OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy

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Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy.

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

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

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)   - 2022-2023 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: **Coliseum College Prep Academy**
CDS Code: 1612590112797
Principal: Amy Carozza
Date of this revision: 5/19/20

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

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

Contact: Amy Carozza   **Position:** Principal
Address: 1390 66th Avenue   **Telephone:** 510-639-3201
Oakland, CA 94621   **Email:** amy.carozza@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

232 Coliseum College Prep (CCPA) 2022-23 School Plan (SPSA) Tool ☆ ☁ Saved to Dri

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A1:N1 · 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Coliseum College Prep Academy   **Site Number:** 232

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: _____

6. The public was alerted about the meeting(s) through one of the following:

[X] Flyers in students' home languages	[ ] Announcement at a public meeting	[X] Other (notices, ParentSquare blasts, etc.)

Signatures:

Amy Carozza	*Signature*	5/19/22
Principal		Date
Mehki Renney	*Signature*	5/19/22
SSC Chairperson		Date
Matin Abdel-Qawi	*Signature*	5/20/2022
Network Superintendent		Date
Lisa Spielman	*Signature*	5/20/22

22-23 Assurances Page   Part 1: Needs Assessment ▾   1a: Engagement Timeline ▾   Part 2: Annual SPSA Review ▾   Part 3: Strate

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Coliseum College Prep Academy   **Site Number:** 232

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/13/2022	SSC	Review and approval of our budget
1/28/2022	SSC	Review of SPSA
1/28/2022	PLC Leads	Review of SPSA and focus on quality instruction
1/18/2022	Division Team Lead	Focus on safety and school culture
1/6/2022	Faculty Council	Focus on safety and school culture, value for student support staff in classroom via survey

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- ***Foster Youth Program:*** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- ***Refugee & Asylee Program:*** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- ***McKinney-Vento Program:*** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$256,250.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,492,515.42

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$234,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$60,075.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$6,250.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$529,875.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$15,625.00	TBD	After School Education and Safety Program (ASES #6010)	$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$188,834.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$232,900.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	$256,250.00	$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	$1,236,265.42	$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$1,492,515.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Coliseum College Prep Academy	School ID: 232

School Description

Coliseum College Prep Academy (CCPA) is a small school in East Oakland serving grades 6-12. Our primary commitment is to serve the students of the surrounding community by providing a high-quality secondary school option in the Coliseum neighborhood. We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. We couple our academic program with parent programs that aim to engage, support, and educate. CCPA's academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of every student on grade level in English and Math by 8th grade, our Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to complete the majority of their A-G requirements during this period. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional internships in the community so that students graduate with both college credits and real-world experience. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. CCPA educates students to become successful in our pathway and on our capstone: https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home. The Community Leadership and Innovation Pathway (CLIP) will provide students with access to an innovative social justice and technology focused pathway within the Information and Communication Technology (Software and Systems Development) industry sector. CLIP will enable CCPA to empower students as problem solvers and innovators in our community and beyond. CLIP will provide CCPA students with new access and opportunities in the rapidly changing tech field, which has not historically engaged communities of color. Ultimately, our goal is to support CCPA students with the tools and broadened perspective to become agents of change in East Oakland and thrive in college. CLIP students will grow into collaborative, empathetic, problem solving, creative thinkers with the design, engineering, and technology skills critical to build real-life solutions that address community needs. To make our students successful in our pathway, CCPA builds problem solving and thinking skills throughout our school begining 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: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-40.5	n/a	not available until Fall 2022	-30.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	40%	not available until Fall 2022	45%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-90.0	n/a	not available until Fall 2022	-70.0
CAST (Science) at or above Standard	All Students	17%	n/a	not available until Fall 2022	25%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	98%	95%	not available until Fall 2022	95%
On Track to Graduate: 9th Grade	All Students	76%	85%	not available until Fall 2022	90%
On Track to Graduate: 11th Grade	All Students	62%	32%	not available until Fall 2022	65%
A-G Completion	All Students	94%	82%	not available until Fall 2022	95%
College/Career Readiness *2018-19 baseline*	All Students	88%	n/a	not available until Fall 2022	90%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

