

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Coliseum College Prep School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century After School Programs
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Coliseum College Prep School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Coliseum College Prep Academy
CDS Code: 1612590112797
Principal: Amy Carozza
Date of this revision: 6/10/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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 Oakland, CA 94621	Telephone: 510-639-3201 Email: amy.carozza@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Coliseum College Prep Academy

Site Number: 232

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/26/16

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|--|---|

Signatures:

		<u>5/26/16</u>
Print name of School Principal	Signature	Date
<u>Elizabeth Devora</u>		<u>5/26/16</u>
Print name of SSC Chairperson	Signature	Date
<u>Mark Triplett</u>		<u>5-26-16</u>
Print name of Network Superintendent	Signature	Date
<u>Ruth Alahydoian</u>		<u>5-31-16</u>
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
Jan 2016 to May 2016	SSC	Share and overview during multiple SSC meetings
3/4/2016	Staff, community members, partners	Site plan shared via weekly newsletter for review
4/5/2016	PLC Lead meeting	Feedback/review session
4/7/2016	Measure N Pathway meeting	Feedback/review session
2/23/2016	Individual meetings	Individual meetings with staff for feedback and input

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$128,607.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$264,208.36	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,172.23	TBD
TOTAL:	\$571,987.59	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$93,007.64	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,551.56	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$249,732.98	TBD
TOTAL:	\$345,292.18	\$0.00

ABOUT THIS SCHOOL

School Description

"Coliseum College Prep Academy (CCPA) opened in the fall of 2006 as a new small school on the Havenscourt campus in East Oakland. Our primary commitment is to serve the students of the surrounding community by providing a high-quality secondary school option in the Coliseum neighborhood. Havenscourt students traditionally attended Fremont or Castlemont High Schools, but had abnormally high truancy rates when compared to other neighborhood students attending the same schools. According to 2010-2011 Measure Y data, CCPA's sending area contains the five police beats with the highest "community stressor index" in the entire city - a measurement comprised primarily of incidents of violent crime, poverty rates, and truancy/suspension rates (City of Oakland Urban Strategies Council). Additionally, CCPA's zip code contains the highest number of parolees in the city of Oakland by a staggering 25% (Bureau of Prison Statistics, 2006).

Through the 6-12 model, we strive to overcome the challenges represented by these statistics by taking a longitudinal approach to education that emphasizes community and family partnerships over seven years. We aim to create a college going culture beginning in middle school that acknowledges the magnitude of the task at hand – we need a full seven years with our students to get them college ready. Over 90% of our student body will be the first in their family to graduate from a four-year college and 94% of our students receive free and reduced lunch, so we couple our academic program with family support structures and parent leadership opportunities that aim to invest, support, and educate the greater community. The school was founded by a design team consisting mostly of parents of current students, so we seek to capitalize on their leadership and the values they represent by intimately involving families in the school. Our Family Resource and College Center (FRC), the Havenscourt Health Clinic, and Safe Passages are the cornerstones of these services, as we seek to develop and cultivate the strengths of our greater community by offering numerous opportunities for student and parent leadership.

In the spring of 2011, the founding principal of CCPA, Aaron Townsend, moved on to a district level position. Amy Carozza, who had served as a principal in residence for the past year through New Leaders for New Schools, stepped into the role. The following year was marked with many significant changes, including 11 new teachers, 3 first year administrators, a new office manager, a new head custodian, the opening of the Health Clinic, as well as our first graduating class. Out of this instability came the opportunity for dramatic change. CST scores had steadily improved since the opening of the school, but were not accelerating at the rate needed to prepare our students for college and career. Several changes were implemented to bolster our academic program.

We piloted the Springboard curriculum in English classes for grades 6 through 10. This year we extended Springboard to Math 8 and Algebra 1, with Springboard strategies piloted whole school.

We restructured our after school program ("Unity") to include a mandatory extended day for our Division 2 (8th to 10th graders) until 4pm. The additional hour was used for targeted intervention, with students being reassigned over the course of the year as academic performance improved or diminished. This became the foundation of our Pathways in 9th grade.

