Action Research

Coliseum College Prep Academy

School:	Coliseum College Prep Academy
Pathway/s:	Community Leadership/Entrepreneurship
Outcome Data	CCPA Data Presentation
Top 5 Measure N Funding Commitments	1. 2 FTE for Teachers to lead our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member with mange our CS partnerships and student engagment events. A second teacher to build supports and computer science or classroom management knowledge (1 FTE Teacher) 2. Dual enrollment books/ Laney bookstore 3. Transportation for Concurrent Enrollment/ Internship 4. Hire a .5 FTE College and Career Readiness Specialist to support students transition into college. 5. Oakland Promise partnership and Future Center support for increasing college access for all students.Extended Contracts for Teachers to support intersession
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How do we build a senior level capstone project that demands students use the skills they have developed thoughout highschool to research, design, build/make/manufacture and market a tool or product to serve their community.
What did you discover in the past year? *(Please use data to support.)*	CCPA built a polished writing assessment to push a higher standard of writing into 11th grade allowing us to shift our 12 grade capstone in the following year. CCPA found a partner program (bridges) to support our students in special education who need more support than traditional internships provide and allow for job support through adulthood.
What are you going to *do differently* or *change* moving forward?	As far are the 11th grade capstone and SpEd work, those will continue. The shift has been in making space for the 12th grade project to focus on design thinking, community responsiveness and collaborations. We seek to blend Computer Science, Social Justice and Entrepeneurial Business into a project that utilzes the skills students learn and combines them in a way that allows a genuine and complex contribution to society and addresses a need in our community.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	There are limits to what kids can learn from adults. We seek to create a project that engages students as citizens and thinkers in a real way to solve a real problem. This experience is what will most prepare our students for college and the demands of the world.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) School Name: Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) School Description: Your school description will automatically populate from your 17-18 Site Plan.

3) School Mission and Vision: Your mission and vision will automatically populate from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Coliseum College Prep Academy	School ID: 232

School Description

Coliseum College Prep Academy (CCPA) is a small school in East Oakland serving grades 6-12. Our primary commitment is to serve the students of the surrounding community by providing a high-quality secondary school option in the Coliseum neighborhood. We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. We couple our academic program with parent programs that aim to engage, support, and educate. CCPA's academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of every student on grade level in English and Math by 8th grade, our Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to complete the majority of their A-G requirements during this period. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional internships in the community so that students graduate with both college credits and real-world experience. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. CCPA educates students to become Learners, Thinkers, Communicators and Citizens!

School Mission and Vision

Coliseum College Prep Academy is dedicated to providing all of our students with a challenging and relevant education that prepares them for entry to UC and CSU schools. Students will leave Coliseum College Prep with the skills and knowledge necessary to pursue their vision for the future and confident in their ability to do so. We are committed to delivering a program that meets each learner's unique needs, capitalizes on their passions, connects their learning to the real world, and requires students to demonstrate what they know and are able to do.
The individualized plans inherent in Make the Road are the cornerstone of this vision.

Family & Student Engagement

SCHOOL DATA SLIDES

CCPA Data Presentation

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES
Task: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
• Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Instructions:	Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
	• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
	IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).
	Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	High graduation rate, low drop out rate and student retention; multiple credit recovery opportunities;	Still losing kids to continuation school; disconnect between students and what it means to be in high school/complete high school	Keeping students motivated to persist despite different goals than 4yr college.
On Track to Graduate (11th Grade)	High graduation rate, low drop out rate and student retention; multiple credit recovery opportunities;	Still losing kids to continuation school; disconnect between students and what it means to be in high school/complete high school	Keeping students motivated to persist despite different goals than 4yr college.
A-G Completion	All of our kids are meeting this	Charter school transfers/ other school tranfers frequently do not meet A-G	Lose fewer kids though difficult given gentrification and impact on student housing.
SBAC ELA	16-17 scores were strong and demonstrated 100% ile growth for students.	Impact of SpEd cohort size on overall scores given variation year to year. Looks like artificial improvement or failure. Most impactful at 11th.	Continuing to demonstrate growth each year is challanging given variables and potential loss of ITL.
SBAC Math	16-17 scores were strong and demonstrated 94%ile growth for students.	Impact of SpEd cohort size on overall scores given variation year to year. Looks like artificial improvement or failure. Most impactful at 11th.	Continuing to demonstrate growth each year is challanging given variables.

