

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number:** 232

**School:** Coliseum College Prep Academy

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$232,889.00	\$232,889.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$97,300.00	\$97,300.00	\$0.00	Measure G	\$30,373.00	\$30,373.00	\$0.00
LCFF Supplemental	\$407,684.00	\$407,684.00	\$0.00	Measure N	\$229,500.00	\$229,500.00	\$0.00
LCFF Concentration	\$100,000.00	\$100,000.00	\$0.00	Measure G1	\$93,757.00	\$93,757.00	\$0.00
Title I: Basic	\$133,216.00	\$133,216.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$2,560.00	\$2,560.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

<b>BUDGET AMOUNT</b>	<b>BUDGET RESOURCE</b>	<b>STRATEGIC ACTION</b>	<b>ASSOC. SPSA AREA</b>	<b>ASSOCIATED LCAP GOAL</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION NUMBER</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>BUDGET ACTION NUMBER</b>
\$0.00		Math intervention	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-1
\$0.00		Supplies to support academic acceleration	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-2
\$0.00		Leveled text books to provide access to text at student lexile bands to support improved student literacy for the students that have been identified by diagnostic testing to need additional intervention and support.	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-3
\$0.00		6-8th grade extended day aligned to independent reading	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-4
\$0.00		Home visits about reading progress to provide wrap around comprehensive supports for students and families.	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-5

\$0.00		Data systems to support teachers in differentiating based on reading	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-6
\$0.00		PD offered by ILT to support for teachers to differentiate lessons based on reading level	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-7
\$0.00		Weekly trips to the library	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-8
\$0.00		Advisory and extended day systems that coordinate reading supports through all classes.	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-9
\$0.00		Biweekly reading data analysis meetings allow school to review specific literacy data on students and provide real time interventions and supports.	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-10
\$0.00		Integrated Inclusion Special Education teachers provides support across all classrooms	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-11
\$0.00		Contract for Script Ed Partnership- Industry Mentors support 10th grade CS weekly and provide work based learning experiences for the 10th grade students	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-12
\$0.00		Targeted support and outreach to AA students including the Black student union, Manhood development class for either MS or HS	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-13
	21st Century Community Learning Centers	After school budget- Safe Passages	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-14

\$0.00	21st Century Community Learning Centers	Family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students. Support for families and students experiencing homelessness and provide coaching and support to families around academic readiness.	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-15
\$92,159.00	After School Education & Safety (ASES)	After school budget- Safe Passages	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5825	Consultants	N/A	NA	N/A	232-16
\$140,730.00	After School Education & Safety (ASES)	After school budget- Safe Passages	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5825	Consultants	N/A	NA	N/A	232-17
\$0.00	Base	Intersession program that is supported by base funded teachers that provides credit recovery, dual enrollment, AP Prep, and internship support	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-18
\$0.00	Base Funding	1.0 Director of Internships and Dual Enrollment. WBL at CCPA is coordinated through pathway leads including the Director of Internship and Dual Enrollment.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-19
\$0.00	Base Funding	Staffing for our Writing Center which hosts individual support for students of all levels.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-20
\$0.00	Base Funding	Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-21
\$0.00	Base Funding	Tier 2 math intervention for our D1 students	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-22

\$0.00	Base Funding	Math team leadership embedded in teacher schedule to support cohesive 6-12 math program.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-23
\$0.00	Base Funding	Integrated advisory structure to build community and supportive adult/ student relationships that is structured around divisions and the pathways.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-24
\$2,885.99	General Purpose Discretionary	<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>• Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>• develop a 5th to 6th grade transition program</li> <li>• caseload of students with highest needs to help each stay connected to school</li> <li>• be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.	6330	Casemanage	.03 FTE	232-25
\$3,000.00	General Purpose Discretionary	Coaches for athletics and sports to provide scholar athletes opportunities to participate in sports at CCPA	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-26

\$8,000.00	General Purpose Discretionary	Teacher summer planning in the instructional core to improve curriculum and instructional strategies/Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-27
\$1,000.00	General Purpose Discretionary	WASC Dues and expenses for WASC accreditation visits.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4310	School Office Supplies	N/A	NA	N/A	232-28
\$3,000.00	General Purpose Discretionary	Jupiter grades site licenses to improve parent communication and provide students and parents access to grades and create a system of information for parents.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-29
\$5,000.00	General Purpose Discretionary	Refreshment for school PD, Appreciation Dinners and Community Events	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-30
\$5,000.00	General Purpose Discretionary	Science Supplies to support NGSS standards implementation.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-31
\$5,000.00	General Purpose Discretionary	ART Supplies	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-32
\$8,000.00	General Purpose Discretionary	Supplies to support overall school operation (photo copier)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-33
\$25,000.00	General Purpose Discretionary	Uniforms/ branding of the school and pathway	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-34
\$31,414.01	General Purpose Discretionary	School Supplies to support school operations	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-35
\$47,523.68	LCFF Concentration	1.0 support staffing for classrooms/ academic support position	Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.	2205	Classified Support Salaries	6621	Enter position number at left.	1.0 FTE	232-36

