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Introduction Date	6/26/19
Enactment Number	19-1191
Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 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
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy



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

Legislative File Id. No. 19-1344  
Introduction Date: 6/26/19  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Coliseum College Prep Academy  
**CDS Code:** 1612590112797  
**Principal:** Amy Carozza  
**Date of this revision:** 5/17/2019

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

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2019*  
*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 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"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |
|  | <input checked="" type="checkbox"/> 21st Century                                    |
|  | <input type="checkbox"/> School Improvement Grant (SIG)                             |

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: May 17, 2019

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

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)

Signatures:

<u>Amy Carozza</u> Amy Carozza, School Principal	<u>Amy Carozza</u> Signature	<u>5/17/19</u> Date
<u>Maria Preciado</u> Name of SSC Chairperson	<u>Maria Preciado</u> Signature	<u>5/17/19</u> Date
<u>Preston Thomas</u> Preston Thomas, Network Superintendent	<u>Preston Thomas</u> Signature	<u>5/17/19</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5/23/19</u> Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/15/2019	SSC	Building site plan
3/5/2019	Open office hours around budget development (specifically G1 plan)	Writing a draft of the site plan
3/20/2019	Faculty Council	Reviewed draft budget and took feedback
3/15/2029	SSC	Approved site plan
3/9/2019	Coffee With The Principal	Discussing site plan and expansion

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$135,776.00
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	\$1,327,279.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$133,216.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$97,300.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,560.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$359,444.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$232,889.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$93,757.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$229,500.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$135,776.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,143,263.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,279,039.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>



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

### 1A: ABOUT THE SCHOOL

**School:** Coliseum College Prep Academy

**School ID:** 232

#### School Description

Coliseum College Prep Academy (CCPA) is a small school in East Oakland serving grades 6-12. Our primary commitment is to serve the students of the surrounding community by providing a high-quality secondary school option in the Coliseum neighborhood. We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. We couple our academic program with parent programs that aim to engage, support, and educate. CCPA's academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of every student on grade level in English and Math by 8th grade, our Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to complete the majority of their A-G requirements during this period. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional internships in the community so that students graduate with both college credits and real-world experience. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. CCPA educates students to become successful in our pathway and on our capstone: <https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home>. The Community Leadership and Innovation Pathway (CLIP) will provide students with access to an innovative social justice and technology focused pathway within the Information and Communication Technology (Software and Systems Development) industry sector. CLIP will enable CCPA to empower students as problem solvers and innovators in our community and beyond. CLIP will provide CCPA students with new access and opportunities in the rapidly changing tech field, which has not historically engaged communities of color. Ultimately, our goal is to support CCPA students with the tools and broadened perspective to become agents of change in East Oakland and thrive in college. CLIP students will grow into collaborative, empathetic, problem solving, creative thinkers with the design, engineering, and technology skills critical to build real-life solutions that address community needs. To make our students successful in our pathway, CCPA builds problem solving and thinking skills throughout our school beginning in D1 robotics and makespace and weaving through core classes focused on both community/ ethnic studies and technology skills.

#### School Mission and Vision

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

### 1B: 19-20 STRENGTHS & CHALLENGES

State Dashboard Indicators	Strengths	Challenges/Barriers
<b>Graduation Rate</b>	High graduation rate, low drop out rate and student retention; multiple credit recovery opportunities;	Still losing kids to continuation school; disconnect between students and what it means to be in high school/complete high school

<b>On Track to Graduate (11th Grade)</b>	High graduation rate, low drop out rate and student retention; multiple credit recovery opportunities;	Still losing kids to continuation school; disconnect between students and what it means to be in high school/complete high school
<b>A-G Completion</b>	All of our kids are meeting the A-G requirements and eligible to apply to CSU and UC colleges.	Charter school transfers/ other school transfers frequently do not meet A-G
<b>SBAC ELA</b>	17-18 scores were strong and demonstrated 100%ile growth for students.	Impact of SpEd cohort size on overall scores given variation year to year. Looks like artificial improvement or failure. Most impactful at 11th.
<b>SBAC Math</b>	17-18 scores were strong and demonstrated 94%ile growth for students.	Impact of SpEd cohort size on overall scores given variation year to year. Looks like artificial improvement or failure. Most impactful at 11th.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	Focused work happening to improve both.	For dual enrollment, success is very professor and support teacher dependent. For AP, we are putting in a level of prep this year that we have not previously.
<b>Pathway Participation/CTE Enrollment*</b>	All kids in HS participate in pathways	Student choice is not a forward factor in pathway placement.
<b>English Learner Progress</b>	Students academic performance is high relative to other schools.	SRI is the primary barrier to reclassification for most ELLs
<b>Suspension Rate</b>	Given our size, one time events and single student issues radically impact our rates	Alternatives to suspension are challenging to find. The real solution is a system with appropriate support up front. I'm unsure how to resource ourselves in this way from where we are.

