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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** December 9, 2020  
**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy





**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Coliseum College Prep Academy  
**CDS Code:** 1612590112797  
**Principal:** Amy Carozza  
**Date of this revision:** 5/7/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Amy Carozza  
**Address:** 1390 66th Avenue  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-639-3201  
**Email:** amy.carozza@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2020*

*The District Governing Board approved this revision of the SPSA on: 12/9/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**



**2020-21 SPSA ENGAGEMENT TIMELINE****School Site:** Coliseum College Prep Academy**Site Number:** 232

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/18/2020	Leadership Team Meeting	Online processing of the SPSA and progress from last year to this year.
3/24/2020	SSC	Online processing of SPSA and feedback on priorities for the next school year
3/25/2020	Staff	Online in daily announcements
5/7/2020	SSC	SPSA finalized

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$429,762.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,591,841.00

### Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$189,348.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$54,325.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,072.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$511,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$236,342.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$84,280.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,599.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$126,275.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$232,900.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$429,762.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,162,079.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,591,841.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**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 successful in our pathway and on our capstone:<https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home>. The Community Leadership and Innovation Pathway (CLIP) will provide students with access to an innovative social justice and technology focused pathway within the Information and Communication Technology (Software and Systems Development) industry sector. CLIP will enable CCPA to empower students as problem solvers and innovators in our community and beyond. CLIP will provide CCPA students with new access and opportunities in the rapidly changing tech field, which has not historically engaged communities of color. Ultimately, our goal is to support CCPA students with the tools and broadened perspective to become agents of change in East Oakland and thrive in college. CLIP students will grow into collaborative, empathetic, problem solving, creative thinkers with the design, engineering, and technology skills critical to build real-life solutions that address community needs. To make our students successful in our pathway, CCPA builds problem solving and thinking skills throughout our school beginning in D1 robotics and makespace and weaving through core classes focused on both community/ ethnic studies and technology skills.

#### 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.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Every kid is pushed to have a plan	Potentially size which is concerning
<i>Focal Student Supports</i>	Inclusion Reading Intervention Quality core instruction	Staff buy-in for inclusion of mild/moderate teachers. Staffing level of SPED teachers and staff. Reading intervention has a tiered system that meets students where they are. Investment in reading teachers and different successful reading programs. Consistent use of data to inform instructional and staffing moves. Quality core instruction comes from retention of excellent teachers year over year. Additionally, this comes from teachers planning their own curriculums or diving deeply into provided curriculums to meet the needs of students. ALLAS work and differentiation work has deepened and continued to improve core instruction.
<i>Student/Family Supports</i>	MTSS in school for Social Emotional support and Academic support	We have a comprehensive compulsory extended day program for students 6-8 grade in collaboration with Safe Passages and are working to develop partnerships with EOYDC to continue this work with expansion.
<i>Staff Supports</i>	Staff Leadership and growth opportunities	Recruitment and retention of high quality staff
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Key staff transitioning - ensure that we grow forward and continue the work in Computer Science and College Going Process. Supporting students choosing community college and/or trade routes post-graduation.	Staff transitions. Students are making different types of choices for post-graduation that need different types of support. Growing computer science work.



<i>Focal Student Supports</i>	Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)	Lack of staffing and or programming for math intervention. Student needs that fall in between our mod/sev and our mild/mod programs are not currently being met efficiently. Student activities (such as sports and clubs) have been an effective intervention for disengaged high school students, but capacity is limited. There's a need to expand offerings.
<i>Student/Family Supports</i>	Separation of College Going and Family work - desire to keep the connection between families and college work as the people leading this work become two separate positions. Expansion - need to find supports for 8th grade students during extended day as expansion goes beyond our after school budget.	Shifting of Family Resource Center structure. Parent support is moving to align with students support work (with our case managers). College support work is becoming it's own separate piece of work. Additional support will be required to educate families on the benefits of the partnership and student participation with EOYDC.
<i>Staff Supports</i>	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Expansion. Many teachers are in various stages of becoming teachers and clearing their credentials. We need a streamlined plan that brings together all of the different programs and supports for teachers in order to effectively grow teachers.  Master teachers need greater incentive for work with novice teachers

