



SPA

**Contra Costa School of
Performing Arts**

www.cocospa.org • 925-235-1130
2730 Mitchell Drive, Walnut Creek, CA 94598

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Governing Board

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Administration

Neil McChesney
Executive Director
Patrick Gaffney Ed.D.
Principal
Lisa Kingsbury
Director of Curriculum

School Description

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 innovate 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.

About the SARC

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, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	104
Grade 7	98
Grade 8	73
Grade 9	59
Grade 10	60
Grade 11	26
Total Enrollment	420

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	1.2
Asian	1.7
Filipino	2.4
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0.5
White	48.3
Socioeconomically Disadvantaged	20.2
English Learners	2.6
Students with Disabilities	17.4
Foster Youth	0.7

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 Credentials			
Contra Costa School of Performing Arts	16-17	17-18	18-19
With Full Credential	8	13	16
Without Full Credential	4	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Contra Costa School of	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	4	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 1-2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Summit on-line learning Platform The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Summit on-line Learning Platform Percent of students lacking their own assigned textbook: 0
Science	High School science is using Summit on-line Learning Platform Middle School science is using a combination of FOSS and the Summit on-line Learning Platform The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Summit On-line Learning Platform The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Our Spanish program uses a hybrid of Realidades levels 1,2,3 textbooks and the Summit Learning platform. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Contra Costa School moved into its new facility in August of 2017. As of January 2018 have completed two of our three phases of construction. The third and final phase of construction is slated to start in June of 2018. We are currently using the area that will be the third phase under a temporary use permit authorized by the city of Walnut Creek. Our Administration wing, 10 classrooms, MUR, black box theater, P&D room, dance studio vocal music room are completed and providing our students high quality learning spaces.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1-2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Some exterior lights need bulbs replaced. A few outlet covers need replacing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	One restroom toilet in need of repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

2017-18 CAASPP Results for All Students				
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
Subject	School		State	
	16-17	17-18	16-17	17-18
ELA	50.0	48.0	49.0	48.0
Math	22.0	30.0	30.0	37.0

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	255	98.46	47.84
Male	77	74	96.10	39.19
Female	182	181	99.45	51.38
Black or African American	22	21	95.45	9.52
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	100.00	37.70
White	138	136	98.55	56.62
Two or More Races	26	25	96.15	44.00
Socioeconomically Disadvantaged	34	34	100.00	32.35
English Learners	16	16	100.00	43.75
Students with Disabilities	44	41	93.18	19.51
Foster Youth	--	--	--	--

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.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students				
Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
Subject	School		State	
	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.0	31.2	42.5
9	33.3	11.1	

* 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: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	256	98.84	30.08
Male	77	75	97.4	37.33
Female	182	181	99.45	27.07
Black or African American	22	21	95.45	4.76
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	100	27.87
White	138	137	99.28	39.42
Two or More Races	26	25	96.15	12
Socioeconomically Disadvantaged	34	34	100	20.59
English Learners	16	16	100	12.5
Students with Disabilities	44	42	95.45	9.52
Foster Youth	--	--	--	--

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contra Costa School of Performing Arts has a robust parent Group called Ensemble. This group meets monthly with school administration to discuss programming, parental concerns and spearheads the schools fund raising efforts. Out parents have opportunities to volunteer on campus both within the classroom and out and parents support our school lunch program daily. In addition we frequently ask parents to chaperone school field trips. The school hold both an Open House and Back to School night which gives parents time to meet and speak with staff. The school holds a monthly parent education presentations which provide a variety education topics for parents. As a performing arts school we hold regular performances that involve parent volunteer opportunities and of course attend. Parents also assist with our end of the year 8th grade promotion and graduation activities.

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.

School Safety Plan

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 in organizing resources of the school and community 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 senior administrative staff and 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	3.2	6.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	0
Other	.1
Average Number of Students per Staff Member	
Academic Counselor	420

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6		31	30			3		15	5			6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English		31.0	23.0			6		5	7		2	1
Mathematics		20.0	20.0		2	7		2	7			2
Science		31.0	26.0			4		5	3		2	5
Social Science		29.0	25.0		1	3		2	6		2	1

* 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.

Professional Development provided for Teachers

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction

Goal #1 -

Rigor: SPA has been focusing on student engagement through summer professional development days. We provide on going professional develop through staff development and monitoring by our instructional coach and Director of Curriculum. Our focus is on equitable engagement - teacher talk vs. student talk, student to student collaborations, classroom routines and CAASPP preparation. We are also focused on promoting academic urgency with structured classroom routines and rigorous discourse through Socratic seminars and questioning strategies.

Goal #2 -

Student Interventions: Train and support teachers in crafting and implementing high-quality arts integrated curriculum. Train and support teachers in creating and implementing high-quality project based learning?

These goals were chosen after the end of last school year - reviewing school wide data, survey results and staff discussions.

- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)

Professional Development is offered every Monday from 3:00pm to 4:00pm, provided by SPA staff and outside partners. Teachers also attend conference around PD goals.

- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)

Teachers have coaching from our Instructional Coach - all teachers also have bi-monthly check ins with with the Director of Curriculum.

2017-18 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	2	♦
Science	1	♦
Social Science	1	♦
All courses	5	23

Career Technical Education Programs

Currently Contra Costa School of Performing Arts does not offer a Career Education Program.

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).

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.