Measure	Target Student Group	Baseline	Outcome	Outcome	Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-126.3	n/a	not available until Fall 2022	-90.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	Low-Income Students	-40.6	n/a	not available until Fall 2022	-30.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	57%	not available until Fall 2022	40%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-166.9	n/a	not available until Fall 2022	-130.0
SBAC Math Distance from Standard Met *2018-19 baseline*	Low-Income Students	-89.5	n/a	not available until Fall 2022	-70.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	0%	not available until Fall 2022	15%
LTEL Reclassification	Long-Term English Learners	3%	0%	not available until Fall 2022	15%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	53%	67%	not available until Fall 2022	70%
Out-of-School Suspensions	All Students	4%	n/a	not available until Fall 2022	3%
Out-of-School Suspensions	African American Students	14%	n/a	not available until Fall 2022	9%
Out-of-School Suspensions	Special Education Students	9%	n/a	not available until Fall 2022	6%
Chronic Absenteeism	All Students	14%	11%	not available until Fall 2022	10%
Chronic Absenteeism	African American Students	22%	27%	not available until Fall 2022	20%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	85%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	85%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Every kid pushed to have a plan	College Seminar structure + size
LCAP Goal 2: Focal Student Supports	Inclusion Reading Intervention Quality core instruction Layed student support (afterschool staff pushed in) Co-Teaching	Staff buy-in for inclusion of mild/moderate students. Staffing level of SPED teachers and staff. Reading intervention has a tiered system that meets students where they are. Investment in reading teachers and different successful reading programs. Consistent use of data to inform instructional and staffing moves. Quality core instruction comes from retention of excellent teachers year over year. Additionally, this comes from teachers planning their own curriculums or diving deeply into provided curriculums to meet the needs of students. ALLAS work and differentiation work has deepened and continued to improve core instruction. Cohorting and focusing a group of adults on a group of kids Summer program to identify students struggling academically, socially or behaviorally, so that we can provide targetted support from their first day of 6th grade.
LCAP Goal 3: Student/Family Supports	MTSS in school for Social Emotional support and Academic support Family Resource Center	We have a comprehensive compulsary extended day program for students 6-8 grade in collaboration with Safe Passages and are working to devolp partnerships with EOYDC to continue this work with expansion.

LCAP Goal 4: Staff Supports	Staff Leadership and growth opportunities, Lots of opportunity to share information so we could adjust systems.	Recruitment and retention of high quality staff Cohorting adults with common tasks/ instrests/ work
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	Restructuring of college center staff. Supporting students choosing community college and/or trade routes post-graduation.	Restructing of college center staff. Growing computer science work. Connection with different pathways for post-high school choices that requires different types of support than students choosing college.
LCAP Goal 2: Focal Student Supports	Reading intervention plan that addresses the wide range of student needs. Support for intervention not in reading, particularly in math. Expansion - as we grow, insuring that our student support is able to grow with the school size. Students who are disengaged with school and are not responsive to our current interventions/incentives. Kids aren't working as hard as previously. Course failure is higher than typical	Increasing number of students reading at the k-1 level. Lack of staffing and or programming for math intervention. Student activities (such as sports and clubs) have been an effective intervention for some disengaged high school students, but capacity is limited. There's a need to expand offerings and interventions for disengaged students. Expand summer school offerings at every level. Remedial summer school with additional support and skill building for students who failed courses during 21-22
LCAP Goal 3: Student/Family Supports	Need to re-establish a focus on family work and connect to instevention and students support. Desire to keep the connection between families and college work as the people leading this work become two separate positions. Expansion - need to find supports for 8th grade students during extended day as expansion goes beyond our after school budget. Lack of parent meetings to build relationship and family/ school partnership that is the core of CCPA.	Shifting of Family Resource Center structure. Parent support moved to align with student support work (with our case managers). College support work became its own separate piece of work. Not sufficient capacity to have 8th graders for whole extended program. Have a series of parent meetings during summer school to address family school partnership and students challanges (specifically literacy needs).

| LCAP Goal 4: Staff Supports | Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers. | Expansion. Many teachers are in various stages of becoming teachers and clearing their credentials. We need a streamlined plan that brings together all of the different programs and supports for teachers in order to effectively grow teachers.