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

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

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

FAFSA Completion Rate	CCPA will successfully scale important structures to meeting our outcomes to the expanded student population, or we will find alternate means to meet important outcomes.	All Students	+3pp	Coming soon	Coming soon	100.00%	Alignment / Collaboration
College Enrollment	70% of students who enroll in 4 year colleges persist to second year enrollment.	All Students	n/a	n/a	70.00%	70.00%	Soft Skills
Grade 10 Pathway Participation	Vertically aligned 6-12 college and career exposure and exploration plan	All Students	+5pp	95.59%	100.00%	100.00%	Differentiation of student experience

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

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

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

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

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

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



Math SBAC	Establish a tiered and responsive math intervention system	African-American Students	+20 points DF3	-116.2	-96.2	-76.2	Intervention
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**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Broaden or deepen reading intervention	English Learners	16%	23.08%	16.00%	16%	Intervention
LTEL Reclassification	Broaden or deepen reading intervention	Long-Term English Learners	25%	21.32%	25.00%	25%	Intervention

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Broaden or deepen reading intervention	All Students	+5pp	38.06%	43.06%	48.06%	Intervention
SRI Multiple Years Below Grade Level	Broaden or deepen reading intervention	All Students	-5pp	54.41%	49.41%	44.41%	Intervention

#### 1D: IDENTIFIED NEED

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

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

#### 1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

<b>School:</b>	Coliseum College Prep Academy	<b>School ID:</b> 232
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**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Not at all 2: Somewhat 3: Mostly 4: Completely
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	4: Completely	CCPA's mission of fully aligns with all aspects of the Community Leadership and Innovation Pathway as the pathway serves the goals of preparing students for entry to UC and CSU schools and it is in the pathway that each student will be met where they are, connect their learning to the real world, and use their passion to demonstrate what they know and are able to do. This will culminate in their senior level capstone project that demands students use the skills they have developed throughout their time at CCPA to research, design, build/make/manufacture and market a tool or product to serve their community.	
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Systems of comprehensive student support are the signature of CCPAs work. We hold on to our students as the core of our work.	Building student mindset in a system that doesn't allow a lot of choice or failure has proved challenging.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	4: Completely	In growing our work from the pathway as the stands of our college and career pathway to the pathway as the school, many core classes, resources, and other pieces of work (capstone, etc.) have moved to align with this shift.	
<b>School Leadership &amp; Vision Goal for 2019-20:</b>	In the 2019-20 school year, CCPA is focused on building teacher leadership to grow and coach new teachers during the expansion.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	CCPA substantially invests in Special Education, Reading intervention, Computer Science, Dual Enrollments and Internships. These priorities all align with our purpose to prepare all students to be eligible to attend and persist in a UC/CSU.	We require more staffing and need ways to build quality expertise for newer teachers.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	4: Completely	CCPA has a series of aligned and expert teams that support the school functioning and decision making towards site goals.	
<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	CCPA does not have a singular process for decision making. Decision making varies and processes are created for decisions that are more complex. Stakeholders are included and empowered to make real and meaningful decisions for the school in line with the vision of the school which is seen in the work of the SSC, PTA, Division Teams, Division Leads, PLC Leads, and the Admin team. Budget decision making is transparent and happens through SSC and FC.	Having clarity on types of decisions and go to processes for those decisions would be ideal.