\$47,523.68	LCFF Concentration	Support Staffing for classrooms/ academic support position and intervention	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	new position	Enter position number at left.	1.0 FTE	232-37
\$4,952.64	LCFF Concentration	Independent reading books for children that provide students with access to high interest leveled texts.	Language & Literacy	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-38
\$62,596.89	LCFF Supplemental	1.0 Math Teacher- co taught math to ensure that students meet the A-G.	Rigorous Academics	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6167	Enter position number at left.	1 FTE	232-39
\$66,221.09	LCFF Supplemental	1.0 Math Teacher for additional geometry and statistics so that students take additional math courses to meet A-G requirements	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	1644	Enter position number at left.	1 FTE	232-40
\$67,440.42	LCFF Supplemental	1.0 Teacher to facilitate co teaching and dual enrollment to support students to develop a college mindset, gain early college credit, and develop college readiness skills.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3305	Enter position number at left.	1 FTE	232-41
\$63,183.53	LCFF Supplemental	.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration.	Language & Literacy	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	5 FTE	232-42
\$16,051.50	LCFF Supplemental	Benifits for EC for Teachers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-43
\$20,000.00	LCFF Supplemental	Stipends for Teacher Leaders to do additional work- coaching, interventions, planning support, Lead PD	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-44

\$53,752.42	LCFF Supplemental	Teacher summer planning time/ Additional Planning time- For co teaching and partner teachers to improve curriculum and instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-45
\$58,438.15	LCFF Supplemental	1.0 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.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	6671	Enter position number at left.	1.0 FTE	232-46
\$20,282.00	Measure G	Independent reading books for children that provide students with access to high interest leveled texts.	Language & Literacy	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	232-47
\$10,091.00	Measure G	Surplus	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	4399	Surplus	N/A	Enter position number at left.	N/A	232-48

\$93,313.74	Measure G1	<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>• Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>• develop a 5th to 6th grade transition program</li> <li>• caseload of students with highest needs to help each stay connected to school</li> <li>• be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.			6330	Casemanage	.97 FTE	232-49
\$443.26	Measure G1	ART Supplies	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-50
\$30,000.00	Measure N	Oakland Promise partnership and Future Center support for increasing college access for all students. Future center staff provide intensive supports for first generation college students.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-51



\$86,329.85	Measure N	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 will manage our CS partnerships and student engagement events. Additionally, a second teacher to build supports and computer science or classroom management knowledge	Rigorous Academics	Goal 1: Graduates are college and career ready.	1119	Certificated Teachers on Special Assignment Salaries	6163	Enter position number at left.	N/A	232-52
\$21,512.00	Measure N	Summer planning and professional development for pathway teachers and core teachers to co-plan and create rigorous interdisciplinary projects	Rigorous Academics	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-53
\$48,580.27	Measure N	.5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support One Goal partnership that will include curriculum that supports college and career readiness.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	2205	Classified Support Salaries	4107	Enter position number at left.	.5 FTE	232-54
\$10,000.00	Measure N	Textbooks and online licenses for students to enroll in Dual Enrollment courses provide student access to dual enrollment supports.	Work-Based Learning	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	232-55
\$11,077.88	Measure N	Classroom supplies need for integrated projects, senior project and student presentations. Technology supplies to support students that are in the CTE sequence.	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-56
\$18,000.00	Measure N	Transportation costs (Bus passes, BART, charters, etc) associated with students participating in work based learning study tours, Concurrent Enrollment opportunities or Internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-57

\$4,000.00	Measure N	Staffing and stipends for ECCO Internship program that is integrated in to summer pathway programming.	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Consultants	N/A	Enter position number at left.	N/A	232-58
\$0.00	Perkins	Professional development for Computer Science Teachers to integrate CTE standards into the core sequence of courses. This will be supported by district Perkins Funding and CTEIG.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.	N/A	Enter position number at left.	N/A	232-59
\$63,183.53	Title I: Basic	.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration.	Language & Literacy	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	5FTE	232-60
\$6,327.67	Title I: Basic	PLC LEADS and Division Team Leads to improve the instructional core, design curriculum and teach instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-61
\$8,000.00	Title I: Basic	Extended Contracts for Teachers to support intersession that provide credit recovery opportunities for students off track as well as WBL experiences for students in an intensive format.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-62
\$8,000.00	Title I: Basic	Extended Contracts for teachers and staff to conduct home visits for all students.	Comprehensive Student Supports		1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-63
\$20,000.00	Title I: Basic	Additional extended teacher time for additional pathway tasks (robotics, supervising internships, AP testing prep etc_	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-64