Master teachers need greater incentive for work with novice teachers |

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Coliseum College Prep Academy	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

One change that occurred after the SPSA was completed was the receiving of reading data about our incoming 6th grade class. Around 60% of students in the current 6th grade class came in reading below a 3rd grade level. Due to these extreme needs, we made programmatic shifts in order to support students with rapid reading growth. So far we have been unable to implement the math intervention due to the extreme reading needs of students. We placed our resources in reading to meet this need first. TSA position was changed to a Community Schools Manager position.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Students are in a sheltered ELD program for 2 periods and, as a cohort, attend math, art and PE. They also have a double block of levelled reading intevention daily. Students have demonstrated growth in their reading through their Oral Reading Fluency scores.

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

Half of the students will repeat the 6th grade as students still reading below a 3rd grade level. Half of the students will promote to 7th grade. All will continue to receive targetting reading intervention though likely for only one period. None of the students will be in a sheltered program next year as of this point in planning.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?

"TSA to Provide Professional Development for all staff about the best practices for differentiation and intervention support for all students. Provides teacher coaching on how to support their needs. The TSA facilitates professional development for teachers that aligns to the school's Single Plan for Student Achievement (SPSA) and coaches teachers weekly and provides feedback based on the Oakland Effective Teaching Framework (OETF) indicators. This TSA also facilitates Professional Learning Community (PLC) sessions focusing on data analysis every trimester."	Staff Satisfaction with Professional Development	Plan school wide professional development. Work across PLCs to align school-wide teacher professional development. Mentor teachers at various stages of their devlopment and provide feedback.	Ultimately we moved this position to another funding source We will use this money to pay extended contracts for teachers to provide professional development and run teacher PLCs as well as provide academic intervention and credit recovey for students.	We will continue to budget for professional development, intervention, and credit recovery through title 1.
Library Tech to support parents and teachers in regularly focusing on students' reading progress through coordinating resources to support literacy efforts including intervention, 8th period, Family resources and workshops, core English classes and through our library.	Reading Inventory (RI) Growth of One Year or More	Library Tech to support parents and teachers in regularly focusing on students' reading progress through coordinating resources to support literacy efforts including intervention, 8th period, Family resources and workshops, core English classes and through our library.	Students are consistently using the library for independent reading books. Students have access to a wide range of books at school. Each day more then fifty students go to the library.	Next year, we will move our librarian to another funding source to allow for additional targetted reading intervention for our lowest level readers.

Newcomer Support to provide classroom and additional support for students. Wrap around support for title 1 students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all title 1 students. Support with parent communication and home visits to support students in title 1 populations	On Track to Graduate: 9th Grade	Newcomer support staff provide additional support for students both inside and outside class. They make sure students track on the core lesson and participate. They run small group work to help students complete assignments. They also help students to navigate the school and successfully manage demands.	Newcomer support positions at CCPA are all successful. Acadmic support while in class and coordinated through class into additional spaces is the seemless way to support students with academic or attendance gaps.	We will continue to fund Newcomer Support or other classroom support positions at our school.
Newcomer Support to provide classroom and additional support for students. Wrap around support for title 1 students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all title 1 students. Support with parent communication and home visits to support students in title 1 populations	On Track to Graduate: 11th Grade	Newcomer support staff provide additional support for students both inside and outside class. They make sure students track on the core lesson and participate. They run small group work to help students complete assignments. They also help students to navigate the school and successfully manage demands.	Newcomer support positions at CCPA are all successful. Acadmic support while in class and coordinated through class into additional spaces is the seemless way to support students with academic or attendance gaps.	We will continue to fund Newcomer Support or other classroom support positions at our school.
Teacher Extended Contract to provide intervention for title one students including pay for home visits	Student Connectedness to School	100% of students receive a home visit by their advisor.	Deep connections made between staff and families because of work done outside of school.	Continue
Supplies to support the parent center/ FRC	Student Connectedness to School	CCPA is in the process of piloting a scanning system that supports in tracking student data and answering key questions we are encountering this school year- how many minutes are students tardy (current system does not gather this data), how many times a day does the student leave classes.	We have not yet received this sytem.	We hope to purchase systems to support the parent/ school communication, and answer the questions that parents ask us that we currently cannot answers.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	Students progress through school at a rate where they remain engaged. Goal: Increase individual course pass rate
School Theory of Change:	If we have a transparent grading system that includes all teachers, students, and families so that all understand how grades work and their importance to high school graduation and college acceptance and we provide multiple opportunities for challenging credit recovery and we provide academic support, then students will pass their courses at a higher rate allowing them to remain on track for graduation within four years.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Following grading policy	Grading Policy	Jupiter Grades		Tier 1
1-2	Home Visits	Home Visit Schedule	Home Visit Tracker		Tier 1
1-3	Referral to COST - coordination with service providers	Facilitate	OUSD Force		Tier 3
1-4	Design post session courses	Postesssion	Post Session Powerpoints		Tier 3
1-5	Help extended day align to core instruction	Extended Day	Extended Day/Support staff schedules		Tier 1
1-6	Tier 2 Student Support	Scheduling for Tier 2 support	CICO		Tier 2