Our after school CAHSEE Prep class was created based on lexile level as measured through the Scholastic Reading Inventory (SRI).

We piloted Restorative Justice in three classrooms, expanding to school wide this school year. All teachers and most of our support staff are trained in level 1 Restorative Conversations. Additionally, we engaged in Positive Behavior Intervention and Support (PBIS) work at the district level, which continued into this year.

Our advisory structure refocused from a community building model to an academic advising model. The majority of advisories were used for sustained silent reading (SSR) and data (GPA and lexile growth) monitoring. This school year advisory was further restructured to integrate with major programs (9th grade pathways and Make the Road).

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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	50.6%	49.4%	94.3%	29.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	99.2%	11.0%	6.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	12.0%	0.0%	1.5%	85.3%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.8%	0.0%	0.0%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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	Most broadly, we have a subgroup of children that do not take up hard work. We have structures to force them to progress, but at some point their degree of not working hard takes over. They can be seen in classes not working hard. We need to build the instructional momentum and reflection processes to build students who don't work hard in class into people who do work hard in class. Longer term, it is this group that fails multiple courses, is off track and transfers to continuation school. We never get them fully working and invested.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Average SAT scores, SRI Increase, SBAC Math	College persistence - not financially sustainable, social isolation; fully understanding what being in college really means: Student writing is FAR off the mark. There is a steep learning curve for even our highest level writers. Need to splay apart copy vs content editing. Students do not feel embraced by the support they are receiving.	Our students need a lot of money and support to be successful in college. In alumni circles and surveys, we hear from students that they do not feel embraced by support in college. We want to build systems of support that look similarly to college systems to support our students in identifying and utilizing the support structures available to them in college. Likewise, we want to build up our supports to find them the maximum financial aid opportunities and college friendly work opportunities to support their financial situations. Additionally, students need persistence support to help them meet the benchmarks of a successful college students. We need to develop a partnership to support us in connecting our alumni with these supports.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Suspension rates - reduction over time in both severe incidents that may result in suspension as well as actual suspensions (numerous alternatives); Disproportionality of AA out of class referrals has reduced.	Chronic Absences- lack of sanctions/ consequences left at the site level. No teeth to district SARB process. Disconnect with community around what constitutes acceptable attendance and/or what is the impact.; High levels of out of class referrals stagnant despite system shift.	Not suspension, but out of class referral data. We have repeatedly shifted our systems/ processes around out of class referral and chronic absence to improve these numbers. Our data remains stagnant. We will need to dig through data and find something that works. Both of these issues are being studied closely.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Focus on reading intervention, student reading is improving over time	Math Challenge - UC System; need an A-G math analysis/geometry compression course; Senior project development and support; Student Course Failure/ efficacy of academic intervention and support; Credit recovery is poor quality/ not rigorous; Need stronger Capstones to build student reflection on success and work habits/ choices	<p>There are multiple issues we are working on to better challenge and build our students academically. For math, we need to build a course that will allow our students to get to calculus without the double math one year in 9-11.</p> <p>With regard to our Senior Project and capstones, they have evolved over time. That said, our various pathways have different ways of aligning to them. Ultimately, we need to replan them with attention to consistently benchmarking what we need from all kids to be successfully college and career ready. This is multi-year work. First, we need to get the computer science pathway started.</p>