### 1C: 20-21 STUDENT GOALS & TARGETS

#### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

**School Goal for May 2023:** Increase individual course pass rate

**Instructional Focus Goal:** All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	96.9%	n/a	100.0%

On Track to Graduate: 9th Grade	All Students	TBD	n/a	80.0%	85.0%
On Track to Graduate: 11th Grade	All Students	TBD	n/a	n/a	50% (Low due to 3rd year of math - offered again in 12th grade)
A-G Completion	All Students	TBD	77.3%	80.0%	85.0%
<a href="#">College/Career Readiness</a>	All Students	TBD	87.7%	90.0%	92.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-41.4	-16.0	-1.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	38.4%	48.1%	58.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Grade 11 Students	+15 points DF3	-90.0	-51.2	-41.0
CAST (Science)	All Grade 11 Students	TBD	15%	20.0%	25.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

**School Goal for May 2023:** Reduce disproportionality in achievement gaps between student in general and special education programming.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-126.6	-106.0	-86.0
SBAC ELA	English Learners	+20 points DF3	-112.3	-92.0	-72.0

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.0%	44.40%	39%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-166.9	-146.9	-126.9
SBAC Math	African-American Students	+20 points DF3	-133.5	-113.5	-93.5
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	7.7%	16%	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	8.1%	25.0%	25.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

**School Goal for May 2023:** Reduce disproportionality in discipline of subpopulations- AA and SpEd

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	58.7%	65.0%	70.0%
Suspensions	All Students	-2pp	3.2%	3.0%	2.0%
Suspensions	African-American Students	-2pp	8.1%	8.0%	5.0%
Suspensions	Students with Disabilities	-2pp	9.0%	6.0%	4.0%
Chronic Absence	All Students	-2pp	28.8%	26.8%	24.8%
Chronic Absence	African-American Students	-2pp	43.6%	41.0%	39%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:** Grow credentialed teachers and retain teachers at CCPA for more than 5 years

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Teacher Clear Credentials	Teachers	-	-%	54.0%	60.0%
Teacher Retention - Have worked at school for 5+ years	Teachers	TBD	-%	44.0%	50.0%

**1D: IDENTIFIED NEED**

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Our school disproportionately has teachers without clear credentials due to barriers in testing. This is an inequity because students are not being taught by "highly qualified teachers" in all subject areas. Additionally, as a school that depends on LCAP funding for base positions, the availability in funds for funding has been cut over many years. Schools that use PTA /outside funding for this have not had this money cut.

CCPA is working to mitigate the teacher credentialing issue by establishing a Teaching Academy at the school. We are seeking outside funding for this program in order to move teachers and aspiring teachers towards clear credentials with adequate support.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE**

**School:** Coliseum College Prep Academy

**SPSA Year Reviewed:** 2019-20

**SPSA Link:** [19-20 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)**

**2019-20 Enabling Conditions**

**Related School Goals:** See 2019-20 SPSA.

**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

School leadership & vision: In division one, all core instructional teachers are co-teaching two periods a day for seventh grade courses. Through this process, teachers who are new to teaching and/or CCPA are paired with a teacher who has been teaching at the school for at least three years. Four teachers are coaching teachers through induction this year. 2 teachers on site have student teachers through traditional credentialing programs. One teacher is a mentor teacher for a SPED Resident. 4 teachers are supporting teachers on emergency permits.

Systems & structures: Doubling of sixth grade. Hiring of teachers for 6/7 expansion in first year.

**What evidence do you see that your strategic actions are effective?**

School leadership & vision: In division one, teachers who are new to CCPA are having success in the classroom. They have become part of the school community. 2/4 teachers in induction will clear their credentials by the end of the year. The other 2 will continue into year two. Only 2/18 teachers without clear credentials will be leaving at the end of the school year.

Systems & Structures: Systems have been scaled for double the size of sixth grade.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

School leadership & vision: The big change to this goal for next year is systemitizing the goal through a Teaching Academy at CCPA for the next year. Even though teachers will continue to participate in different district and university programs to move towards clear credentials, this work will be streamlined for the school.