AP Pass Rate/Dual Enrollment Pass Rate	Focused work happening to improve both.	For dual enrollment, success is very professor and support teacher dependent. For AP, we are putting in a level of prep this year that we have not previously.	Continue work
Pathway Participation/CTE Enrollment*	All kids in HS participate in pathways	Student choice is not a forward factor in pathway placement.	Overall pathway design needs work to comply with vision at district and state levels.
English Learner Progress	Students academic performance is high relative to other schools.	SRI Is the primary barriar to reclasification for most ELLs	Continue work
Suspension Rate	Given our size, one time events and single student issues radically impact our rates	Alternatives to suspention are challanging to find. The real solution is a system with appropriate support up front. I'm unsure how to reource ourselves in this way from where we are.	Continue to work to improve discipline systems.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	100% of students will graduate	Goal 1: Graduates are college and career ready	All Students			coming soon	
On Track to Graduate (11th Grade)	95% of students will be on track to gradate in 11th grade	Goal 1: Graduates are college and career ready	All Students	75%	80%	90%	
A-G Completion	100% of students not in special eduation programming that prohbits them from meeting a-g will meet a-g.	Goal 1: Graduates are college and career ready	All Students				
SBAC ELA	Continued improvement across grades by +20	Goal 2: Students are proficient in state academic standards	All Students	-46.4	-38.9	-31.4	
SBAC Math	Continued improvement across grades +20	Goal 2: Students are proficient in state academic standards	All Students	-93.9	-83.9	-73.9	
AP Pass Rate	Continued improvement across courses	Goal 1: Graduates are college and career ready	All Students				
Dual Enrollment Pass Rate	Couses offered in a second semester and with a same professor will have a 90% pass rate.	Goal 1: Graduates are college and career ready	All Students				

Pathway Participation/ CTE Enrollment*	100% of students will participate in pathway programming	Goal 1: Graduates are college and career ready	All Students				
English Learner Progress	Students will increasingly be reclassified at an increasing rate of 2-5% per year.	Goal 4: English learners are reaching English fluency	All Students	90.70%	coming soon	coming soon	
Suspension Rate	CCPA's suspention rate will be less than 2%	Goal 1: Graduates are college and career ready	All Students	-93.9	coming soon	coming soon	

School: Coliseum College Prep Academy		School ID: 232

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:	KEY:	
Please complete this self-assessment for your school.	1: Not at all	3: Mostly
Click here for the full Measure N rubric.	2: Somewhat	4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	The school is clear on it's mission to support students to UC and CSU. All areas of work align to this vision fairly directly.	We began college and career pathways prior to measure N. This makes some aspects of growing our program into the parameters challanging. We need to choose a single industry sector, and this has proved challanging.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Systems of comprehensive student support are the signature of CCPAs work. We hold on to our students as the core of our work.	Building student mindset in a system that doesn't allow a lot of choice or failure has proved challanging.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	For example, in growing our work around computer science, many resources and other pieces of work (summer programing, partnerships, capstones, math and science instruction) have moved to align with that work.	The pathway as the school vs the pathway as the stands of our college and career pathways is still distinctive. Trying to grow one vision.
School Leadership & Vision Goal for 2018-19:		To re-evaluate the administrative roles and responsibilities for the lead team to clarify and focus our leadership team. Each leader will implement one focused change successfully during the 2018-19 school year.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	CCPA substantially invests in Special Education, Reading intervention, Computer Science, Dual Enrollments and Internships. These priorities all align with our purpose to prepare all students to be eligible to attend and persist in a UC/CSU.	We require more staffing and need ways to build quality epertise for newer teachers.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	4: Completely	CCPA has a series of aligned and expert teams that support the school funtioning and decision making towards site goals.	PTA is two years old and building capacity.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	CCPA does not have a singular process for decision making. Decision making varies and processes are created for decisions that are more complex. Budget decision making is transparent and happens through SSC and FC.	Having clarity on types of decisions and go to processes would be ideal.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	All teachers have a level of shared collaboration time with necessary SpEd/ Gen Ed or grade level teams.	Pathway/ elective and core teachers do not have shared prep

Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?		3: Mostly	Students take an interest survey to be placed into a pathway. These assignments are then vetted for student support and family relationship with individual programs. CCPA has AP for all with APES and AP for some with other rigorous/ college desirable options running opposite. For example, CCPA has AP Calculus and Stats.	- Inclusion of students in SPED equally in all pathways based on student interest/choice.				
Systems & Structures Goal for 2018-19:		Continue to engage with our strong SSC, FC, and parent community. Work to build stronger student participation in school wide decision making beyond the SSC.						