\$27,704.80	Title I: Basic	Teacher Extended Contract to support coaching of new teachers to support differentiation and strong curriculum development, Professional development and curriculum design, and to provide credit recovery and intervention for students who need support.	Rigorous Academics	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends	N/a	Enter position number at left.		232-65
\$0.00	Title I: Basic	Attendance Compliance Officer to support students and families that have high or chronic absences develop clear communication and strategies for students to increase their attendance and academic performance.\$55,704.80	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	new position	Enter position number at left.	1.0 FTE	232-66
\$2,474.37	Title I: Parent Participation	Teacher extended contracts to support parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Language & Literacy	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	232-67
\$85.63	Title I: Parent Participation	Snacks for parents meeting	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies	N/A	Enter position number at left.	N/A	232-68

<b>Action Research</b>	<b>Coliseum College Prep Academy</b>
<b>Pathway/s:</b>	Community Leadership and Innovation Pathway
<b>Outcome Data</b>	<a href="#">See attached</a>
<b>Top 5 Measure N Funding Commitments</b>	<ol style="list-style-type: none"> <li>1. 1 FTE for Teacher to lead our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member will manage our CS partnerships and student engagement events. A second teacher to build supports and computer science or classroom management knowledge (1 FTE Teacher)</li> <li>2. Dual enrollment books/ Laney bookstore</li> <li>3. Transportation for Concurrent Enrollment/ Internship</li> <li>4. Hire a .5 FTE College and Career Readiness Specialist to support students transition into college.</li> <li>5. Oakland Promise partnership and Future Center support for increasing college access for all students. Extended Contracts for Teachers to support intersession</li> </ol>
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	How do we build a senior level capstone project that demands students use the skills they have developed throughout highschool to research, design, build/make/manufacture and market a tool or product to serve their community.
<b>What did you discover in the past year? (Please use data to support.)</b>	<p>CCPA formal disbanded or integrated all previous pathways into the Community Leadership and Innovation Pathway. 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.</p> <p>In alignment with our pathway work, CCPA worked to build an integrated Computer Science and Ethnic Studies senior project: <a href="https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home">https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home</a></p> <p>CCPA needs students to build even stronger problem solving, collaborative and project management skills. Additionally, kids need more hard academic experience in Ethnic Studies to provide the research skills and various pedagogical frames to successfully build a strong project.</p>

<p><b>What are you going to do differently or change moving forward?</b></p>	<p>CCPA will focus on building a stronger and more academic ethnic studies current in the school. This will help students make more realistic connections between their technology skills and their community. Additionally, the more rigorous ethnic studies will be more college prep and will align to the college class choices we are attempting to build in our 11th grade course sequence. CCPA is also adding a web design class in 9th grade. This will support in integrating computer science and other classes earlier in the curriculum.</p> <p>CCPA is also strengthening the computer science, makers space and robotics experiences for students in grades 6-8 to better prepare them for the thinking demands and practical experiences that they will face in CLIP.</p>
<p><b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b></p>	<p>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.</p>

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

#### **Instructions**

Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

*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 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

**Instructions:** Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- 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?
- 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."*

State Dashboard Indicators	Strengths	Challenges/Barriers
<b>Graduation Rate</b>	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
<b>On Track to Graduate (11th Grade)</b>	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
<b>A-G Completion</b>	All of our kids are meeting the A-G requirements and eligible to apply to CSU and UC colleges.	Charter school transfers/ other school transfers frequently do not meet A-G
<b>SBAC ELA</b>	17-18 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.
<b>SBAC Math</b>	17-18 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.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	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.

<b>Pathway Participation/CTE Enrollment*</b>	All kids in HS participate in pathways	Student choice is not a forward factor in pathway placement.
<b>English Learner Progress</b>	Students academic performance is high relative to other schools.	SRI Is the primary barrier to reclassification for most ELLs
<b>Suspension Rate</b>	Given our size, one time events and single student issues radically impact our rates	Alternatives to suspension are challenging to find. The real solution is a system with appropriate support up front. I'm unsure how to resource ourselves in this way from where we are.