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Instruction for English Language learners specifically long term English Language Learner. While there has been some movement on the CELDT test over time, CCPA is still far short of the goal of reclassifying an EL in two years. This subgroup represents our lowest median GPA as well as many of our CAHSEE non-passers. (Related to LCAP Goal 4: English learners are reaching English fluency.)
- Course pass rates. There has been a dramatic increase in F grades over three years despite an overall increase in standardized test scores. Course failures dramatically impact graduation potential and college competitiveness. It also reflects the general disengagement of students in their education. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Disproportionate outcomes. Suspension and achievement rates for African American students are disproportionately negative when compared to the rest of the school population. Combined with a declining African American population in the school in general, we are running the risk of not adequately serving a major part of the greater Havenscourt community. (Related to LCAP Goal 5: Students are engaged in school everyday.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
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Graduate Outcomes:	From the class of 2017, send fewer than 8 students to continuation school (across 9-12th grade)	5: Students are engaged in school everyday.	Course pass rates. There has been a dramatic increase in F grades over three years despite an overall increase in standardized test scores. Course failures dramatically impact graduation potential and college competitiveness. It also reflects the general disengagement of students in their education.
Post-Secondary Readiness:	60% of students who matriculate to college will return to college for their sophomore year. From the 16 who matriculated in 2012, 7 went back for a sophomore year. From the 15 who matriculated in 2013, 10 went back for a sophomore year.	1: Graduates are college and career ready.	Course pass rates. There has been a dramatic increase in F grades over three years despite an overall increase in standardized test scores. Course failures dramatically impact graduation potential and college competitiveness. It also reflects the general disengagement of students in their education.
Climate and Culture:	Out of class referrals (OCR) will be reduced by 50%.	5: Students are engaged in school everyday.	Disproportionate outcomes. Suspension and achievement rates for African American students are disproportionately negative when compared to the rest of the school population. Combined with a declining African American population in the school in general, we are running the risk of not adequately serving a major part of the greater Havenscourt community.
Rigorous Academics:	Improve overall SBAC scores by 5% in the proficient and approaching proficient categories on both the ELA and Math assessments.. Maintain approximately 50% of students with a GPA of 3.0 or higher. Less than 10% of students have below a 2.0 GPA either semester	2: Students are proficient in state academic standards.	Instruction for English Language learners specifically long term English Language Learner. While there has been some movement on the CELDT test over time, CCPA is still far short of the goal of reclassifying an EL in two years. This subgroup represents our lowest median GPA as well as many of our CAHSEE non-passers.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	From the class of 2016 who started together in 9th grade, we lost 10 to continuation school.	From the class of 2017 who started together in 9th grade, we lost 7 or 8 to continuation school.	5: Students are engaged in school everyday.	Percent of Students Leaving
Post-Secondary Readiness:	On Track to Graduate	All Students	From the 31 who matriculated in 2015, 27 went back for a second semester. From the 31 who matriculated in 2015, 25 went back for a sophomore year.	From the XX who matriculated in 2016, XX went back for a second semester. From the XX who matriculated in 2016, XX went back for a sophomore year.	1: Graduates are college and career ready.	Attendance Rate
Climate and Culture:	Suspensions	All Students	Average 26 OCR per week across the school AA an average of 4.4 OCR per week (45% reduction) AA Students are 12% of the population and 17% of OCR	Average 13 OCR per week across the school AA an average of 2 OCR per week AA Students population and OCR % are the same. 0 disproportionality.	5: Students are engaged in school everyday.	Culture/Climate: Student
Rigorous Academics:	SBAC Math	All Students	15% proficient in math and 34% approaching 25% proficient in ELA and 25% approaching As of Semester 1 finish, 49% of CCPA students have a 3.0 or higher. In semester 1 of 2015-16, 14% of students had below a 2.0 GPA.	20% proficient in math and 39% approaching 25% proficient in ELA and 25% approaching Less than 10% of students have below a 2.0 GPA either semester.	2: Students are proficient in state academic standards.	SBAC ELA

School Theory of Action

CCPA will continue to build both inclusive and college prep classrooms that hold on to students by improving instruction and student engagement and reducing out of class referrals and continuation school referrals. Students will be supported to success academically and socially using a variety of structures including a writing center, college planning and academic support tied to pathways. Ultimately, our students, with the support of their families, will be better prepared and planned college students.

- 1) Family and parents essential partners and important drivers in students' engagement in school and performance. Parent engagement and genuine partnership will bring out the best in our students and school.
 - a. Conduct home visits for all advisees once a year
 - b. Facilitate student led conferences twice a year
 - c. Value the partnership of families and all stakeholders in the work of the school
 - d. Collaborate with parent leaders in reaching out to parents
 - e. Recruit two families from your advisory to participate on the Parent Leadership Team
 - f. Educate parents on curriculum and assessment processes
 - g. Maximize family communication
 - h. Distribute progress reports at least 2 times during each marking period
 - i. Participate in community/family involvement activities
 - j. Keep logs and records of calls and other family contact
 - k. Contact families regularly for positive and negative reasons
 - l. Refer parents to the Family Resource Center