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
After school budget- Safe Passages	Whole School	Low-Income Students	21st Century	$249,087.67	5825		Building the Conditions	A1.6 After School Programs
After school budget- Safe Passages	Whole School	Low-Income Students	After School Education & Safety (ASES)	$128,691.59	5825		Building the Conditions	A1.6 After School Programs
WASC Dues and expenses for WASC accredidation visits.	Whole School	All Students	General Purpose Discretionary	$4,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
PE Teacher to support students and release teachers for professional development, planning and other work to support academic acceleration	Grade Level Team	Low-Income Students	LCFF Supplemental	$27,265.28	1105		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher summer planning in the instructional core to improve curriculum and instructional strategies.	Whole School	Low-Performing Students	LCFF Supplemental	$12,300.00	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	Whole School	All Students	LCFF Supplemental	$7,000.00	1120		Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS
Supplies to support overall school operation (photo copier)	Whole School	All Students	General Purpose Discretionary	$6,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
SSO for Extended Day Program	Whole School	Low-Income Students	After School Education & Safety (ASES)	$12,000.00	5704		Building the Conditions	A1.6 After School Programs
Refreshment for school PD, Appreciation Dinners and Community Events	Whole School	Low-Income Students	General Purpose Discretionary	$5,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Coaches for athletics and sports to provide scholar ateletes opportunities to partcipate in sports at CCPA	Whole School	All Students	General Purpose Discretionary	$3,000.00	1120		Building the Conditions	A1.6 After School Programs
Jupiter grades site licenses to improve parent communtation and access to grades.	Whole School	Low-Income Students	LCFF Supplemental	$3,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Science Supplies to support NGSS standards implementation.	Departmental Team	Low-Performing Students	LCFF Supplemental	$2,967.99	4310		Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Uniforms	Whole School	Low-Income Students	General Purpose Discretionary	$7,000.00	4310		Building the Conditions	A2.2 Social Emotional Learning

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Differentiated writing support aligned with college writing centers geared toward building college success skills in the upper division students and provide writing support for dual enrollment Writing support aligned with college writing center system. Building college readiness, differentiated writing support. (Teacher) " Instrucitonal Teacher Leader to support Literacy Development for students and support CCPA's tiered reading intervention program. Reading Intervention 1 FTE Teachers	Fully Implemented	Highly Effective	All students 6-8 received mid year adjustments to reading instruction based on growth demonstated during semester 1. All 11th grade students received individual polished writing assessments (11th grade capstone). All 8th grade students and parents received individual reading meetings discussing growth and intervention.
		CCPA Root Cause Analysis and Data	

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	Students increasingly read at higher levels and with increasing numbers at or above grade level on multiple measures.	All Students	28.6 % at or above at midyear	31.1% at or above at midyear	33.6% at or above at midyear	
Common Core	Student GPAs 3.0 or higher at semester	All Students				

THEORY OF ACTION

Theory of Action	At CCPA, reading is our primary indicator and focus. Students in need receive intervention in reading- SIPPS, LLI or whole reading. Core classes provide differentiated text and grade level demands. Teachers receive pd on integrating reading into their curriculum including differentiation and accountability. Data systems support reading grouping and differentiating text. The writing center provides high school students with additional supports in processing reading and writing about it. Parents attend workshops on independent reading, reading intervention programs and their child's reading progress. Reading progress is also discussed at home visits. Our extended day program is focused on independent reading in our 8th grade, and we hope to see enough progress that we will move to independent reading instead of homework across our middle school. Reading level is the key factor we see in student preparation for AP exams, SAT and ultimately in college.
How are you supporting English Language Learners?	CCPA offers a multi teired system of language and literacy interventions across the school based on best practices and developed to effectiveness over time.
How are you building conditions for students and adult learning?	CCPA offers a responsive cycle of professional development for teachers. This cycle regularly addresses languge instruction, RJ and PBIS in addition to teacher idenified areas of need including trama informed practice, student writing, capstone development and bullying.

Engagement: Who do you need to	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams

meet with moving forward to develop and then finalize this plan?		Instructional Teacher Leader to support Literacy Development for students and support CCPA's tiered reading intervention program.		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
2 FTE for Reading Intervention Teachers that will provide Tier 2 and Tier 3 supports for lowest readers	Long-Term English Learners	LCFF Supplemental	$174,951.73	1105		Comprehensive Student Supports	A3.2 Reading Intervention
1.0 FTE for reading intervention teachers	Students with Disabilities	LCFF Concentration	$87,475.86	1105		Comprehensive Student Supports	A3.2 Reading Intervention
Leveled text books to provide access to text at student lexile bands to support improved student literacy	All Students	LCFF Concentration	$9,324.77	4200		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
6-8th grade extended day aligned to independent reading	All Students	After School Education & Safety (ASES)				Rigorous Academics	A3.2 Reading Intervention
Home visits about reading progress	All Students	Title I: Basic				Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development
Data systems to support teachers in differentiating based on reading	Newcomer Students	General Purpose Discretionary				Building the Conditions	A3.2 Reading Intervention
PD offered by ILT to support for teachers to differentiate lessons based on reading level	All Students	Other		1120		Building the Conditions	A3.2 Reading Intervention
Weekly trips to the library	Low-Performing Students	Other				Building the Conditions	A3.2 Reading Intervention
Advisory and extended day systems that coordinate reading	All Students	Other				Building the Conditions	A3.2 Reading Intervention
Biweekly reading data analysis meetings	Low-Performing Students	Other				Comprehensive Student Supports	A3.2 Reading Intervention
Inclusion Specal Education work provides support across all classrooms	All Students	Other				Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Newcomer support	Other				Building the Conditions	A3.2 Reading Intervention

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3	3	CCPA has a clear vision for what we want our kids to do, we need to make it align with a singular industry. We are working on this next year.
Integrated Core	4	4	4	We revised the 10/11/12 grade capstones across the school and are building corsework across classes to build the required skills.
Cohort Scheduling	3	4	4	CCPA as one pathway has all of the students engaged and cohorted.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3	3+	4	The coursework across the capstone has become substantially more rigorous and effective at pushing the students harder. The students cite the work as more real and impactful (specifically the 11th grade capstone process).
Collaborative Learning	2	3	3	Next year we seek to push the 12th grade capstone to a deeply collaborative project. Until then, our students generally engage in groupwork doing group worthy tasks.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+	3	3	Teachers observe at least 5 to 6 collegues a year. They work together sharing planning and resources in weekly PLCs.
Collaboration Time	3	2	3	Many teachers have collaborative time including Friday PLC time that is teacher directed; however, the master schedule does lock out some common prep time that work facilitate stronger work. We are always looking for solutions to these limitations. We are adujsting our PLC groupings and looking to find places to stretch our master schedule.
Professional Learning	2+	2	2	Most pathway teachers have participated in at least 1 cycle of inquiry focused on the work of their pathway.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Successfully started the CS pathway	Fully Implemented	Highly Effective	Courses 8-11 exist. We have solid capstones in 10th and 11th that include AP CS courses. We are building a highly integrated 12th grade capstone.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

Standards Based Instruction/ Project-Based Learning	We are building an intergrated 12th grade project. Our goal is to have students from 3 thought perspectives- CS, SJ and business collaborate in groups of 9 to create a solution to a community need, manufacture/ design/ make and market the solution. This process will involve a course on design thinking and mentorship thoughout the process from community members.	All Students	Research paper, internship, theory of change paper and presentation	Research paper, internship, theory of change paper and presentation	Integrated project with research paper and presentation	
Graduate Capstone/Culminating Experience	Same as above					
Course Passage Rates	Kids are most struggling to hold onto their internship requiernments and dual enrollment classes. This may be attributed to a difficulty with meeting deadlines that do not bend as easily as CCPA alone deadlines. We need to identify places to hold deadlines with kids earlier in their HS career.	n/a		Semester 1, intiniship 2.0, NATAM 1.8 for 12th grade,	Course grades for all senior level courses above a 2.4.	

THEORY OF ACTION

Theory of Action	We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. CCPA's academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of every student on grade level in English and Math by 8th grade.They also participate in a mandatory extended day until 5pm which is leveraged to meet academic needs as determined by data. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to complete the majority of their A-G requirements during this period. In 10th grade, our students begin dual enrollment courses and multiple AP opportunities (some AP for all and some based on proficiency). Division 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional internships in the community so that students graduate with both college credits and real-world experience. Our current work is building a college prep computer science pathway and creating rigorous capstone projects and backward mapping 6-12. This past year we built our 11th grade writing assessments. In 18-19, other teachers will articulate their work to meet that standard. Simultaneously, we seek to create a project that engages students as citizens and thinkers in a real way to solve a real problem. This experience is what will most prepare our students for college and the demands of the world.
How are you supporting English Language Learners?	We use consistant language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c
How are you building conditions for students and adult learning?	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry that support this work.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
		PLC Lead team and Pathway PLC including mostly 12 grade teachers.		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area