<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	All teachers have a level of shared collaboration time with necessary SpEd/ Gen Ed or grade level teams.	Pathway/ elective and core teachers do not have shared prep
<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	With the implementation of inclusion, the majority of students whose IEPs allow for it are fully participating in the pathway. CCPA has also has AP for all and AP for some with other rigorous/college desirable options running opposite to allow for student choice within the pathway.	
<b>Systems &amp; Structures Goal for 2019-20:</b> Focus on scaling functional systems during the expansion.			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
After school budget- Safe Passages	After School Education & Safety (ASES)	\$140,730.00	5825	Consultants	N/A	NA	N/A	Building the Conditions
After school budget- Safe Passages	21st Century Community Learning Centers	N/A grant is still out		Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
After school budget- Safe Passages	After School Education & Safety (ASES)	\$92,159.00	5825	Consultants	N/A	NA	N/A	Building the Conditions
WASC Dues and expenses for WASC accreditation visits.	General Purpose Discretionary	\$1,000.00	4310	School Office Supplies	N/A	NA	N/A	Building the Conditions
Supplies to support overall school operation (photo copier)	General Purpose Discretionary	\$8,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
Teacher summer planning in the instructional core to improve curriculum and instructional strategies/Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	General Purpose Discretionary	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Building the Conditions
Refreshment for school PD, Appreciation Dinners and Community Events	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
Coaches for athletics and sports to provide scholar atletes opportunities to particpate in sports at CCPA	General Purpose Discretionary	\$3,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Comprehensive Student Supports
Jupiter grades site licenses to improve parent communitation and provide students and parents access to grades and create a system of information for parents.	General Purpose Discretionary	\$3,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Comprehensive Student Supports
Science Supplies to support NGSS standards implementation.	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Career Technical Education
Uniforms/ branding of the school and pathway	General Purpose Discretionary	\$25,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions

Math intervention		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
School Supplies to support school operations	General Purpose Discretionary	\$31,414.01	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
Supplies to support academic acceleration		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics
ART Supplies	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
ART Supplies	Measure G1	\$443.26	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
Snacks for parents meeting	Title I: Parent Participation	\$85.63	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
PLC LEADS and Division Team Leads to improve the instructional core, design curriculum and teach instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	Title I: Basic	\$6,327.67	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics
Teacher summer planning time/ Additional Planning time- For co teaching and partner teachers to improve curriculum and instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	LCFF Supplemental	\$53,752.42	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics
Stipends for Teacher Leaders to do additional work- coaching, interventions, planning support, Lead PD. This supports rigorous academics for our GATE students.	LCFF Supplemental	\$20,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics
Benifits for EC for Teachers	LCFF Supplemental	\$16,051.50	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Building the Conditions
Surplus	Measure G	\$10,091.00	4399	Surplus	N/A	Enter position number at left.	N/A	Building the Conditions

# LANGUAGE & LITERACY

School: Coliseum College Prep Academy

[Link to 18-19 SPSA](#)

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

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

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

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

## IMPLEMENTATION GOALS

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

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

## THEORY OF ACTION

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

**STRATEGIC ACTIONS**

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



Integrated Inclusion Special Education teachers provides support across all classrooms		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
Teacher extended contracts to support parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Title I: Parent Participation	\$2,474.37	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Comprehensive Student Supports
.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration.	LCFF Supplemental	\$63,183.53	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	0.50	Comprehensive Student Supports
Independent reading books for children that provide students with access to high interest leveled texts.	LCFF Concentration	\$4,952.64	4310	School Office Supplies	N/A	Enter position number at left.	N/A	Building the Conditions
Independent reading books for children that provide students with access to high interest leveled texts.	Measure G	\$20,282.00	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	Building the Conditions
.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration	Title I: Basic	\$63,183.53	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	0.50	Comprehensive Student Supports