Systems & structures: Addition of another case manager position to support school culture with increase of students. Upstander Day was expanded to be a series across the year. Continued expansion in the next year will need continued support to double the capacity of certain school structures.

**2019-20 Language & Literacy Focal Area**

<b>Theory of Change:</b>	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.
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
In 19-20 we recommitted to our SBAC PD series throughout the school. We also piloted a small group version of reading instruction. We implemented whole MS independent reading time and bookmarks for the full year. Continued D3 writing and capstone work. Building a 10th grade capstone in the future. Built a library.	
<b>What evidence do you see that your strategic actions are effective?</b>	
In sixth grade, despite increased need, there are more students growing half a year or more at mid-year than we did last year.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
D2 has an absence of intervention and capstone work. A new 9th grade reading intervention class was added this year (that included some even older students). We began implementing a few 1:1 interventions with older students who still need decoding support. D2 has an absence of intervention and capstone work.	
<b>2019-20 Rigorous Academics &amp; Career Technical Education (CTE) Focal Area</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

The second year of the updated Senior Collaborative Project is underway with adjustments based on learnings from 18-19 school year. We hired a strong Ethnic Studies teacher for the 10th grade course who is also supporting the Senior Project through Senior Seminar. 10th and 11th grade students continue to take dual enrollment classes on campus. We hired an additional computer science teacher for the expanded computer science work for our integrated pathway.

**What evidence do you see that your strategic actions are effective?**

Students are now more successfully being accepted into STEM programs for college. Students continue to be accepted to highly competitive colleges across the state.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

In 20-21, we are offering a rigorous computer science class for 11th graders (AP CSA). This is possible due to building student preparation and increasing interest.

**2019-20 Work-Based Learning Focal Area**

<b>Theory of Change:</b>	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.
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<b>Related School Goals:</b>	See 2019-20 SPSA.
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**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

ECCO and Internship continue to be key levers in our opportunities for students. This year we grappled with large numbers of students opting for internship because they felt it was easier than college classes. We are developing pathways for intership and college options where the default for not doing or choosing isn't internship but is a financial literacy class taught by a CCPA staff member. We will move forward to more tightly align interships with potential post secondary choices or decision making by discussing with the college team.

**What evidence do you see that your strategic actions are effective?**

CCPA has successfully supported students to complete the ECCO program multiple years in a row.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Closing the gap between student planning around trade and community college options and intership choices. We will pull Ms. Walker into College Center meetings where post secondary planning is happening.

**2019-20 Comprehensive Student Supports (CSS) Focal Area**



<p><b>Theory of Change:</b></p>	<p>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.</p>
<p><b>Related School Goals:</b></p>	<p>See 2019-20 SPSA.</p>
<p><b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>Pairing of mentor teachers with academic support teachers to make effective study hall spaces for students. Pairing of veteran teachers with dual enrollment teachers to support student success in community college classes. Academic support spaces aligned to core classes - in D1 for Math and English and D2 for English. We have multiple staff members that are in supplemental academic support positions to ensure that most core classes have at least two adults. Creation of a social skills group for middle school students. Systemitized conflict mediation, CICO, and day-to-day student supports for discipline situations. Hiring of additional counseling services. Increased focus on the experience of our African American students through the hiring of an African American parent coordinator.</p>	
<p><b>What evidence do you see that your strategic actions are effective?</b></p>	
<p>Reduction of referrals in 7-12th grade for African American students. Many individual student referrals have reduced after CICO participation. More students are receiving mental health support on campus.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>We still are lacking math intervention and this is something we hope to build. Building a structured social skills class for D1 students through the SPED program.</p>	
<p><b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b></p>	
<p><b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b></p>	
<p>Had to manage a science class that was not meeting expectations and required a variety of support. Required the district to provide additional student support a year earlier than projected,</p>	

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Coliseum College Prep Academy