Summer planning and time compensation extended contract money for teachers to integrating writing standards into units.	All Students	LCFF Supplemental	$12,300.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
1.0 FTE Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member with manage our CS partnerships and student engagment events. Additionally a second teacher to build supports and computer science or classroom management knowledge	All Students	Measure N	$105,506.74	1119	NH0-483	Rigorous Academics	A1.1 Pathway Programs

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2+	2+	We have a variety of WBL experiences with variable connectiveness and rigor. Our new senior project will support in a culminating experience that will support us in developing a clearer vision of how to build WBL across the continuum. Next year we plan to shift the 12th grade senior project to an interdiciplinary project. This will guide further developments in WBL adjustments.
Pathway Outcomes	2	2	3	All students participate in some level of WBL. These experiences are critical to the senior project work
Pathway Evaluation	2	2	3	The capstones have multiple benchmarks that assess WBL and pathway work in general across the year.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Successfully started the CS pathway	Fully Implemented	Highly Effective	Courses 8-11 exist. We have solid capstones in 10th and 11th that include AP CS courses. We are building a highly integrated 12th grade capstone.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Students in special education will be supported to investigate possible careers into their college and career plans	Students with Disabilities	Doesn't exist	Piloting	Career awareness will be a priority for students who we think will go to bridges program at 17.	
Career Exploration	11th grade students who believe they do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals (or they will continue the college process)	Low-Performing Students	Doesn't exist	Piloting	Process exist for students who identify not wanting to go to college.	
Career Preparation	Senior project will offer students an opportunity to work in a collaborative team, implement design thinking and developing/ refining a tool for their community to use. 100% of student will have an internship that between the 10th and 12th grade year.	All Students	Doesn't exist	Beginning	Unclear	

THEORY OF ACTION

Theory of Action	Work based learning is a tool to engage students in envisioning their future and teach students skills- collaboration, project management, soft skills that they will need to be successful long term. As we refine our senior project in 18-19, we will see the demands for what students will learn in work based learning experiences between the summer of 10th grade and 11th grade increase. For next year, we will continue to use WBL as a key to build successful SpEd programming and build the skills above required for the new senior project.
How are you supporting English Language Learners?	We use consistant language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c
How are you building conditions for students and adult learning?	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
		PLC Lead team and Pathway PLC including mostly 12 grade teachers.		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Dual enrollment books/ Laney bookstore	All Students	Measure N	$10,000.00	4310		Rigorous Academics	A1.1 Pathway Programs
Transportation for Concurrent Enrollment/ Internship	All Students	Measure N	$14,873.73	4310		Rigorous Academics	A1.1 Pathway Programs
WBL at CCPA is coordinated though pathway leads including Claudia Walker the Director of Intership and Dual Enrollment.	All Students	Other	$112,000.00	2300		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	4	4	The computer science pathway conducted strong meetings with parents about the demands and requiernments of the work to support alignment between school and home around expectations.
College & Career Plan	3	3	3+	The 11th grade process will support the school in reaching the students that we have not had strong enough plans to support.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
CCPA continues to provide spaces for academic support and runs a full inclusion program. We are adding futher co-teaching support to meet our students needs and support our teachers in planning well for the skill and thinking diversity in their classes.	Fully Implemented	Somewhat Effective	Inclusion is very effective and leading to stronger core instruction for all students. Academic support spaces for 9th and 10th grades are not currently effective.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Students Supports

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Make 9th and 10th grade academic support function	Low-Income Students	It doesn't function	It doesn't function	Students who need support will be effectively supported via 9th and 10th grade academic support.	
College Access	Improve our targetting of student to experiences and colleges that will meet their needs and build persistance.	All Students	80% of kids get into 4 year school with money to go	Continued high acceptance rate. Building better matched experiences.	Overall increase in attendance and persistance.	
Differentiated Interventions	Create a D1 (6th/7th grade) math intervention.	Low-Performing Students	No math intervention	No math intervention	Have a math intervention	

THEORY OF ACTION

Theory of Action	CCPA's student supports are part of the base academic program as all students are expected to be supported to success. The academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. This extended day time is devoted to independent reading, a key to success at CCPA. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) we couple our academic program with parent programs that aim to engage, support, and educate. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. Our major move in student support is around aligning extended day to independent reading 6-8 and creating a differentiated tier 3 discipline process for our students with the most out of class referrals.
How are you supporting English Language Learners?	We use consistant language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c
How are you building conditions for students and adult learning?	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry. Additionally, we leverage all resources to create supports that push students to success.