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

**RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT**

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

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

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

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

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

**IMPLEMENTATION GOALS**

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Establish a tiered and responsive math intervention system	All Students	-81.2	-66.2	-51.2	Intervention
Math SBAC	Establish a tiered and responsive math intervention system	Students with Disabilities	-188.2	-168.2	-148.2	Intervention
Math SBAC	Establish a tiered and responsive math intervention system	African-American Students	-116.2	-96.2	-76.2	Intervention
Standards Based Instruction/ Project-Based Learning	We are building an intergrated 12th grade project. Our goal is to have students from 3 thought perspectives: Computer science CTE standards, social justice and industry partners collaborate in groups of 9 to create a solution to a community need, manufacture/ design/ make and market the solution. This process will involve a course on design thinking and mentorship throughout the process from community members.	All Students	Research paper, internship, theory of change paper and presentation	Integrated project with research paper and presentation		Differentiation of student experience
Career Technical Education Sequence	CS- 9th Web Design, 10th AP CSP, 11th CIS 6 12 CS Senior Seminar Ethnic Studies- 10th Ethnic Studies, 11th and 12th Humamities, 10th and 11th Dual Enrollment	All Students			Building choice in 11th and further integrating ES and CS content (this work is happening in Senior Seminar)	Differentiation of student experience
Graduate Capstone/ Culminating Experience	Same As Standards Based Instruction/Project-Based Learning					
Course Passage Rates	Kids are most struggling to hold onto their internship requiernments and dual enrollment classes. This may be attributed to a difficulty with meeting deadlines that do not bend as easily as CCPA alone deadlines. We need to identify places to hold deadlines with kids earlier in their HS career.		Semester 1, internship 2.0, NATAM 1.8 for 12th grade,	Course grades for all senior level courses above a 2.4.		

## THEORY OF ACTION

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

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
1.0 FTE Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member will manage our CS partnerships and student engagement events. Additionally a second teacher to build supports and computer science or classroom management knowledge	Measure N	\$86,329.85	1119	Certificated Teachers on Special Assignment Salaries	6163	Enter position number at left.	N/A	Rigorous Academics
Professional development for Computer Science Teachers to integrate CTE standards into the core sequence of courses. This will be supported by district Perkins Funding and CTEIG.	Perkins	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics
Contract for Script Ed Partnership- Industry Mentors support 10th grade CS weekly and provide work based learning experiences for the 10th grade students		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Career Technical Education

Summer planning and professional development for pathway teachers and core teachers to co-plan and create rigorous interdisciplinary projects including incorporating specific language instruction for students who are English Language Learner.	Measure N	\$21,512.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Building the Conditions
Additional extended teacher time for additional pathway tasks (robotics, supervising internships, AP testing prep etc_	Title I: Basic	\$20,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Rigorous Academics
1.0 Math Teacher for additional geometry and statistics so that students take additional math courses to meet A-G requirements	LCFF Supplemental	\$66,221.09	1105	Certificated Teachers' Salaries	1644	Enter position number at left.	1.00	Rigorous Academics
1.0 Math Teacher- co taught math to ensure that students meet the A-G.	LCFF Supplemental	\$62,596.89	1105	Certificated Teachers' Salaries	6167	Enter position number at left.	1.00	Comprehensive Student Supports
1.0 Teacher to facilitate co teaching and dual enrollment to support students to develop a college mindset, gain early college credit, and develop college readiness skills.	LCFF Supplemental	\$67,440.42	1105	Certificated Teachers' Salaries	3305	Enter position number at left.	1.00	Rigorous Academics
Teacher Extended Contract to support coaching of new teachers to support differentiation and strong curriculum development, Professional development and curriculum design, and to provide credit recovery and intervention for students who need support (this is support for students with disabilities)	Title I: Basic	\$27,704.80	1120	Certificated Teachers' Salaries: Stipends	N/a	Enter position number at left.		Building the Conditions

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

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

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

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

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

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

**IMPLEMENTATION GOALS**

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Career Awareness</b>	Students in special education will be supported to investigate possible careers into their college and career plans	Students with Disabilities	Piloted	Career awareness will be a priority for students who we think will go to bridges program at 17.		Differentiation of student experience
<b>Career Exploration</b>	All students will develop a clear vision of college and career. Students in the 11th grade students who believe they do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals (or they will continue the college process)	Low-Performing Students	Piloted	Process exist for students who identify not wanting to go to college.		Differentiation of student experience



<b>Career Preparation</b>	Senior project will offer students an opportunity to work in a collaborative team, implement design thinking and develop/ refine a app for their community to use. Students will participate in a 360 review that allows them to identify strengths and growth areas. Students will make measurable progress in a growth area during the course of their project.	All Students	Beginning	<a href="https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home">https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home</a>	Students will make measurable progress in a growth area during the course of their project.	Soft Skills
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### THEORY OF ACTION

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

### STRATEGIC ACTIONS

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

**COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT**

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	4	4	4	The computer science pathway conducted strong meetings with parents about the demands and requirements of the work to support alignment between school and home around expectations.
College & Career Plan	3	3+	3+	The 11th grade process will support the school in reaching the students that we have not had strong enough plans to support.