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Building an inclusive school community. Goal: Reduce disproportionality in achievement gaps between student in general and special education programming.
School Theory of Change:	All student have assets and contibute to the school community. Inclusion and differentiation are the core strategies we use to build dynamic instructional spaces that meet a variety of kids.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Co-teaching	Build master schedule that allows for co-teaching	Master Schedule		Tier 2
2-2	Co-planning	Build master schedule that allows for co-planning	Master Schedule		Tier 2
2-3	Differentiation	PD on differentiation	Teacher plans with differentiation		Tier 1
2-4	Social skills class	Carve out time for social skills class	Social skills curriculum		Tier 3
2-5	Teaching math intervention	Making time in student and adult schedules for math intervention to happen	Math intervention curriculum		Tier 2
2-6	Reading intervention	Master scheduling for reading intervention access to curriculum and PD	SRI, ORF		Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Engagement in PD	PD with focus on student subgroups- AA, SpEd, Trauma	PD Calendar, PD agendas		Tier 1
3-2	Deliberate planning	Master schedule - tracking minimized in GenEd courses, and hyper tracked for intervention.	Master Schedule		Tier 1

#					
3-3	Parent Coordinator for African American and Arabic speaking communities	Provide increased administrative supports to communities under represented in the school community	Communities have representation, advocacy and community on campus		Tier 3
3-4	Work with parent coordinators to increase family communication and support	Increase parent coordination, communication and support.	Home visit rates		Tier 1
3-5	Implement RJ practices	Restorative practices implemented across grade levels	Some circles are done across the school		Tier 1
3-6	Referral to COST - coordination with service providers	Increased mental health supports for students	COST Force		Tier 3
3-7	Parent Meetings around reading progress	Bridge interventions and parent communication/ connection targetting our students with the highest needs	Meetings happen, parents are aware of students reading progress		Tier 3
3-8					

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Having expert teachers staffing all classrooms. Goal: Grow credentialled teachers and retain teachers at CCPA for more than 5 years.
School Theory of Change:	If we create a Teaching Academy that deliberately coordinates the work of different teacher preparation programs, then we will be able to better prepare and therefore retain high quality teachers from the community
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Serve as master teachers	Recruiting master teachers	Coaching Spreadsheet		Tier 1
4-2	Credentialling tests	Building partnerships with ed programs	Coaching spreadsheet		Tier 1
4-3	Master teachers are funded for their work with student teacher	Finding additional money for stipends for master teachers	Extended contract spreadsheet		Tier 1

4-4	Increase student teachers on campus	Finding and growing potential teachers in support roles within the school.	number of student teachers on campus		Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Maintain and grow our community of African American and Black students through providing a high quality educational experiance and explicit work to combat anti-blackness
School Theory of Change:	To grow ourselves to be worthy of our black students, we need to both grow rigorous and high quality core instruction and intervention as well as explicitly grow our communities understanding of and fight against anti-blackness.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Participate in ARAC and implment plans	Create & support Anti-Racism Action Committee	ARAC Agendas		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (secondary instructions & resources)