Engagement: **Who do you need to meet with moving forward to develop and then finalize this plan?**	*Governance Team (SSC, Parent Team, Student Leadership)*	*Leadership Team (ITL)*	*Pathway Teams*	*Department Teams*
		All staff including all teachers and all support staff/ after school staff.		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Oakland Promise partnership and Future Center support for increasing college access for all students.	All Students	Measure N	$30,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs
Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	General Purpose Discretionary	$25,999.47			Comprehensive Student Supports	A2.2 Social Emotional Learning
Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	Title I: Basic	$18,705.70		NEW HIRE (NH0-480	Comprehensive Student Supports	A2.2 Social Emotional Learning

Hire an additional .5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support one goal partnership	All Students	Measure N	$46,293.80	2205	SPCACR0002	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Extended Contracts for Teachers to support intersession	All Students	Measure N	$12,000.00	1120		Comprehensive Student Supports	A1.3 A-G Completion
Case Manager will: • Organize grade level informational assemblies; • Monthly award assemblies and celebrations; • School wide celebrations and incentive programs; • Support with 6th grade transition from elementary school • Identify students with attendance issues and build relationships with students and families to increase their attendance. •Support in building home school communications and leveraging them to support positive social and emotional behavior with peers. •develop a 5th to 6th grade transition program •caseload of students with highest needs to help each stay connected to school •be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed	All Students	Measure G1	$42,049.27		NEW HIRE (NH0-480	Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development
Extended Contracts for: - Home Visits for all students - Extended Day support for students - PBIS/ Division team leads to support the teachers with advisory,home visits, awards, student support, etc. - College Advisor does UC application workshops in August to improve college access for students. - Special education teachers to provice WBL supports for students with disiblities within their pathways. - Intervention support for students that need to develop strong work habits and non-congnitive skills in middle school - SPED co-teaching support to teachers in other sections - PLC lead teachers/coaches to facilitate PD and observation and feedback for teachers.	All Students	Title I: Basic	$69,515.00	1120		Comprehensive Student Supports	
Extended Contracts for Home Visits for all students.	All Students	Title I: Parent Participation	$2,185.00	1120		Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff

Contract for Safe Passages for Academic and Student support and Family Engagement.	English Learners	LCFF Supplemental	$32,000.00	5810		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
Sports/ activity intervention for high needs students prior to demanding task or as an additional space in the day	Foster Youth	LCFF Supplemental		1105	K12TCH1679	Comprehensive Student Supports	A2.2 Social Emotional Learning
Staffing for our Writing Center which hosts individual support for students of all levels.	All Students	LCFF Supplemental		1105	K12TCH2260	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses	GATE Students	LCFF Supplemental		1105	K12TCH2653	Comprehensive Student Supports	A1.1 Pathway Programs
Tier 2 math intervention for our D1 students	Low-Performing Students	LCFF Supplemental		1105	K12TCH9999	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
Math team leadership	Low-Performing Students	LCFF Concentration		1105	K12TCH9999	Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS
Advisory structure to build community and supportive adult/ student relationships	Foster Youth	Other					A2.2 Social Emotional Learning
Academic support providers (Alumni) to support students in meeting academic expectations and proficiancy of academic achievement in core subjects	Low-Performing Students	Other					A2.1 Implementation of the CCSS & NGSS
Our family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students.	Low-Income Students	Other					A3.3 Family Engagement focused on Literacy Development
Staffing for intersession- credit reconvery, dual enrollment, AP Prep, internship support	All Students	Measure N	$9,125.73	1120		Comprehensive Student Supports	A1.3 A-G Completion
Black student union, Manhood development class for either MS or HS	African American Students	Other					A2.2 Social Emotional Learning

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Coliseum College Prep Academy   **School ID:** 232

Funding Source	Allocation	Total Expended	Total Remaining		Grant Funding Source	Allocation	Total Expended	Total Remaining
21st Century	$249,088.00	$249,087.67	$0.33		Perkins	$20,000.00	$0.00	$20,000.00
After School Education & Safety (ASES)	$140,692.00	$140,691.59	$0.41		Atlantic Philanthropies	$0.00	$0.00	$0.00
General Purpose Discretionary	$125,188.00	$50,999.47	$74,188.53		California Partnership Academy	$20,000.00	$0.00	$20,000.00
LCFF Supplemental	$348,881.00	$271,785.00	$77,096.00		Intel	$0.00	$0.00	$0.00
LCFF Concentration	$100,000.00	$96,800.63	$3,199.37		TOTAL	$40,000.00	$0.00	$40,000.00
Title I: Basic	$110,086.00	$88,220.70	$21,865.30					
Title I: Parent Participation	$2,707.00	$2,185.00	$522.00					
Measure N	$227,800.00	$227,800.00	$0.00					
Measure G1	$42,049.00	$42,049.27	-$0.27					
TOTAL	$1,304,442.00	$1,127,570.07	$196,871.93					