**School ID:** 232

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

**All students graduate college, career, and community ready**

<b>School Priority:</b>	Students progress through school at a rate where they remain engaged.			
<b>School Theory of Change:</b>	If we have a transparent grading system that includes all teachers, students, and families so that all understand how grades work and their importance to high school graduation and college acceptance and we provide multiple opportunities for challenging credit recovery and we provide academic support, then students will pass their courses at a higher rate allowing them to remain on track for graduation within four years.			
<b>Related School Goal:</b>	Increase individual course pass rate			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	meeting grading policy	Grading Policy	Jupiter Grades	
1-2	home visits	Mastery assignment completion		
1-3	Referral to COST - coordination with service providers	Facilitate	COST Meetings	
1-4	Design post session courses	Postsession		
1-5	Help extended day align to core instruction	Extended Day		

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Priority:</b>	Building an inclusive school community
<b>School Theory of Change:</b>	All student have assets and contribute to the school community. Inclusion and differentiation are the core strategies we use to build dynamic instructional spaces that meet a variety of kids.

<b>Related School Goal:</b>		Reduce disproportionality in achievement gaps between student in general and special education programming.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Co-teaching	Ensuring master schedule allows for co-planning periods	Master Schedule	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.
2-2	Co-planning	Prioritizing teacher collaboration and reasonable scope of work	Planning collection document	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.

2-3	Differentiation	PD for work on differentiation	Teacher planning documents	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.
2-4			Extended contracts for additional time demands for teachers	
2-5	Social skills class	Hire and or provide time in teacher schedule to implement social skills class	social skills curriculum	Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)
2-6	Moderate academic support classrooms	Hire a moderate SPED teacher	Moderate schedule for students	Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)

2-7	Teaching math intervention	Make a position/time in schedule for math intervention	Math scores	Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)
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**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

<b>School Priority:</b>	Create a culturally inclusive and supportive environments
<b>School Theory of Change:</b>	If we undertake deliberate building of a staff culture that addresses identity and difference, then staff can best position themselves to create a supportive culture for students from all subgroups.
<b>Related School Goal:</b>	Reduce disproportionality in discipline of subpopulations- AA and SpEd
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Engagement in PD	PD with focus on student subgroups- AA, SpEd, Trauma	Discipline data (by student and by classroom)	
3-2			Grades (across classes and overall)	
3-3	Deliberate planning	Master schedule - tracking minimized in GenEd courses, and hyper tracked for intervention.		Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)

3-4		Provide increased administrative supports to communities under represented in the school community		
3-5	Work with parent coordinators to increase family communication and support	Increase parent coordination, communication and support.		
3-6	Implement RJ practices	Restorative practices implemented across grade levels		
3-7	Referral to COST - coordination with service providers	Increased mental health supports for students		

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Priority:</b>	Having expert teachers staffing all classrooms			
<b>School Theory of Change:</b>	If we create a Teaching Academy that deliberately coordinates the work of different teacher preparation programs, then we will be able to better prepare and therefore retain high quality teachers from the community			
<b>Related School Goal:</b>	Grow credentialled teachers and retain teachers at CCPA for more than 5 years			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

4-1	Serve as master teachers	Recruiting master teachers	Teacher completion of credentials	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.
4-2	Credentiailling tests	Building partnerships with ed programs	Teacher completion of credentials	
4-3		Finding additional money for stipends for master teachers	Retention of master teachers	
4-4		Finding and growing potential teachers in support roles within the school.		
4-5	Participate in professional learning for support aspiring teachers	Creating a "PD Plan" for master and novice teachers. Creating collaborative structure to support growth optimally.		