School Priority:	Growing in language and literacy is of paramount importance. Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.
School Theory of Change:	Explicit language instruction is the way to grow academic language in people
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Continue ALLAS planning	Create time for ALLAS work in PD	ALLAS PD Agendas/ PD plan		Tier 1

#					
6-2	Test students using multiple measures for reading growth including SRI & F & P	Allocate time and funds for assessment	Middle school reading levels spreadsheet		Tier 2
6-3	Reading classes	Master schedule and hiring for reading classes	Readig class spreadsheets, reading data		Tier 3

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Growing students problem solving skils as well as their experience with design thinking and hands on projects.
School Theory of Change:	Students with a history of playing in a makerspace will develop requisit skills to be successful in computer science and other core academics.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Makers Space curriculum is aligned with problem solving and qulitative feedback	Resource program and support alignment through PD	Student makerspace work products		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 232   **School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract (Safe Passages)	$152,581	After School Education & Safety (ASES)	5825	Consultants		After School Contracts		Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Help extended day align to core instruction	232-1
Books other than textbooks	$15,000	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Deliberate planning	232-2
Books other than textbooks	$6,333	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Differentiation	232-3
Books other than textbooks	$9,666	Measure N	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiation	232-4
Community School Manager	$146,794	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8782	Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectednes s to School	Deliberate planning	232-5
Computer Science Teacher	$66,858	Measure N	1105	Cer ificated Teachers' Salaries	8576	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Home Visits	232-6
Consultant/ Ed Fund	$62,993	Salesforce Principal Innovation Fund	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Home Visits	232-7
After School Program Contract	$240,185	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Students progress through school at a rate where they remain engaged. Goal: Increase individual course pass rate	232-8

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 232   **School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counselor	$115,204	LCFF Supplemental	1205	Cer ificated Pupil Support Salaries	8305	Counselor	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectednes s to School	Tier 2 Student Support	232-9
ECCO	$10,000	Measure N	5825	Consultants	n/a			Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Students progress through school at a rate where hey remain engaged. Goal: Increase individual course pass rate	232-10
Electives Teacher	$105,837	Measure G1	1105	Cer ificated Teachers' Salaries		Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Reading intervention	232-11
Library Technician	$65,667	Measure G: Library	2205	Classified Support Salaries	8309	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Growing students problem solving skils as well as heir experience with design thinking and hands on projects.	232-12
Newcomer Assistant	$66,339	LCFF Supplemental	2205	Classified Support Salaries	7861	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	College/Career Readiness	Growing students problem solving skils as well as heir experience with design thinking and hands on projects.	232-13
Newcomer Assistant	$48,606	LCFF Supplemental	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	A-G Completion	All Students	232-14
Newcomer Assistant	$77,959	LCFF Supplemental	2205	Classified Support Salaries	8149	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	CAST (Science) at or above Standard	All Students	232-15
Newcomer Assistant	$69,715	LCFF Supplemental	2205	Classified Support Salaries	8154	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	On Track to Graduate: 9th Grade	Reading intervention	232-16

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 232   **School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Newcomer Assistant	$48,648	Title I: Basic	2205	Classified Support Salaries	6621	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated grow h to close our equity gap.	On Track to Graduate: 11 h Grade	English Language Learners	232-17
Social Studies Teacher	$84,346	One-Time COVID Funding	1105	Cer ificated Teachers' Salaries	8306	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassificatio n	English Language Learners	232-18
Substitute Teacher Incentive Plan (STIP) Teacher	$67,276	One-Time COVID Funding	1105	Cer ificated Teachers' Salaries	8785	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassificatio n	English Language Learners	232-19
Supplies	$60,075	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	English Language Learners	232-20
Supplies	$12,000	Measure N	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Work with parent coordinators to increase family communication and support	232-21
Supplies for Makes Space and Art	$14,320	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	English Language Learners	232-22
Teacher	$103,782	One-Time COVID Funding	1105	Cer ificated Teachers' Salaries	8783	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Engagement in PD	232-23
Teacher	$78,055	Title I: Basic	1105	Cer ificated Teachers' Salaries	2429	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassificatio n	Growing in language and literacy is of paramount importance. Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.	232-24