- 2) All students, families and people require multiple opportunities for success and varying levels of support to maximize these opportunities and be successful in a way that is meaningful to them. It is our work to cultivate opportunities and resources to build our students, families and school to success.
 - a. Give people a fresh start daily
 - b. Treat people with dignity
 - c. Praise in public, criticize in private
 - d. Take "personal" moments with students and families – ask how they're doing
 - e. Meet and talk with others after conflicts or behavior issues
 - f. Maintain consistent expectations for all students and treat students "fairly" – using classroom consequences consistently.
 - g. Praise and celebrate student success regularly
 - h. Model positivity and resiliency
 - i. Utilize resources of the community and partner agency to support students

- 3) Academic improvement must be the explicit mission of the school. To this end, our teachers are the experts. To build this, we
 - a. Participate in regular teacher PLCs - analyze a variety of assessment data and student work to develop effective lessons and units, differentiate instruction, intervene academically, evaluate professional practice, and ensure students are mastering priority objectives
 - b. Use the instructional strategies outlined in the Continuum of Instruction and commit to mastering those strategies through a personal professional development plan
 - c. Work collaboratively to develop and teach standards based units and utilize rubrics to assess student products
 - d. Develop curriculum maps, units, and lessons that are grounded in a backwards planning model (ie Understanding by Design) and use powerful essential questions to drive student engagement
 - e. Use equity as a lens through which we analyze our practice
 - f. Practice depth over breadth
 - g. Implement school wide benchmarks and use this data to shape your instructional program
 - h. Develop and display rubrics and student work relevant to current learning
 - i. Participate in grade level and department team collaboration times
 - j. Be prepared daily with effective lessons and assessments

- 4) Students need to be taught 21st century skills and soft skills to truly teach them to be successful learners.
 - a. The Make the Road program necessitates a developed level of skills.
 - b. Scaffolding to this experience, pathways are building these skills through these experiences
 - c. Heightened opportunity for reflection with the development of the mindset development rubric.
 - d. Focus on problem solving and critical thinking across the curriculum

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Singular PD topic associated with observations	<p>Improve overall SBAC scores by 5% in the proficient and approaching proficient categories on both the ELA and Math assessments..</p> <p>Maintain approximately 50% of students with a GPA of 3.0 or higher.</p> <p>Less than 10% of students have below a 2.0 GPA either semester</p>	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision
Culture & Climate Improvement Strategy:	Revise/ differentiate our referral process for tiers 2 and 3	Out of class referrals (OCR) will be reduced by 50%.	Personalized Student Support	Equity/Access/ Achievement

Pathway Development/ Implementation Strategy:	Refinement of pathway academic support	From the class of 2017, send fewer than 8 students to continuation school (across 9-12th grade)	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
New or Emerging Design Feature #1:	Writing Center	60% of students who matriculate to college will return to college for their sophomore year. From the 16 who matriculated in 2012, 7 went back for a sophomore year. From the 15 who matriculated in 2013, 10 went back for a sophomore year.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
New or Emerging Design Feature #2:	Computer Science course sequence, partnerships and experiences (summer, weekend- coordination)	From the class of 2017, send fewer than 8 students to continuation school (across 9-12th grade)	Equity/Access/ Achievement	Work-Based Learning
New or Emerging Design Feature #3:	Beginning full inclusion	Improve overall SBAC scores by 5% in the proficient and approaching proficient categories on both the ELA and Math assessments.. Maintain approximately 50% of students with a GPA of 3.0 or higher. Less than 10% of students have below a 2.0 GPA either semester	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #1:	Family and Community Engagment and Support	Out of class referrals (OCR) will be reduced by 50%.	School Leadership & School Vision	Personalized Student Support
Established Signature Element #2:	Reading intervention	Improve overall SBAC scores by 5% in the proficient and approaching proficient categories on both the ELA and Math assessments.. Maintain approximately 50% of students with a GPA of 3.0 or higher. Less than 10% of students have below a 2.0 GPA either semester	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #3:	Academic support and inclusion	From the class of 2017, send fewer than 8 students to continuation school (across 9-12th grade)	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support