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	
<b>School Priority:</b>	Growing in language and literacy is of paramount importance.
<b>School Theory of Change:</b>	Explicit language instruction is the way to grow academic language in people
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Continue ALLAS planning	Create time for ALLAS work in PD	Teacher plans	
5-2	Test students using multiple measures for reading growth including SRI & F & P		Increased reading levels	Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)
5-3	Reading classes			Math Intervention Moderate SPED Support - Desire to keep students at CCPA and meet their needs at their neighborhood school. Motivators for disengaged students (students with truancy or academic performance issues)



PROPOSED 2020-21 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Lead Agency to support extended day program and other supplementary services	\$236,342	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Help extended day align to core instruction	232-1
Lead Agency to support extended day program and other supplementary services	\$152,599	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Help extended day align to core instruction	232-2
Teacher	\$1,816	General Purpose Discretionary	1105	Certificated Teachers' Salaries	7144	Teacher, Structured English Immersion	0.03	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continue ALLAS planning	232-3
Supplies	\$52,515	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Deliberate planning	232-4
Teacher	\$73,177	LCFF Concentration	1105	Certificated Teachers' Salaries	7142	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continue ALLAS planning	232-5
Classroom support for students	\$23,127	LCFF Concentration	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.20	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Differentiation	232-6
Supplies	\$33	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Test students using multiple measures for reading growth including SRI & F & P	232-7

Teacher	\$69,774	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6163	Classroom TSA 12 Months	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Reading classes	232-8
Classroom support for students	\$51,635	LCFF Supplemental	2205	Classified Support Salaries	6621	Assistant, Newcomer Learning Lab	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Differentiation	232-9
Extended Contract for teachers	\$12,590	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Extended contracts for additional time demands for teachers	232-10
College and Career Readiness Specialist	\$35,350	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7856	Coordinator, Career/College Pathways	0.20	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Deliberate planning	232-11
Teacher	\$61,499	LCFF Supplemental	1105	Certificated Teachers' Salaries	7858	Teacher, Structured English Immersion	0.79	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Reading classes	232-12
Teacher	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	7859	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Co-teaching	232-13
Teacher	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	7860	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Co-teaching	232-14

Classroom support for students	\$18,851	LCFF Supplemental	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.08	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Social skills class	232-15
Teacher	\$42,961	LCFF Supplemental	1105	Certificated Teachers' Salaries	7863	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Social skills class	232-16
Supplies	\$35,866	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Differentiation	232-17
Books	\$34,430	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Differentiation	232-18
Teachers	\$24,424	Measure G1	1105	Certificated Teachers' Salaries	7858	Teacher, Structured English Immersion	0.21	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Differentiation	232-19
Teacher for elective	\$78,427	Measure G1	2205	Classified Support Salaries	7857	Restorative Justice Facilitator	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement RJ practices	232-20
Supplies	\$402	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement RJ practices	232-21

Computer Science Teacher	\$42,961	Measure N	1105	Certificated Teachers' Salaries	7863	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Differentiation	232-22
Teacher extended contracts for project work/ extra work	\$34,497	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Extended contracts for additional time demands for teachers	232-23
College Center Director for FRC	\$93,398	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7856	Coordinator, Career/College Pathways	0.80	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Deliberate planning	232-24
Books	\$7,834	Measure N	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Deliberate planning	232-25
Supplies	\$15,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Prioritizing teacher collaboration and reasonable scope of work	232-26
Money to Fund ECCO	\$10,000	Measure N	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Differentiation	232-27
Teacher Extended Contract for leadership/ coaching	\$75,540	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Serve as master teachers	232-28

PIF grant money remaining at the Ed Fund	\$140,102	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Increase parent coordination, communication and support.	232-29
TSA to support teacher growth work and SpEd	\$69,774	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6163	Classroom TSA 12 Months	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Differentiation	232-30
Classroom support for students	\$55,297	Title I: Basic	2205	Classified Support Salaries	7014	Assistant, Newcomer Learning Lab	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Co-teaching	232-31
Classroom support for students	\$33,817	Title I: Basic	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Differentiation	232-32
Classroom support for students	\$51,635	Title I: Basic	2205	Classified Support Salaries	7861	Assistant, Newcomer Learning Lab	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement RJ practices	232-33
Supplies	\$3,278	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Social skills class	232-34
Supplies	\$4,072	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	home visits	232-35

Classroom support for students	\$23,830	Title IV: Student Support & Academic Enrichment	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.22	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Finding and growing potential teachers in support roles within the school.	232-36
Supplies	\$283	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	home visits	232-37