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
After school budget- Safe Passages	Low-Income Students	21st Century	$249,087.67	5825		Building the Conditions	A1.6 After School Programs		
After school budget- Safe Passages	Low-Income Students	After School Education & Safety (ASES)	$128,691.59	5825		Building the Conditions	A1.6 After School Programs		
WASC Dues and expenses for WASC accreditation visits.	All Students	General Purpose Discretionary	$4,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials		
PE Teacher to support students and release teachers for professional development, planning and other work to support academic acceleration	Low-Income Students	LCFF Supplemental	$27,265.28	1105		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS		
Teacher summer planning in the instructional core to improve curriculum and instructional strategies.	Low-Performing Students	LCFF Supplemental	$12,300.00	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	All Students	LCFF Supplemental	$7,000.00	1120		Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS		
Supplies to support overall school operation (photo copier)	All Students	General Purpose Discretionary	$6,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials		

SSO for Extended Day Program	Low-Income Students	After School Education & Safety (ASES)	$12,000.00	5704		Building the Conditions	A1.6 After School Programs		
Refreshment for school PD, Appreciation Dinners and Community Events	Low-Income Students	General Purpose Discretionary	$5,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development		
Coaches for athletics and sports to provide scholar ateletes opportunities to partcipate in sports at CCPA	All Students	General Purpose Discretionary	$3,000.00	1120		Building the Conditions	A1.6 After School Programs		
Jupiter grades site licenses to improve parent communitation and access to grades.	Low-Income Students	LCFF Supplemental	$3,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development		
Science Supplies to support NGSS standards implementation.	Low-Performing Students	LCFF Supplemental	$2,967.99	4310		Building the Conditions	A2.1 Implementation of the CCSS & NGSS		
Uniforms	Low-Income Students	General Purpose Discretionary	$7,000.00	4310		Building the Conditions	A2.2 Social Emotional Learning		
2 FTE for Reading Intervention Teachers that will provide Tier 2 and Tier 3 supports for lowest readers	Long-Term English Learners	LCFF Supplemental	$174,951.73	1105		Comprehensive Student Supports	A3.2 Reading Intervention		
1.0 FTE for reading intervention teachers	Students with Disabilities	LCFF Concentration	$87,475.86	1105		Comprehensive Student Supports	A3.2 Reading Intervention		
Leveled text books to provide access to text at student lexile bands to support improved student literacy	All Students	LCFF Concentration	$9,324.77	4200		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
6-8th grade extended day aligned to independent reading	All Students	After School Education & Safety (ASES)				Rigorous Academics	A3.2 Reading Intervention		
Home visits about reading progress	All Students	Title I: Basic				Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development		
Data systems to support teachers in differentiating based on reading	Newcomer Students	General Purpose Discretionary				Building the Conditions	A3.2 Reading Intervention		
PD offered by ILT to support for teachers to differentiate lessons based on reading level	All Students	Other		1120		Building the Conditions	A3.2 Reading Intervention		
Weekly trips to the library	Low-Performing Students	Other				Building the Conditions	A3.2 Reading Intervention		

Advisory and extended day systems that coordinate reading	All Students	Other					Building the Conditions	A3.2 Reading Intervention	
Biweekly reading data analysis meetings	Low-Performing Students	Other					Comprehensive Student Supports	A3.2 Reading Intervention	
Inclusion Specal Education work provides support across all classrooms	All Students	Other					Building the Conditions	A2.1 Implementation of the CCSS & NGSS	
Parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Newcomer support	Other					Building the Conditions	A3.2 Reading Intervention	
Summer planning and time compensation extended contract money for teachers to integrating writing standards into units.	All Students	LCFF Supplemental	$12,300.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	
1.0 FTE Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member with manage our CS partnerships and student engagment events. Additionally a second teacher to build supports and computer science or classroom management knowledge	All Students	Measure N	$105,506.74	1119	NH0-483	Rigorous Academics	A1.1 Pathway Programs	
Dual enrollment books/ Laney bookstore	All Students	Measure N	$10,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	
Transportation for Concurrent Enrollment/ Internship	All Students	Measure N	$14,873.73	4310		Rigorous Academics	A1.1 Pathway Programs	
WBL at CCPA is coordinated though pathway leads including Claudia Walker the Director of Intership and Dual Enrollment.	All Students	Other	$112,000.00	2300		Work-Based Learning	A1.1 Pathway Programs	
Oakland Promise partnership and Future Center support for increasing college access for all students.	All Students	Measure N	$30,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	
Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	General Purpose Discretionary	$25,999.47			Comprehensive Student Supports	A2.2 Social Emotional Learning	
Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	Title I: Basic	$18,705.70		NEW HIRE (NH0-480)	Comprehensive Student Supports	A2.2 Social Emotional Learning	
Hire an additional .5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support one goal partnership	All Students	Measure N	$46,293.80	2205	SPCACR0002	Comprehensive Student Supports	A2.9 Targeted School Improvement Support	