### 1C: 19-20 STUDENT GOALS & TARGETS

**Instructions:** For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

*Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.*

#### **District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	CCPA will successfully scale important structures to meeting our outcomes to the expanded student population, or we will find alternate means to meet important outcomes.	All Students	+2pp	96.92%	98.92%	100.00%	Alignment / Collaboration
Dropout Rate	CCPA will successfully scale important structures to meeting our outcomes to the expanded student population, or we will find alternate means to meet important outcomes.	All Students	-3pp	0.00%	0.00%	0.00%	Alignment / Collaboration
A-G Completion Rate	CCPA will successfully scale important structures to meeting our outcomes to the expanded student population, or we will find alternate means to meet important outcomes.	All Students	+3pp	77.27%	Coming soon	80.00%	Alignment / Collaboration
FAFSA Completion Rate	CCPA will successfully scale important structures to meeting our outcomes to the expanded student population, or we will find alternate means to meet important outcomes.	All Students	+3pp	Coming soon	Coming soon	100.00%	Alignment / Collaboration



College Enrollment	70% of students who enroll in 4 year colleges persist to second year enrollment.	All Students					Soft Skills
Grade 10 Pathway Participation	Vertically aligned 6-12 college and career exposure and exploration plan	All Students	+5pp	95.59%	100.00%	100.00%	Differentiation of student experience

**District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Students have a range of social events that reinforce school culture and ties to the school.	All Students	+5pp	55.76%	60.76%	65.00%	Student Culture
Suspensions	Students have a range of social events that reinforce school culture and ties to the school.	African-American Students	-2pp	6.15%	4.15%	2.15%	Student Culture
Suspensions	Students have a range of social events that reinforce school culture and ties to the school.	Students with Disabilities	-2pp	5.95%	3.95%	2.95%	Student Culture
Chronic Absence	Students will have the opportunity to take a variety of classes that spark their interest. CCPA will improve course offerings	African-American Students	-2pp	20.69%	18.69%	16.69%	Student Culture

**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Broaden or deepen reading intervention	All Students	+15 points DF3	-31	-16	-1	Intervention
ELA SBAC	Broaden or deepen reading intervention	Students with Disabilities	+20 points DF3	-140.7	-120.7	-100.7	Intervention
ELA SBAC	Broaden or deepen reading intervention	African-American Students	+20 points DF3	-58.7	-38.7	-18.7	Intervention

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Establish a tiered and responsive math intervention system	All Students	+15 points DF3	-81.2	-66.2	-51.2	Intervention
Math SBAC	Establish a tiered and responsive math intervention system	Students with Disabilities	+20 points DF3	-188.2	-168.2	-148.2	Intervention

Math SBAC	Establish a tiered and responsive math intervention system	African-American Students	+20 points DF3	-116.2	-96.2	-76.2	Intervention
<b><i>District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)</i></b>							
Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Broaden or deepen reading intervention	English Learners	16%	23.08%	16.00%	16%	Intervention
LTEL Reclassification	Broaden or deepen reading intervention	Long-Term English Learners	25%	21.32%	25.00%	25%	Intervention
<b><i>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</i></b>							
Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Broaden or deepen reading intervention	All Students	+5pp	38.06%	43.06%	48.06%	Intervention
SRI Multiple Years Below Grade Level	Broaden or deepen reading intervention	All Students	-5pp	54.41%	49.41%	44.41%	Intervention

**School:** Coliseum College Prep Academy

**School ID:** 232

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

**Instructions:**  
Please complete this self-assessment for your school.  
[Click here for the full Measure N rubric.](#)

**KEY:**  
1: Not at all                      3: Mostly  
2: Somewhat                      4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	4: Completely	CCPA's mission of fully aligns with all aspects of the Community Leadership and Innovation Pathway as the pathway serves the goals of preparing students for entry to UC and CSU schools and it is in the pathway that each student will be met where they are, connect their learning to the real world, and use their passion to demonstrate what they know and are able to do. This will culminate in their senior level capstone project that demands students use the skills they have developed throughout their time at CCPA to research, design, build/make/manufacture and market a tool or product to serve their community.	
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 challenging.
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	4: Completely	In growing our work from the pathway as the stands of our college and career pathway to the pathway as the school, many core classes, resources, and other pieces of work (capstone, etc.) have moved to align with this shift.	
<b>School Leadership &amp; Vision Goal for 2019-20:</b>	In the 2019-20 school year, CCPA is focused on building teacher leadership to grow and coach new teachers during the expansion.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p><b>Staffing Structure Aligned to Purpose:</b> 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?</p>	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 expertise for newer teachers.
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; 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?</p>	4: Completely	CCPA has a series of aligned and expert teams that support the school functioning and decision making towards site goals.	
<p><b>Decision-Making Structure:</b> 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?</p>	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. Stakeholders are included and empowered to make real and meaningful decisions for the school in line with the vision of the school which is seen in the work of the SSC, PTA, Division Teams, Division Leads, PLC Leads, and the Admin team. Budget decision making is transparent and happens through SSC and FC.	Having clarity on types of decisions and go to processes for those decisions would be ideal.