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

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

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
CCPA continues to provide spaces for academic support and runs a full inclusion program. We are adding further co-teaching support to meet our students needs and support our teachers in planning well for the skill and thinking diversity in their classes.	Fully Implemented	Effective	Inclusion is very effective and leading to stronger core instruction for all students. Academic support spaces for 9th and 10th grades are not currently effective.

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Comprehensive Student Supports.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Make 9th and 10th grade academic support function	Low-Income Students	It doesn't function	Students who need support will be effectively supported via 9th and 10th grade academic support.		
College Access	Improve our targetting of student to experiences and colleges that will meet their needs and build persistence.	All Students	Continued high acceptance rate. Building better matched experiences.	Overall increase in attendance and persistence.		
Differentiated Interventions	Create a D1 (6th/7th grade) math intervention.	Low-Performing Students	No math intervention	Have a math intervention		

**THEORY OF ACTION**

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

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
Oakland Promise partnership and Future Center support for increasing college access for all students. Future center staff provide intensive supports for first generation college students.	Measure N	\$30,000.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports
1.0 Case manager to support in building strong school culture including PBIS positive events and targeting students who are in need of more support to get there. This case manager supports all foster youth in our school.	LCFF Supplemental	\$58,438.15	2205	Classified Support Salaries	6671	Enter position number at left.	1.00	Building the Conditions
1.0 support staffing for classrooms/ academic support position to support students who are low-performing.	LCFF Concentration	\$47,523.68	2205	Classified Support Salaries	6621	Enter position number at left.	1.00	Comprehensive Student Supports
.5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support One Goal partnership what will include curriculum that supports college and career readiness.	Measure N	\$48,580.27	2205	Classified Support Salaries	4107	Enter position number at left.	0.50	Career Technical Education
Extended Contracts for Teachers to support intersession that provide credit recovery opportunities for students off track as well as WBL experiences for students in an intensive format.	Title I: Basic	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	Comprehensive Student Supports

<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	<p>General Purpose Discretionary</p>	<p>\$2,885.99</p>		<p>Enter object code at left.</p>	<p>6330</p>	<p>Casemanage</p>	<p>0.03</p>	<p>Building the Conditions</p>
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<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	Measure G1	\$93,313.74			6330	Casemanage	0.97	Building the Conditions
Extended Contracts for teachers and staff to conduct home visits for all students.	Title I: Basic	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	
Staffing for our Writing Center which hosts individual support for students of all levels.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics
Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Rigorous Academics
Tier 2 math intervention for our D1 students	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports
Math team leadership embedded in teacher schedule to support cohesive 6-12 math program.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
Integrated advisory structure to build community and supportive adult/ student relationships that is structured around divisions and the pathways.	Base Funding	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Comprehensive Student Supports

Family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students. Support for families and students experiencing homelessness and provide coaching and support to families around academic readiness. The family resource center supports students who are newcomers in finding appropriate language programs.	21st Century Community Learning Centers	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
Intersession program that is supported by base funded teachers that provides credit recovery, dual enrollment, AP Prep, and internship support	Base	\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
Targeted support and outreach to AA students including the Black student union, Manhood development class for either MS or HS. This is targetted support for African American Student		\$0.00	N/A	Enter object code at left.	N/A	Enter position number at left.	N/A	Building the Conditions
Support Staffing for classrooms/ academic support position and intervention	LCFF Concentration	\$47,523.68	2205	Classified Support Salaries	new position	Enter position number at left.	1.00	Comprehensive Student Supports