Select Key Teaching, Leadership, and Organizational Practices:

- 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 (2 FTE Teacher)
- 15K Oakland Promise
- Writing support aligned with college writing center system. Building college readiness, differentiated writing support. (.665 FTE Teacher)
- Academic support, parent engagement and partner support for college and career pathways. (Consultants to Safe Passages for combination with after school funds to provide coordinated support for pathways)
- RJ Coordinator to support in building strong, inclusive classrooms for a diversity of students (RJ Coordinator)
- 21 Teacher- Base
- .8FTE Outreach consultant to work through our FRC and support parent engagement work around student academic achievement data, programming/ implications and college prep.
- .2 FTE Outreach consultant to fill out the above position
- 2 FTE Teachers Appeal
- Reading Intervention 1 FTE Teachers
- Community Leadership Teacher and Internship management support .8FTE Teacher
- Entrepreneurial Business Teacher .508 FTE Teacher
- Teacher Extended Contract- PLC Leads, Planning and curriculum development
- Teacher Extended Contract- home visits
- Teacher Extended Contracts-- PLC Leads, Division Team Leads, PBIS, Additional sections of math and ELA support, SpEd Support afterschool
- Concurrent and Dual Enrollment-- Inter or post session, books and materials, stipends for teachers, transportation
- Teacher Budget Requests
- Supplies

This practice helps support the following Title I Schoolwide Plan focus area:

- Extended Learning Time
- Family Engagement
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Extended Learning Time
- Family Engagement
- Family Engagement
- Extended Learning Time
- Differentiation for Low-Performing Students
- Extended Learning Time
- Extended Learning Time
- Targeted Support for ELLs
- Family Engagement
- Differentiation for Low-Performing Students
- Differentiation for GATE
- Extended Learning Time
- Extended Learning Time

- Alumni Tutoring support
- Pathway support for after school, academic support, family engagement, partner development
- Support for homeless and foster youth

- Differentiation for Low-Performing Students
- Extended Learning Time
- Differentiation for Low-Performing Students



Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$13,852.18	21st Century	Outreach consultant to work through our FRC and support parent engagement work around student academic achievement data, programming/ implications and college prep.	Family and Community Engagment and Support	A3.3: Family Engagement focused on Literacy Development	n/a	OUTREACH CONSULTANT	ORCNST0045	0.2	232-1	232
\$235,880.80	21st Century	Contracted services through Safe Passages to support FRC staffing, afterschool program, community partnershship management, student support service coordinationation and academic support for students.	Academic support and inclusion	A1.6: After School Programs	5825	n/a	n/a	n/a	232-2	232
\$129,172.23	After School Education & Safety (ASES)	Contracted services through Safe Passages to support FRC staffing, afterschool program, community partnership management, student support service coordinationation and academic support for students.	Academic support and inclusion	A1.6: After School Programs	5825	n/a	n/a	n/a	232-3	232
\$128,362.50	General Purpose Discretionary	Supplies to run the school- Concurrent and Dual Enrollment - Bus and BART/ Books and Material (35K)	Academic support and inclusion	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	232-4	232
\$244.50	General Purpose Discretionary	Materials	Writing Center	A2.9: Targeted School Improvement Support	4300	n/a	n/a	n/a	232-5	232
\$49,971.91	LCFF Concentration	Community Leadership Teacher and Internship management support	Academic support and inclusion	A2.2: Social Emotional Learning	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1679	0.794	232-6	232
\$28.09	LCFF Concentration	Supplies to run the school	Academic support and inclusion	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	232-7	232
\$20,088.97	LCFF Supplemental	Science Teacher for additional AP science offerings	Academic support and inclusion	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2186	0.302	232-8	232
\$65,556.15	LCFF Supplemental	Internship and concurrent enrollment teacher	Concurrent enrollment and Internship	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2252	1	232-9	232
\$12,965.01	LCFF Supplemental	Community Leadership Teacher and Internship management support	Academic support and inclusion	A2.2: Social Emotional Learning	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1679	0.206	232-10	232
\$25,598.23	LCFF Supplemental	Teacher Budget Requests	Computer Science course sequence, partnerships and experiences (summer, weekend- coordination)	A1.1: Pathway Programs	4310	n/a	n/a	n/a	232-11	232
\$40,000.00	LCFF Supplemental	RJ Coordinator to support in building strong, inclusive classrooms for a diversity of students	Beginning full inclusion	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	232-12	232
\$100,000.00	LCFF Supplemental	Contracts to engage alumni to function as family, school, community liaisons for the pathway stands	Refinement of pathway academic support	A6.1: Parent / Guardian Leadership Development	5825	n/a	n/a	n/a	232-13	232
\$20,709.84	Measure G (School Libraries)	Reading Intervention Teacher and Academic Support for MS.	Reading intervention	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1959	0.335	232-14	232
\$290.16	Measure G (School Libraries)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	232-15	232
\$19.50	Measure G (TGDS)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	232-16	232
\$27,000.00	Measure G (TGDS)	Aligned coaching to support TGDS feedback	Singular PD topic associated with observations	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	232-17	232
\$85,935.32	Measure N Parcel Tax	Hire a Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member with manage our CS partnerships and student engagement events.	Computer Science course sequence, partnerships and experiences (summer, weekend- coordination)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	232-18	232
\$41,110.57	Measure N Parcel Tax	Hire a teacher to provide writing support aligned with college writing center system to build college readiness and offer differentiated writing support.	Writing Center	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1959	0.665	232-19	232
\$63,398.70	Measure N Parcel Tax	Hire a teacher to build supports through computer science or classroom management knowledge.	Computer Science course sequence, partnerships and experiences (summer, weekend- coordination)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1913	1	232-20	232