<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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
<b>Equity Stance:</b> 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)?	4: Completely	With the implementation of inclusion, the majority of students whose IEPs allow for it are fully participating in the pathway. CCPA has also has AP for all and AP for some with other rigorous/college desirable options running opposite to allow for student choice within the pathway.	
<b>Systems &amp; Structures Goal for 2019-20:</b> Focus on scaling functional systems during the expansion.			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
After school budget- Safe Passages	After School Education & Safety (ASES)	\$140,730.00	5825	Consultants	N/A	NA	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
After school budget- Safe Passages	21st Century Community Learning Centers	N/A grant is still out		Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
After school budget- Safe Passages	After School Education & Safety (ASES)	\$92,159.00	5825	Consultants	N/A	NA	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
WASC Dues and expenses for WASC accreditation visits.	General Purpose Discretionary	\$1,000.00	4310	School Office Supplies	N/A	NA	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Supplies to support overall school operation (photo copier)	General Purpose Discretionary	\$8,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Teacher summer planning in the instructional core to improve curriculum and instructional strategies/Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	General Purpose Discretionary	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Whole School
Refreshment for school PD, Appreciation Dinners and Community Events	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Coaches for athletics and sports to provide scholar athletes opportunities to participate in sports at CCPA	General Purpose Discretionary	\$3,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School

Jupiter grades site licenses to improve parent communication and provide students and parents access to grades and create a system of information for parents.	General Purpose Discretionary	\$3,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Science Supplies to support NGSS standards implementation.	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Career Technical Education	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Departmental Team
Uniforms/ branding of the school and pathway	General Purpose Discretionary	\$25,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Math intervention		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Grade Level Team
School Supplies to support school operations	General Purpose Discretionary	\$31,414.01	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Supplies to support academic acceleration		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
ART Supplies	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Departmental Team
ART Supplies	Measure G1	\$443.26	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Departmental Team
Snacks for parents meeting	Title I: Parent Participation	\$85.63	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
PLC LEADS and Division Team Leads to improve the instructional core, design curriculum and teach instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	Title I: Basic	\$6,327.67	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Departmental Team
Teacher summer planning time/ Additional Planning time- For co teaching and partner teachers to improve curriculum and instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	LCFF Supplemental	\$53,752.42	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Grade Level Team

Stipends for Teacher Leaders to do additional work- coaching, interventions, planning support, Lead PD	LCFF Supplemental	\$20,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Whole School
Benifits for EC for Teachers	LCFF Supplemental	\$16,051.50	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Whole School
Surplus	Measure G	\$10,091.00	4399	Surplus	N/A	Enter position number at left.	N/A	Building the Conditions	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	Whole School

**LANGUAGE & LITERACY** School: Coliseum College Prep Academy [Link to 18-19 SPSA](#)

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

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

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Casemanagement for readers in D1 who did not make expected growth in first semester. Parent workshops to support monitoring reading progress.	Fully Implemented	Effective	Both actions are still mid implementation, but they do have students reading more which will lead to growth.

**IMPLEMENTATION GOALS**

*Below are your Language & Literacy goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Broaden or deepen reading intervention	All Students	-31	-16	-1	Intervention
ELA SBAC	Broaden or deepen reading intervention	Students with Disabilities	-140.7	-120.7	-100.7	Intervention
ELA SBAC	Broaden or deepen reading intervention	African-American Students	-58.7	-38.7	-18.7	Intervention
SRI Growth of One Year or More	Broaden or deepen reading intervention	All Students	38.06%	43.06%	48.06%	Intervention
SRI Multiple Years Below Grade Level	Broaden or deepen reading intervention	All Students	54.41%	49.41%	44.41%	Intervention
ELL Reclassification	Broaden or deepen reading intervention	English Learners	23.08%	16.00%	16%	
LTEL Reclassification	Broaden or deepen reading intervention					

**THEORY OF ACTION**

<b>Theory of Action</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>How are you supporting English Language Learners?</b>	CCPA offers a multi tiered system of language and literacy interventions across the school based on best practices and developed to effectiveness over time.