Extended Contracts for Teachers to support intersession	All Students	Measure N	$12,000.00	1120		Comprehensive Student Supports	A1.3 A-G Completion		
Case Manager will: • Organize grade level informational assemblies; • Monthly award assemblies and celebrations; • School wide celebrations and incentive programs; • Support with 6th grade transition from elementary school • Identify students with attendance issues and build relationships with students and families to increase their attendance. •Support in building home school communications and leveraging them to support positive social and emotional behavior with peers. •develop a 5th to 6th grade transition program •caseload of students with highest needs to help each stay connected to school •be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed	All Students	Measure G1	$42,049.27		NEW HIRE (NH0-480)	Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development		
Extended Contracts for: - Home Visits for all students - Extended Day support for students - PBIS/ Division team leads to support the teachers with advisory,home visits, awards, student support,etc. - College Advisor does UC application workshops in August to improve college access for students. - Special education teachers to provice WBL supports for students with disiblities within their pathways. - Intervention support for students that need to develop strong work habits and non-congnitive skills in middle school - SPED co-teaching support to teachers in other sections - PLC lead teachers/coaches to facilitate PD and observation and feedback for teachers.	All Students	Title I: Basic	$69,515.00	1120		Comprehensive Student Supports			
Extended Contracts for Home Visits for all students.	All Students	Title I: Parent Participation	$2,185.00	1120		Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff		

Contract for Safe Passages for Academic and Student support and Family Engagement.	English Learners	LCFF Supplemental	$32,000.00	5810		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops		
Sports/ activity intervention for high needs students prior to demanding task or as an additional space in the day	Foster Youth	LCFF Supplemental		1105	K12TCH1679	Comprehensive Student Supports	A2.2 Social Emotional Learning		
Staffing for our Writing Center which hosts individual support for students of all levels.	All Students	LCFF Supplemental		1105	K12TCH2260	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS		
Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses	GATE Students	LCFF Supplemental		1105	K12TCH2653	Comprehensive Student Supports	A1.1 Pathway Programs		
Tier 2 math intervention for our D1 students	Low-Performing Students	LCFF Supplemental		1105	K12TCH9999	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS		
Math team leadership	Low-Performing Students	LCFF Concentration		1105	K12TCH9999	Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS		
Advisory structure to build community and supportive adult/ student relationships	Foster Youth	Other					A2.2 Social Emotional Learning		
Academic support providers (Alumni) to support students in meeting academic expectations and proficiancy of academic achievement in core subjects	Low-Performing Students	Other					A2.1 Implementation of the CCSS & NGSS		
Our family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students.	Low-Income Students	Other					A3.3 Family Engagement focused on Literacy Development		
Staffing for intersession- credit reconvery, dual enrollment, AP Prep, internship support	All Students	Measure N	$9,125.73	1120		Comprehensive Student Supports	A1.3 A-G Completion		

School WASC Goals

Length of WASC Accreditation:	6 years	Last WASC Self-Study:	2012-13	Next Full Self-Study:	2018-19

SCHOOL WASC GOALS	LCAP Goal Category
1. Provide more space for Advisory groups to meet and provide personal counseling for students	Goal 5: Students are engaged in school everyday
2. Continue work in the vertical articulation of curriculum, assessments and grading from 6th through 12th grades. The PLCs provide a crucial vehicle for this work and should be facilitated and enhanced to improve collaboration between them.	Goal 2: Students are proficient in state academic standards
3. Maintain the small size of the school to facilitate the critical personal relationships with students and families	Goal 6: Parents and families are engaged in school activities
4. CCPA should send staff to participate in WASC training and on visiting committees to become more familiar with the value in writing a well-developed report for future Accreditation Visiting Committees.	Goal 2: Students are proficient in state academic standards

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/9/2018	SSC	Building site plan
2/12/2018	Open office hours around budget development (specifically G1 plan)	Writing a draft of the site plan
2/13/18, 3-4pm	Faculty Council	Reviewed draft budget and took feedback
3/23/18, 9-10	SSC	Approved site plan