.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	CHKS CoCoSPA will continue to issue the California Health Kids Survey to staff, parents, and students in order to collect health related information.	Yes	Planned	This has not been implemented yet for 23-24.			
3.6	Vision and Hearing Screening CoCoSPA will continue to conduct vision and hearing tests as required by state law for grade levels identified by state law.	No Yes	Fully Implemented	K12 Health conducted hearing and vision screenings.		\$2,000.00	\$2178.92

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Data Source: Local Indicators	100% implementation	2021-22 100% implementation	2022-23 100% implementation	2023-24 100% implementation	100% Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Distance from Standard in English Language Arts	11.2 points below standard on CAASPP ELA; 59.1 points below standard on CAASPP math	Not tested in 2021	33.5 points below standard on CAASPP ELA	44.6 points below standard on CAASPP ELA	>State of California average
CAASPP Distance from Standard in Mathematics	59.1 points below standard on CAASPP math	Not tested in 2021	94.3 points below standard on CAASPP Math	102.9 points below standard on CAASPP Math	>State of California average
English learner reclassification rate Data Source: DataQuest English Learner (EL) Data - Reclassification Rate	0%	2020-21 0%		22-23	>State of California average
Share of pupils that pass Advanced Placement exams with 3 or higher Data Source: CA Dashboard College and Career Measures only report	50% pass rate	2020-21 0%		22-23 Data not available	>National Average
Share of pupils determined prepared for college by the Early Assessment Program	35% ELA; 0% math	Not tested in 2021		22-23 Data not available	>State of California average in both ELA and math
% of graduates completing A-G requirements for all students and all numerically significant subgroups Data Source: Data Quest 4-Year Adjusted Cohort Graduation Rate	2019-20 All students: 67% White: 64% Source: Dataquest	2020-21: All: 78.3% White: 76.9%		22-23 79.2%	
% of graduates completing CTE Pathways Data Source: CA Dashboard College and Career Measures only report	2019-20: 0% CA Dashboard College and Career Measures report	2020-21 43.3%	2022-23: Not reported.	2023-24: Not reported.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School attendance rate	96%			23-24 93.13%	>95%
Chronic absenteeism rate Data Source: DataQuest Chronic Absenteeism	7.3%	2020-21 0% school-wide and for all subgroups		22-23 15.5%	<5%
Pupil suspension rate Data Source: DataQuest Suspension Rate	1.4%	2020-21 0% school-wide and for all subgroups		22-23 5.3%	<1%
Pupil expulsion rate Data Source: DataQuest Expulsion Rate	0%	2020-21 0% school-wide and for all subgroups		22-23 0%	0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.4	d.						