**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number:** 232

**School:** Coliseum College Prep Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE (STRATEGIC ACTION)	ASSOC. SPSPA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
TBD	21st Century Community Learning Centers	After school budget- Safe Passages	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.						232-1
TBD	21st Century Community Learning Centers	Family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students. Support for families and students experiencing homelessness and provide coaching and support to families around academic readiness. The family resource center supports students who are newcomers in finding appropriate language programs.	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.						232-2
\$92,159.00	After School Education & Safety (ASES)	After school budget- Safe Passages	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5825	Consultants		NA		232-3
\$140,730.00	After School Education & Safety (ASES)	After school budget- Safe Passages	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5825	Consultants		NA		232-4
\$3,000.00	General Purpose Discretionary	Coaches for athletics and sports to provide scholar athletes opportunities to participate in sports at CCPA	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends				232-5
\$8,000.00	General Purpose Discretionary	Teacher summer planning in the instructional core to improve curriculum and instructional strategies/Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				232-6
\$1,000.00	General Purpose Discretionary	WASC Dues and expenses for WASC accreditation visits.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		NA		232-7
\$3,000.00	General Purpose Discretionary	Jupiter grades site licenses to improve parent communication and provide students and parents access to grades and create a system of information for parents.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies				232-8
\$5,000.00	General Purpose Discretionary	Refreshment for school PD, Appreciation Dinners and Community Events	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies				232-9

\$5,000.00	General Purpose Discretionary	Science Supplies to support NGSS standards implementation.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies				232-10	
\$5,000.00	General Purpose Discretionary	ART Supplies	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				232-11	
\$8,000.00	General Purpose Discretionary	Supplies to support overall school operation (photo copier)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				232-12	
\$25,000.00	General Purpose Discretionary	Uniforms/ branding of the school and pathway	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				232-13	
\$31,414.01	General Purpose Discretionary	School Supplies to support school operations	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				232-14	
\$2,885.99	General Purpose Discretionary	Case Manager will: <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.			6330	Casemanage	0.03	232-15	
\$47,523.68	LCFF Concentration	1.0 support staffing for classrooms/ academic support position to support students who are low-performing.	Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.	2205	Classified Support Salaries	6621			1.00	232-16
\$47,523.68	LCFF Concentration	Support Staffing for classrooms/ academic support position and intervention	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	new position			1.00	232-17

\$4,952.64	LCFF Concentration	Independent reading books for children that provide students with access to high interest leveled texts.	Language & Literacy	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies				232-18
\$62,596.89	LCFF Supplemental	1.0 Math Teacher- co taught math to ensure that students meet the A-G.	Rigorous Academics	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6167		1.00	232-19
\$66,221.09	LCFF Supplemental	1.0 Math Teacher for additional geometry and statistics so that students take additional math courses to meet A-G requirements	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	1644		1.00	232-20
\$67,440.42	LCFF Supplemental	1.0 Teacher to facilitate co teaching and dual enrollment to support students to develop a college mindset, gain early college credit, and develop college readiness skills.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3305		1.00	232-21
\$63,183.53	LCFF Supplemental	.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading accleration.	Language & Literacy	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	0.50	232-22
\$16,051.50	LCFF Supplemental	Benifits for EC for Teachers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				232-23
\$20,000.00	LCFF Supplemental	Stipends for Teacher Leaders to do additional work- coaching, interventions, planning support, Lead PD. This supports rigorous academics for our GATE students.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				232-24
\$53,752.42	LCFF Supplemental	Teacher summer planning time/ Additional Planning time- For co teaching and partner teachers to improve curriculum and instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				232-25
\$58,438.15	LCFF Supplemental	1.0 Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there. This case manager supports all foster youth in our school.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	6671		1.00	232-26
\$20,282.00	Measure G	Independent reading books for children that provide students with access to high interest leveled texts.	Language & Literacy	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks				232-27
\$10,091.00	Measure G	Surplus	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	4399	Surplus				232-28

\$443.26	Measure G1	ART Supplies	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				232-29	
\$93,313.74	Measure G1	<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.			6330	Casemanage	0.97	232-30	
\$86,329.85	Measure N	1.0 FTE Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member will manage our CS partnerships and student engagement events. Additionally a second teacher to build supports and computer science or classroom management knowledge	Rigorous Academics	Goal 1: Graduates are college and career ready.	1119	Certificated Teachers on Special Assignment Salaries		6163			232-31
\$21,512.00	Measure N	Summer planning and professional development for pathway teachers and core teachers to co-plan and create rigorous interdisciplinary projects including incorporating specific language instruction for students who are English Language Learner.	Rigorous Academics	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends					232-32
\$48,580.27	Measure N	.5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support One Goal partnership what will include curriculum that supports college and career readiness.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	2205	Classified Support Salaries		4107		0.50	232-33