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$28,005.41	Measure N Parcel Tax	15K Oakland Promise (\$15,000 consultants)	Family and Community Engagment and Support	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	232-21	232
\$46,430.81	Program Investment	Science Teacher for additional AP science offerings	Academic support and inclusion	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2186	0.698	232-22	232
\$24.19	Program Investment	Supplies to run the school	Writing Center	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	232-23	232
\$55,408.70	Title I Basic	Outreach consultant to work through our FRC and support parent engagement work around student academic achievement data, programming/ implications and college prep.	Revise/ differentiate our referral process for tiers 2 and 3	A6.1: Parent / Guardian Leadership Development	n/a	OUTREACH CONSULTANT	ORCNST0045	0.8	232-24	232
\$598.94	Title I Basic	Books other than text	Reading intervention	A3.2: Reading Intervention	4200	n/a	n/a	n/a	232-25	232
\$37,000.00	Title I Basic	Teacher Extended Contracts (29K)- PLC Leads (9K), Division Team Leads (9K), PBIS (1K), Additional sections of math (3K) and ELA support (4K), SpEd Support afterschool (4K) 8K for home visits	Singular PD topic associated with observations	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	232-26	232
\$2,551.56	Title I Parent Participation	Jupitergrades and certificate paper for awards	Family and Community Engagment and Support	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	232-27	232

School Site Council Membership Roster – High School

School Name: Coliseum College Prep Academy School Year 2015-16

Chairperson: Elizabeth Devora	Vice Chairperson: Marcela Jimenez
Secretary: Rachel Korschun	DAC Representative: Elizabeth Devora

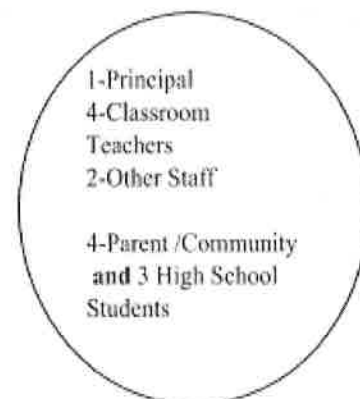
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Amy Carozza	504 Fairbanks Ave, 94610	X				
Elizabeth Devora	5720 E 16 th St, 94621				X	
Marcela Jimenez	965 70 th Ave. 94621				X	
Crystal Huey	1430 80th Ave, 94621				X	
Perry Bellow	220 Athol Ave, Apt. 301, 94610		X			
Becca Rozo	3686 38th Ave, 94619		X			
Rachel Korschun	5350 Broadway, 94618		X			
Jessica Sawczuk	2102 Montana St, 94602		X			
Jose Mendoza	6021 Harmon Ave, 94601			X		
Luis Garfias	730 E. 17th, Apt. 8, 94606					X
Tillena Sylva	6503 Fenham St, Apt. C, 94621					X
Lucas Cota	1805 89th Ave, 94621					X
DAC Representative						
Elizabeth Devora	5720 E 16 th St, 94621				X	