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 232   **School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	$79,376	Measure N	1105	Cer ificated Teachers' Salaries	7399	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	232-25
Teacher	$61,365	LCFF Supplemental	1105	Cer ificated Teachers' Salaries	8307	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Reading intervention	232-26
Teacher	$33,429	Measure G1	1105	Cer ificated Teachers' Salaries	8577	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students with a history of playing in a makerspace will develop requisit skills to be successful in computer science and o her core academics.	232-27
Teacher	$105,779	Measure G1	1105	Cer ificated Teachers' Salaries	8288	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Deliberate planning	232-28
Teacher	$35,307	Measure G1	1105	Cer ificated Teachers' Salaries	7619	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Growing in language and literacy is of paramount importance. Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.	232-29
Teacher	$50,715	Title I: Basic	2205	Classified Support Salaries	7378	Specialist, College/Career Readiness	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students with a history of playing in a makerspace will develop requisit skills to be successful in computer science and o her core academics.	232-30
Teacher	$33,429	LCFF Supplemental	1105	Cer ificated Teachers' Salaries	8577	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Tier 2 Student Support	232-31
Teacher extended contract	$42,258	LCFF Supplemental	1120	Cer ificated Teachers' Salaries: Stipends		n/a	0.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Deliberate planning	232-32

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 232   **School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher extended contract	$55,000	Measure N	1120	Cer ificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Growing in language and literacy is of paramount importance. Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.	232-33
Teacher extended contract	$70,000	Salesforce Principal Innovation Fund	1120	Cer ificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Growing students problem solving skils as well as heir experience with design thinking and hands on projects.	232-34
Teacher extended contract	$15,625	Title IV: Student Support & Academic Enrichment	1120	Cer ificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	On Track to Graduate: 11 h Grade	Help extended day align to core instruction	232-35
Teacher extended contract	$6,242	Title I: Basic	1120	Cer ificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Out-of-School Suspensions	Building an inclusive school community. Goal: Reduce disproportionality in achievement gaps between student in general and special education programming.	232-36
Teacher extended contract	$6,250	Title I: Parent Participation	1120	Cer ificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Master teachers are funded for their work with student teacher	232-37
To be allocated in Fall 2022.	$50,715	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Work with parent coordinators to increase family communication and support	232-38

- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Student Responsibilities
- Believe that I can learn and will learn.
- Read for at least 45 minutes, seven days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Follow electronics' policy
- Follow CCPA values
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

This Compact was adopted by Coliseum College Prep Academy on August 31, 2021, and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2021.

Signature of Principal: _____

Date: <u>August 31, 2021</u>

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

COLISEUM COLLEGE PREP ACADEMY

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance.**
- **High school CAPSTONE project meetings and workshops with parents, students and teachers**

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention, AP courses**

- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance**

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

Preparing students for college and an evolving, technology driven world

- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.**
- **Translation services**
- **Blast**
- **Jupiter Grades**
- **Parent Square**
- **At this point our Arabic translation is just from google translate**

The school communicates to families about the school's Title I, Part A programs by:

- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.**

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- **Resource center**
- **Blast - weekly newsletter**
- **Jupiter Grades**
- **Parent Square**
- **At this point our Arabic translation is just from google translate**
- **Reading workshops starting in the summer for our rising 6th graders.**
- **Workshops about AP courses, A-G requirements.**

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- **Translation services**
- **Blast**
- **Jupiter Grades**
- **Parent Square**
- **At this point our Arabic translation is just from google translate**

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- **Family Resource Center**

- **We hold an "open door" policy - parents are welcome to observe class at any time.**

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention, AP courses.**

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- **Food distribution**

- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance.**
- **Hold expectations around mutual communication**
- **Staff professional development**