<b>How are you building conditions for student and adult learning?</b>	CCPA offers a responsive cycle of professional development for teachers. This cycle regularly addresses language instruction, RJ and PBIS in addition to teacher identified areas of need including trauma informed practice, student writing, capstone development and bullying.
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**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Leveled text books to provide access to text at student lexile bands to support improved student literacy for the students that have been identified by diagnostic testing to need additional intervention and support.		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
6-8th grade extended day aligned to independent reading		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Language & Literacy	Goal 3: Students are reading at or above grade level.
Home visits about reading progress to provide wrap around comprehensive supports for students and families.		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Language & Literacy	Goal 3: Students are reading at or above grade level.
Data systems to support teachers in differentiating based on reading		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
PD offered by ILT to support for teachers to differentiate lessons based on reading level		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Weekly trips to the library		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Advisory and extended day systems that coordinate reading supports through all classes.		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Language & Literacy	Goal 3: Students are reading at or above grade level.
Biweekly reading data analysis meetings allow school to review specific literacy data on students and provide real time interventions and supports.		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.



Integrated Inclusion Special Education teachers provides support across all classrooms		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Teacher extended contracts to support parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Title I: Parent Participation	\$2,474.37	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Language & Literacy	Goal 3: Students are reading at or above grade level.
.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration.	LCFF Supplemental	\$63,183.53	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	.5FTE	Comprehensive Student Supports	Language & Literacy	Goal 3: Students are reading at or above grade level.
Independent reading books for children that provide students with access to high interest leveled texts.	LCFF Concentration	\$4,952.64	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Independent reading books for children that provide students with access to high interest leveled texts.	Measure G	\$20,282.00	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration.	Title I: Basic	\$63,183.53	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	.5FTE	Comprehensive Student Supports	Language & Literacy	Goal 3: Students are reading at or above grade level.

**RIGOROUS ACADEMICS & CTE** School: Coliseum College Prep Academy [Link to 18-19 SPSA](#)

**RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT**

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 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 and we have aligned it with a singular industry.
Integrated Core	4	4	4	We revised thhave further revised the 10/11/12 grade capstones across the school and are building corsework across classes to build the required skills.
Cohort Scheduling	4	4	4	CCPA as one pathway has all of the students engaged and cohorted.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3+	4	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.
Collaborative Learning	3	3	3+	This year the 12th grade capstone to a deeply collaborative project. Our students generally engage in groupwork doing group worthy tasks.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3	3	Teachers observe at least 5 to 6 collegues a year. They work together sharing planning and resources in weekly PLCs.
Collaboration Time	2	3	3+	Many teachers co-teach and have collaborative time including Friday PLC time that is teacher directed; however, the master schedule does lock out some common prep time that would facilitate stronger work. We are always looking for solutions to these limitations. We are looking to find places to stretch our master schedule.
Professional Learning	2	2	3-	Most pathway teachers have participated in at least 1 cycle of inquiry focused on the work of their pathway.

**ANNUAL REVIEW OF 18-19 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?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Successfully merged all pathways into Community Leadership and Innovation Pathway	Fully Implemented	Highly Effective	Courses 8-11 exist. We have solid capstones in 10th and 11th that include AP CS courses and have designed a highly integrated 12th grade capstone.

**IMPLEMENTATION GOALS**

*Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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<b>Math SBAC</b>	Establish a tiered and responsive math intervention system	All Students	-81.2	-66.2	-51.2	Intervention
<b>Math SBAC</b>	Establish a tiered and responsive math intervention system	Students with Disabilities	-188.2	-168.2	-148.2	Intervention
<b>Math SBAC</b>	Establish a tiered and responsive math intervention system	African-American Students	-116.2	-96.2	-76.2	Intervention
<b>Standards Based Instruction/Project-Based Learning</b>	We are building an intergrated 12th grade project. Our goal is to have students from 3 thought perspectives: Computer science CTE standards, social justice and industry partners 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 throughout the process from community members.	All Students	Research paper, internship, theory of change paper and presentation	Integrated project with research paper and presentation		Differentiation of student experience
<b>Career Technical Education Sequence</b>	CS- 9th Web Design, 10th AP CSP, 11th CIS 6 12 CS Senior Seminar Ethnic Studies- 10th Ethnic Studies, 11th and 12th Humamities, 10th and 11th Dual Enrollment	All Students			Building choice in 11th and further integrating ES and CS content (this work is happening in Senior Seminar)	Differentiation of student experience
<b>Graduate Capstone/ Culminating Experience</b>	Same As Standards Based Instruction/Project-Based Learning					
<b>Course Passage Rates</b>	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.		Semester 1, internship 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.