Meeting Schedule	9/25/15, 10/30/15, 11/20/15, 12/18/15, 1/22/16, 2/26/16, 3/18/16, 4/29/16, 5/20/16 Time: 9:05 am Location: Family Resource Center
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SSC Legal Requirements:

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. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.



Coliseum College Prep Academy School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five 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 uniform 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.

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing, video games and internet; make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- 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.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Update Jupiter Grades
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this ___ day of _____, _____.

Title I School Parental Involvement Policy 2015 - 2016

Coliseum College Prep Academy

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Coliseum College Prep Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
 - SSC meeting make decisions about the use of title one funds to carry out the site plan.
 - Parent Advisory Board helps to shape policy and implementation of structures at the school. They also heavily impact the site plan in the identification of improvements that need to be made.
 - CSSSP development takes place in several forums that include parents including the PAB and SSC.
- Offer a flexible number of meetings for parents.
 - Parent Leadership Team- Parent set initiatives and discussion
 - Coffee with the Principal- Chance for parents to connect with school leadership and bring concerns and information. Chance for leadership to hear from families and present success and struggles.
 - Parent Advisory Board- Opportunity for school leadership to bring initiatives to parents for feedback. A place to start planning by gauging parent and community opinion and diversifying feedback.
 - School Site Council- Title one business meeting about use of Title 1 funds to carry out site plan and the site plan development (move to PAB for 2012-13?)
 - African American Parent Meeting- Meeting to focus on outcomes for African American Students.
 - Division Level Parent Meetings- Meeting to focus on outcomes for division level groups
 - Open School Day- Meeting to gauge conditions in the school around a question or focus- instructional, facilities, relationships, urgency.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 - SSC and PAB meeting primarily
- Provides parents of Title I students with timely information about Title I programs.
 - SSC and PAB schedules set at the beginning of the year and posted to all CCPA calendars
 - Data shared in all parent meetings.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- Open School day and PAB are two spaces where data around specific curriculum or initiatives are discussed. SSC also discusses with regard to funding intervention.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - Parent Advisory Board
 - School Site Council

School-Parent Compact

Coliseum College Prep Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Coliseum College Prep Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
 - Jupiter grades
 - Home Visits
 - Student Led Conferences
 - Progress Reports
 - Parent Teacher Conferences
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - Beginning of school trainings (Back to school night)
 - FRC supported workshops with specific academic pieces
 - Advisory dinners
 - Parent teacher conferences
 - PACT time through Adult Literacy class
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Parent Advisory Board meeting
 - Professional Development times
 - FRC supported interactions

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - Family Resource Center contains our college center to engage families and support them in parenting college successful children.
 - All meetings structured to establish partnership and communication between families and school.
 - SLC and home visit structures.
 - PACT and Open School Day observations
 - Coffee with the Principal and PAB communication structures.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Monthly FRC Calendar
 - All Calls
 - Parent and family bulletin boards
 - Family Resource Center and parent liaisons

- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
 - School bring information for parent feedback to PAB and SSC
 - School brings question for parent observational feedback to Open School Day
 - Parents bring questions to school leadership in Coffee with the Principal
 - Parents organize themselves and carry out their initiatives in Parent Leadership Team.
 - Specific analysis (Age, race, language, intervention) can happen in the above meetings or in African American Parents Meeting or Division level meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 - All meetings are inclusive and translation is provided

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs.

This policy was adopted by Coliseum College Prep Academy's School Site Council on 09/25/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, and children. It will be made available to the local community. Coliseum College Prep Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



 (Principal's Signature)

9/25/15

 (Date)