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- **We hold an "open door" policy - parents are welcome to observe class at any time.**
- **Main office staff coordinates meetings as requested by parents/Guardians with teachers and/or administration.**

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- **Coffee with the Principal**
- **School Site Council meetings**

- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved**

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- **Provide translation services internally for Spanish, Arabic and Mam have been challenging**

The school provides support for parent and family engagement activities requested by parents by:

- **As requested, offer numerous workshops about various topics, such as academics, college readiness, trauma (partner with Roots & Wings), reading levels, reading intervention, AP courses.**

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- **Family resource center**

- **Home visits**

- **Coffee with the principal**

Adoption
This policy was adopted by Coliseum College Prep Academy's ~~School Site Council~~ on August 31, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal: Amy Carozza

Signature of Principal: _____

Date: August 31, 2021

Preparing students for college and an evolving, technology driven world

- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Student Responsibilities
- Believe that I can learn and will learn.
- Read for at least 45 minutes, seven days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Follow electronics' policy
- Follow CCPA values
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

This Compact was adopted by Coliseum College Prep Academy on August 31, 2021, and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2021.

Signature of Principal: _____

Date: <u>August 31, 2021</u>

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

COLISEUM COLLEGE PREP ACADEMY

agrees to implement the following engagement practices, in keeping with
Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance.**
- **High school CAPSTONE project meetings and workshops with parents, students and teachers**

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention, AP courses**

- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance**

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

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- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.**
- **Translation services**
- **Blast**
- **Jupiter Grades**
- **Parent Square**
- **At this point our Arabic translation is just from google translate**

The school communicates to families about the school's Title I, Part A programs by:

- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.**

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- **Resource center**
- **Blast - weekly newsletter**
- **Jupiter Grades**
- **Parent Square**
- **At this point our Arabic translation is just from google translate**
- **Reading workshops starting in the summer for our rising 6th graders.**
- **Workshops about AP courses, A-G requirements.**

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- **Translation services**
- **Blast**
- **Jupiter Grades**
- **Parent Square**
- **At this point our Arabic translation is just from google translate**

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- **Family Resource Center**

- **We hold an "open door" policy - parents are welcome to observe class at any time.**

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention, AP courses.**

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- **Food distribution**

- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance.**
- **Hold expectations around mutual communication**
- **Staff professional development**

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- **We hold an "open door" policy - parents are welcome to observe class at any time.**
- **Main office staff coordinates meetings as requested by parents/Guardians with teachers and/or administration.**

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- **Coffee with the Principal**
- **School Site Council meetings**

- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved**

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- **Provide translation services internally for Spanish, Arabic and Mam have been challenging**

The school provides support for parent and family engagement activities requested by parents by:

- **As requested, offer numerous workshops about various topics, such as academics, college readiness, trauma (partner with Roots & Wings), reading levels, reading intervention, AP courses.**

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- **Family resource center**

- **Home visits**

- **Coffee with the principal**

Adoption
This policy was adopted by Coliseum College Prep Academy's ~~School Site Council~~ on August 31, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal: Amy Carozza

Signature of Principal:

Date: August 31, 2021

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OAKLAND UNIFIED
SCHOOL DISTRICT

Strategic Resource Planning (SRP)

(Secondary School Name Here)
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	MARIA TOVAR
Vice Chairperson:	MEHKI RENNEY
Secretary:	ISABEL PELAYO MUNOZ

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Student (optional)	Term (1st or 2nd year term)
AMY CAROZZA	x					
YESENIA MENDEZ		x				
SHROTRIYEE JACQUE		x				
JAVIER MAGANA		x				
ISABEL PELAYO-MUNOZ			x			
CHANEL ▮▮▮▮▮					x	
MEHKI ▮▮▮▮					x	
SHARAF ▮▮▮▮					x	
VIRGINIA CRUZ				x		
MARIA TOVAR				x		

SSC Meeting Schedule: (Day/Month/Time)	Last friday of the month at 8:15am in the library

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups.
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. Secondary SSC's must have student member(s); and
5. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members
1 Student (at least)