\$10,000.00	Measure N	Textbooks and online licenses for students to enroll in Dual Enrollment courses provide student access to dual enrollment supports.	Work-Based Learning	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks					232-34
\$11,077.88	Measure N	Classroom supplies need for integrated projects, senior project and student presentations. Technology supplies to support students that are in the CTE sequence.	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies					232-35
\$18,000.00	Measure N	Transportation costs (Bus passes, BART, charters, etc) associated with students participating in work based learning study tours, Concurrent Enrollment opportunities or Internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies					232-36
\$4,000.00	Measure N	Staffing and stipends for ECCO Internship program that is integrated in to summer pathway programming.	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Consultants					232-37
\$30,000.00	Measure N	Oakland Promise partnership and Future Center support for increasing college access for all students. Future center staff provide intensive supports for first generation college students.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.							232-38
\$0.00	Perkins	Professional development for Computer Science Teachers to integrate CTE standards into the core sequence of courses. This will be supported by district Perkins Funding and CTEIG.	Rigorous Academics	Goal 1: Graduates are college and career ready.							232-39
\$63,183.53	Title I: Basic	.5 TSA that will provide literacy coaching, data analysis, and teach intervention classes for students that have been identified for specific reading acceleration	Language & Literacy	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	6165	Teacher, Structured English Immersion	0.50		232-40
\$6,327.67	Title I: Basic	PLC LEADS and Division Team Leads to improve the instructional core, design curriculum and teach instructional strategies, establish key instructional practices and launch the climate and culture plans for the year.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends					232-41
\$8,000.00	Title I: Basic	Extended Contracts for Teachers to support intersession that provide credit recovery opportunities for students off track as well as WBL experiences for students in an intensive format.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends					232-42
\$8,000.00	Title I: Basic	Extended Contracts for teachers and staff to conduct home visits for all students.	Comprehensive Student Supports		1120	Certificated Teachers' Salaries: Stipends					232-43

\$20,000.00	Title I: Basic	Additional extended teacher time for additional pathway tasks (robotics, supervising internships, AP testing prep etc_	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				232-44
\$27,704.80	Title I: Basic	Teacher Extended Contract to support coaching of new teachers to support differentiation and strong curriculum development, Professional development and curriculum design, and to provide credit recovery and intervention for students who need support (this is support for students with disabilities)	Rigorous Academics	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends				232-45
\$0.00	Title I: Basic	Attendance Compliance Officer to support students and families that have high or chronic absences develop clear communication and strategies for students to increase their attendance and academic performance.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	new position		1.00	232-46
\$2,474.37	Title I: Parent Participation	Teacher extended contracts to support parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Language & Literacy	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends				232-47
\$85.63	Title I: Parent Participation	Snacks for parents meeting	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies				232-48

# Title I School Parental Involvement Policy 2018 - 2019

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 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.
  - School Site Council- Title one business meeting about use of Title 1 funds to carry out site plan and the site plan development
  - African American Parent Meeting- Meeting to focus on outcomes for African American Students.
- 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 meetings primarily
- Provides parents of Title I students with timely information about Title I programs.
  - SSC schedules are 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.
  - 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.
  - 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.
  - 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 the 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.

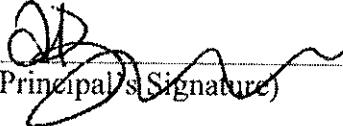
### **Accessibility**

- 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 10/26/2018 and will be in effect for the 2018-19 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)

10/26/18  
 \_\_\_\_\_  
 (Date)

## 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.

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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.

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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 \_\_\_\_\_, \_\_\_\_\_.



STATE AND FEDERAL PROGRAMS

**2018-2019**

**School Site Council Membership Roster – High School**

School Name: Coliseum College Prep Academy

Chairperson : Maria Preciado
Vice Chairperson: Zyanna Smith
Secretary: Rachel Korschun

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Amy Carozza	X				
Rachel Korschun		X			
Divya Farias		X			
Derrick McMillen		X			
Jessica Sawczuk		X			
Isabel Pelayo-Munoz			X		
Maria Preciado				X	
Crystal Huey				X	
Irma Pascual				X	
Arnetta Olden					X
Zyanna Smith					X
Taheerah McKinney					X

Meeting Schedule (day/month/time)	<b>Friday, September 21, 2018 at 10 AM</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
3-Parent /Community  
3-Students