<b>How are you supporting English Language Learners?</b>	We use constant language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. <a href="https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWWJoc2c">https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWWJoc2c</a>
<b>How are you building conditions for students and adult learning?</b>	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry that support this work.

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
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 will manage our CS partnerships and student engagement events. Additionally a second teacher to build supports and computer science or classroom management knowledge	Measure N	\$86,329.85	1119	Certificated Teachers on Special Assignment Salaries	6163	Enter position number at left.	N/A	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Professional development for Computer Science Teachers to integrate CTE standards into the core sequence of courses. This will be supported by district Perkins Funding and CTEIG.	Perkins	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Contract for Script Ed Partnership- Industry Mentors support 10th grade CS weekly and provide work based learning experiences for the 10th grade students		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Summer planning and professional development for pathway teachers and core teachers to co-plan and create rigorous interdisciplinary projects	Measure N	\$21,512.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Building the Conditions	Rigorous Academics	Goal 5: Students are engaged in school every day.
Additional extended teacher time for additional pathway tasks (robotics, supervising internships, AP teasing prep etc_	Title I: Basic	\$20,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
1.0 Math Teacher for additional geometry and statistics so that students take additional math courses to meet A-G requirements	LCFF Supplemental	\$66,221.09	1105	Certificated Teachers' Salaries	1644	Enter position number at left.	1 FTE	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
1.0 Math Teacher- co taught math to ensure that students meet the A-G.	LCFF Supplemental	\$62,596.89	1105	Certificated Teachers' Salaries	6167	Enter position number at left.	1 FTE	Comprehensive Student Supports	Rigorous Academics	Goal 5: Students are engaged in school every day.

1.0 Teacher to facilitate co teaching and dual enrollment to support students to develop a college mindset, gain early college credit, and develop college readiness skills.	LCFF Supplemental	\$67,440.42	1105	Certificated Teachers' Salaries	3305	Enter position number at left.	1 FTE	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Teacher Extended Contract to support coaching of new teachers to support differentiation and strong curriculum development, Professional development and curriculum design, and to provide credit recovery and intervention for students who need support.	Title I: Basic	\$27,704.80	1120	Certificated Teachers' Salaries: Stipends	N/a	Enter position number at left.		Building the Conditions	Rigorous Academics	Goal 3: Students are reading at or above grade level.

**WORK-BASED LEARNING** School: Coliseum College Prep Academy [Link to 18-19 SPSA](#)

**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	2+	2+	3	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. <b>Next year we plan to shift the 12th grade senior project to an interdisciplinary project. This will guide further developments in WBL adjustments. (Is this still accurate?)</b>
Pathway Outcomes	2	3	3	All students participate in the WBL as they continue progress through the CS pathway. These experiences are critical develop the skills required to create a quality senior project work
Pathway Evaluation	2	3	3	The capstones have multiple benchmarks that assess WBL and pathway work in general across the year.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

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

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Successfully implemented a fully integrated CS Pathway that is now named Community Leadership Innovation Pathway (CLIP).	Fully Implemented	Effective	Courses 8-12 exist. We have solid highly integrated capstones in grades 10-12 that include AP CS courses.

**IMPLEMENTATION GOALS**

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Career Awareness</b>	Students in special education will be supported to investigate possible careers into their college and career plans	Students with Disabilities	Piloted	Career awareness will be a priority for students who we think will go to bridges program at 17.		Differentiation of student experience
<b>Career Exploration</b>	All students will develop a clear vision of college and career. Students in the 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	Piloted	Process exist for students who identify not wanting to go to college.		Differentiation of student experience

<b>Career Preparation</b>	Senior project will offer students an opportunity to work in a collaborative team, implement design thinking and develop/ refine a app for their community to use. Students will participate in a 360 review that allows them to identify strengths and growth areas. Students will make measurable progress in a growth area during the course of their project.	All Students	Beginning	<a href="https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home">https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home</a>	Students will make measurable progress in a growth area during the course of their project.	Soft Skills
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THEORY OF ACTION	
<b>Theory of Action</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.
<b>How are you supporting English Language Learners?</b>	We use constant language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. <a href="https://drive.google.com/open?id=0B5Vu5Tvu6gBaSnR6cHRxWWJoc2c">https://drive.google.com/open?id=0B5Vu5Tvu6gBaSnR6cHRxWWJoc2c</a>
<b>How are you building conditions for students and adult learning?</b>	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Textbooks and online licenses for students to enroll in Dual Enrollment courses provide student access to dual enrollment supports.	Measure N	\$10,000.00	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	Rigorous Academics	Work-Based Learning	Goal 1: Graduates are college and career ready.
Transportation costs (Bus passes, BART, charters, etc) associated with students participating in work based learning study tours. Concurrent Enrollment opportunities or Internships	Measure N	\$18,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions	Work-Based Learning	Goal 5: Students are engaged in school every day.
<b>1.0 Director of Internships and Dual Enrollment.</b> WBL at CCPA is coordinated though pathway leads including the Director of Intership and Dual Enrollment.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Classroom supplies need for integrated projects, senior project and student presentations. Technology supplies to support students that are in the CTE sequence.	Measure N	\$11,077.88	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Career Technical Education	Work-Based Learning	Goal 5: Students are engaged in school every day.
Staffing and stipends for ECCO Internship program that is integrated in to summer pathway programming.	Measure N	\$4,000.00	5825	Consultants	N/A	Enter position number at left.	N/A	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

**COMPREHENSIVE STUDENT SUPPORTS** School: Coliseum College Prep Academy [Link to 18-19 SPSA](#)

**COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT**

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	4	4	4	The computer science pathway conducted strong meetings with parents about the demands and requirements 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.

**ANNUAL REVIEW OF 18-19 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?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 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 further 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	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 Student Supports.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School 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	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 persistence.	All Students	Continued high acceptance rate. Building better matched experiences.	Overall increase in attendance and persistence.		
Differentiated Interventions	Create a D1 (6th/7th grade) math intervention.	Low-Performing Students	No math intervention	Have a math intervention		

**THEORY OF ACTION**



<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	We use consistent language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. <a href="https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c">https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c</a>
<b>How are you building conditions for students and adult learning?</b>	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.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Oakland Promise partnership and Future Center support for increasing college access for all students. Future center staff provide intensive supports for first generation college students.	Measure N	\$30,000.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
1.0 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.	LCFF Supplemental	\$58,438.15	2205	Classified Support Salaries	6671	Enter position number at left.	1.0 FTE	Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
1.0 support staffing for classrooms/ academic support position	LCFF Concentration	\$47,523.68	2205	Classified Support Salaries	6621	Enter position number at left.	1.0 FTE	Comprehensive Student Supports	Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.
.5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support One Goal partnership what will include curriculum that supports college and career readiness.	Measure N	\$48,580.27	2205	Classified Support Salaries	4107	Enter position number at left.	.5 FTE	Career Technical Education	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Extended Contracts for Teachers to support intersession that provide credit recovery opportunities for students off track as well as WBL experiences for students in an intensive format.	Title I: Basic	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.

<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	General Purpose Discretionary	\$2,885.99		Enter object code at left.	6330	Casemanage	.03 FTE	Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	Measure G1	\$93,313.74			6330	Casemanage	.97 FTE	Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Extended Contracts for teachers and staff to conduct home visits for all students.	Title I: Basic	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A		Comprehensive Student Supports	
Staffing for our Writing Center which hosts individual support for students of all levels.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Tier 2 math intervention for our D1 students	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
Math team leadership embedded in teacher schedule to support cohesive 6-12 math program.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
Integrated advisory structure to build community and supportive adult/ student relationships that is structured around divisions and the pathways.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students. Support for families and students experiencing homelessness and provide coaching and support to families around academic readiness.	21st Century Community Learning Centers	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
Intersession program that is supported by base funded teachers that provides credit recovery, dual enrollment, AP Prep, and internship support	Base	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Targeted support and outreach to AA students including the Black student union, Manhood development class for either MS or HS		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Support Staffing for classrooms/ academic support position and intervention	LCFF Concentration	\$47,523.68	2205	Classified Support Salaries	new position	Enter position number at left.	1.0 FTE	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Attendance Compliance Officer to support students and families that have high or chronic absences develop clear communication and strategies for students to increase their attendance and academic performance.\$55,704.80	Title I: Basic	\$0.00	2205	Classified Support Salaries	new position	Enter position number at left.	1.0 FTE	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
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## SPSA ENGAGEMENT TIMELINE

**How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?**

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated 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.
Date	Stakeholder Group	Engagement Description
2/15/2019	SSC	Building site plan
3/5/2019	Open office hours around budget development (specifically G1 plan)	Writing a draft of the site plan
3/20/2019	Faculty Council	Reviewed draft budget and took feedback
3/15/2029	SSC	Approved site plan
3/9/2019	Coffee With The Principal	Discussing site plan and expansion